

# Effect Of Reference Group And Family Group Attitude Toward Establishment In Choosing A University

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## Abstract

This study focuses on analyzing group and family references in choosing a university. The purpose of this study is to analyze the factors considered for choosing a university as a continuation of education. Reference groups and family groups, have an important role in determining the attitude of individuals (prospective students) to choose a college. This means that both groups can affect the attitudes of prospective students in the decision-making process with a careful and reasoned. The object of research is school students who want to continue their studies at the university level. High school students are influenced by the pull of its immediate environment at school (study groups, organizations, groups play), or also the pressure of family environment that may affect directly the involvement of their parents to participate select the desired college. The study aims to determine the influence of reference groups and family groups on the attitudes of high school students in choosing a university in Jakarta. The method used is survey with a sample of 267 of the population of high school students in East Jakarta. The results showed that there is significantly effect of reference groups and family groups on the attitudes of high school students in choosing a university in Jakarta.

**Keywords:** reference groups, family, attitude, college.

## Introduction

Acceptance of new students each academic year was held at several private universities in Jakarta. Each student has started to get information about the university to be targeted. They can obtain information on the distribution of brochures, print media, electronic media, as well as information through a group of close friends and family. The information is used as a material or sources that may

affect prospective students in choosing a college was going. The student, especially high school student, is often in the electoral college which interested and influenced by the pull of its immediate environment at school (study groups, organizations, groups play), or also the pressure of family environment that may affect directly the involvement of their parents to participate select the desired college.

In the connection with the phenomenon of a dilemma that often arise among prospective students, there are several references which describe the influence of reference groups and families in choosing a college. As noted by some experts that explains about the influence. Several experts states that in social interaction, occurs interplay between one individual with another individual, a mutual relationship that also affect the behavior patterns of each individual as a member of society (Tanaka, 2017; Sun, Cui and Xu, 2018; Ghahtarani, Sheikhmohammady and Rostami, 2020; Becker, 2021). This means that a person's behavior will be influenced by the interaction between himself and the surrounding environment or specific social environment. Some of the factors that influence these interactions is the reference groups and family groups.

The reference group is any person in the formation of groups that are internally bonded both in general and specifically on the values, attitudes or behavior that directs members of the group. There are several groups of reference of which are normative reference group and the comparative reference group. Both groups were important in influencing the underlying behavior of a person in decision-making (Patalano and LeClair, 2011; Schiffman, Kanuk and Hansen, 2012; Henningsen and Henningsen, 2015; Wang et al., 2016). The reference group is one of the external factors that can influence the behavior of individuals in determining attitudes toward objects or stimuli something perceived or seen by the individual.

Furthermore, family groups play an important role in the formation of

individual attitudes toward an object which he believed accordance with the wishes and expectations of the individual. Factor of causality that plays an important roles are family structure and family composition (Stock, 2007; Humlum, Kristoffersen and Vejlin, 2017; Nieuwoudt and Pedler, 2021). There is a term commonly where family is defined as two or more related individuals, whether it be blood, marriage and adoption. Family can consist of several forms such as autocratic family, democratic family, nuclear family, extended family, family conjugal, and single-parent family (Schiffman, Kanuk and Hansen, 2012; Forster and Van De Werfhorst, 2020).

Both of the above groups, reference groups and family groups, have an important role in determining the attitude of individuals (prospective students) to choose a college. This means that both groups can affect the attitudes of prospective students in the decision-making process with a careful and reasoned. Several opinion explained that attitude of choosing of the individual is a pattern of behavior, tendency or readiness anticipatory, predisposition for adjusting in social situations, or simply, the attitude is a response to stimuli social has been conditioned (Lapierre and Hackett, 2007; Horowski, 2020).

In addition, Robinson in Papalia argues that a teenager spent more time with their peers than with family (Papalia, Olds and Feldman, 2007). Peers are an important source of emotional support during the transition period being experienced by adolescents. In line that view states that peers are also a source of affection, sympathy and moral directives to achieve independence from the parent

(Papalia, Olds and Feldman, 2007). From the above description can be formulated as follows matter how the influence of the reference group and the family of the establishment of attitude in choosing a college of high school students in Jakarta area?

This study aims to determine the influence of reference groups and families to choose private universities attitudes of high school students in Jakarta area. This research is expected to be beneficial both practically and theoretically. The practical benefits of such important information on decisions of high school students in determining the appropriate option to their motivation, knowing about the reference of the most powerful in influencing the selection of high school students in choosing a university. Furthermore, the theoretical benefits include additional information and reinforces the concept that has been built from the donated through research based on the conditions in Indonesia.

## **Literature Review**

### **Reference group**

The group can be defined as an interaction between two or more people to achieve a goal, both individually and together. The group also called to represent the status of its members. A group that all its members feel ownership and meet shared characteristics called membership group. There is a group where each member is unlikely to accept members or individuals who have values, attitudes and behaviors different from the group. This group is called symbolic group (Schiffman, Kanuk and Hansen, 2012).

Reference group is that everyone in the group were in it, both in general and

specifically, shaping values, attitudes or behavior that directs members of the group. The basic concept is associated with a value perspective to understand its impact on others regarding beliefs, attitudes and behavior (Schiffman, Kanuk and Hansen, 2012; Kusumawati, 2020; O. Torbas, V. Hloviuk and V. Malakhova, 2020). According to Hyman in Dawson explained that a reference group of respondents who holds the status as individuals who have the position and often interact with other individuals (Dawson and Chatman, 2001). Based on some of the above definition, it can be concluded that the reference group is not another form of interaction that exists between two or more people who become members of a group in which it contains the values, attitudes, beliefs that are able to influence the behavior of members of the one and the other.

### **Types of Reference Groups**

Several opinion are some of the reference group including the normative reference group and the comparative reference group (Song, 2015; Beckmann, 2021). Both groups play an important role affecting the underlying behavior of a person in decision making (Schiffman, Kanuk and Hansen, 2012).

- a. Normative reference group where coverage influence in general and broad to give meaning to the values and behavior of a person. An example of a reference group of normative for children is on the needs of family relations, as each play a role that gives importance to the child's reaction in perception values and behavior of selecting an object.
- b. comparative reference group which provides support to a selection of

specific or present different meanings between attitudes and behavior. This group will compare an option in its proper attitude and behavior seen thus making it more meaningful. An example of comparative reference group is a social group in adolescents. where the understanding of the group affected by the collected knowledge of each member in the group.

Both groups on both normative and comparative reference group had the benefit of each. Normative reference group affects feature basic behavioral development, while the comparative reference group influences the expression of appreciation of the attitudes and behavior. It thus certainly affects specifically to measure the level of development of the basic values and shape a person's behavior in a normative reference group.

### **Families**

Families and households are not always meaningful synonyms. Because there are things that distinguish from both. In a household included therein relationships between family members and non-family members who live in a house. Households may consist of family and non-family. While the family is more limited in scope, and only consisted of two people or more by ties of blood, marriage, or adoption, two or more people who interact and have ties of blood, marriage, or adoption and living together (Ness, Loudon and Bitta, 1980; Bell et al., 2018).

The family is a system in which there is a specific relationship, rules, and roles, from each member of which has its own uniqueness (Ivey et al., 1993; Zeeb, 2020). There are two dimensions where

there is a family that is very high and very low in cohesion and conformity, but families who have a balance on both dimensions could have a very powerful function, put forward a family of successful, happy and powerful, not only balanced, but also accompanied by commitment, awards to every member of the family, taking the joint activities of all members of the family, has the form of good communication, have a high religious orientation, and to resolve the crisis in the family in ways positive (Gladding, 1992; Sackett and Cook, 2021)

In addition, the family is the environment in which a child for the first time get to know the people around them before socialization to society at large, so that the role of the family is very important for the development of a child's personality. In our society, the family is the place where one is dependent on both economic and social life, as well as play a dominant role in determining and taking a decision. There are several types of families that will be encountered, including:

- a. Autocratic families where the main force is on one person. which can be formed through gender dominance, namely: the patriarchal or matriarchal (Santrock, 2018).
- b. Democratic families where decisions are made by consensus. There are several roles that run the child in the family, among others: children play a passive role approve any input from parents, children consciously or not (consciously or unconsciously) participate actively involved in decision making (Ahlberg, Roman and Duncan, 2008; Beneke and Cheatham, 2016).

- c. Nuclear family is the smallest family unit consisting of father, mother, and child. Extended family relationships are not functionally oriented family relative of one of the parties (Smith, 1993; Sear, 2016).
  - d. Extended family which consists of several extended family. One characteristic broad family is a joint family consisting of a few men sisters along with their children, and their siblings unmarried women (Smith, 1993).
  - e. Conjugal family ties which also consists of the pair along with children and have a relationship with a relative of the family-oriented on one or both sides (Smith, 1993; Han, Ma and Wang, 2016).
  - f. Single parent family, this may be the mother or father is entirely responsible for the child after the death of a spouse, divorce, or the birth of a child out of wedlock (Smith, 1993; de Lange, Dronkers and Wolbers, 2014).
- (affection), thinking (cognition), and predisposing someone action to an aspect in the surrounding neighborhood (Fishman, Yang and Mandell, 2021). Based on the above definition, there are some characteristic attitude (Ness, Loudon and Bitta, 1980), namely:
- a. Must have an object. Objects can be physically shaped object, for example a product, or it can be the action (behavior), such an attitude in choosing a college.
  - b. The attitude expressed through the reflection of one's feelings to the object. Can be expressed through direction, degree (how much fondness or dislike of an object), intensity (the level of confidence or substantiality of an object).
  - c. Attitude reflects a self-organization in which there is attached to internal consistency and contains inter attitudinal centrality.
  - d. Attitudes can be learned. As with any game, the attitude can also be studied. Developing attitudes through personal experience of encounter with reality.

### Attitude

Attitude is a form of evaluation or feeling reactions. Attitudes toward an object shaped supports or siding feelings or feelings of support or impartially on the object. Specifically attitude also be formulated as the degree of affection positive or negative affection towards a psychological object. A few opinion argues that attitude is a tendency of behavior patterns, tendencies or anticipatory readiness, predisposition for adjusting in social situations, or simply, the attitude is a response to social stimuli that have been conditioned (Griffin, 2015; Nolder and Kadous, 2018). Second opinion described attitude is interpreted as a certain regularity in terms of feelings

Attitude has four main functions for individuals (Ness, Loudon and Bitta, 1980; Shavitt, 1990), namely:

- a. Function adjustment: this function is directly built on one person in the direction of pleasure or appreciation of the object and not towards the displeasure or discomfort. It depends on the level of a person's perception of satisfaction and punishment.
- b. Functions Defensive ego. This function protects the individual from anxiety or threats for the entirety of his self-esteem.
- c. Function Value-expressive: capable of functioning to protect self-image, one's and also to express the values of

- the individual, or a means of reflecting the self-concept of the individual.
- d. The function of knowledge, work to organize and process information efficiently. This can affect the amount of information required and able to understand someone.

### **Reference Group and Family Influence on Attitude**

One of the tasks of development, the role of youth as a social being is to foster good relations with the people in the family environment and in the environment of the community (school). In these relationships, the youth group will conduct an evaluation of behavior, norms and values it has. This is because in each group usually consists of several members, where each member has different characteristics from one another. A person's decision to join in a particular group, in this case the reference group, will be associated in interest groups where members feel satisfaction when joining the group (Raven, 1993; Elias, 2008).

Recognition of a person in a group does not mean should him out of membership in a group that previously followed. Reference group will be able to affect a person if the group has the values and characteristics that can stimulate him. Furthermore, the reference group is expected to make sure that the group is meaningful to him and appeal individually (Dawson and Chatman, 2001). In connection with the above, then the role of the group and members of the reference group will influence the behavior of teenagers, including the attitude of choosing a college. This is because every member in the group to build engagement and interest in relationships between

members of one another, so it is natural if the role of the group is very strong against the formation of attitudes engendered by someone.

The family is the place where adolescents live and interact intensely and continuously with all members in the family. Then the problems being experienced by one of the "must" be known and discussed together to look for solutions, avoiding any decision taken as far as possible "should be" agreed upon by all members of the family. Family influence on children is also related to changes in shape of the role of husband and wife, which stems from the cycle of family life as well as the types of families that exist, when children are faced with a decision to be taken. In the modern family life cycle, there are two critical events that may influence the behavior of teenagers to make his choice, namely: (1) marriage and separation (due to divorce or death), (2) the birth of the first child and the arrival of the last child (Ness, Loudon and Bitta, 1980; Eliason et al., 2014; Mulatu et al., 2020). For example, the impact of the critical events in adolescents are when they face the moment to determine the high college studies. If one of the dominant parents, then the child will likely be influenced by the dominant parent in the college selection process. The dominant role is preconceived, where children get involved determining the decision concerning him that for children there is no other choice but to approve it.

Furthermore, the process of selecting decisions for youth, in this case choosing a college, influenced also by the participation and behavior of other family members. This is partly seen in the role of the traditional family, where the wife must

be obedient to compromise with her husband before determining the decision to be taken. Relationships with fellow members of ancestry, became the foundation of the formation of attitudes toward other people, objects, and life in general. Families also lay the basis for adaptation and learning process of thinking about adolescents, as where do members of their family.

Family life today has shifted a variety of things, to change the system that should be in a family. Such changes affect the atmosphere and rhythms of life that ultimately deliver the emergence of various problems in the family and cause dysfunction in the family system. As a result, there are several functions in the family that runs unbalanced, which among other things gave birth to a difference in the process of solving family problems, the presence of a third party, and increase levels of anxiety in the family. Family problems such as divorce, family economics are not fulfilled, the difference in character, temperament and personality too sharply between husband / wife, saturation through the routine, the presence of a third person, and polygamy (Arthi and Fenske, 2018; Boltz and Chort, 2019). The problem faced by the family was very strong influence adolescent

attitudes in their behavior, act, and determine and take a decision.

In social interaction, occurs interplay between one individual with another individual, a mutual relationship that also affect the behavior patterns of each individual as a member of society. Among the various factors that influence the formation of attitudes is a personal experience, culture, others that are considered important, the mass media, institutional / educational institutions and religious institutions as well as emotional factors within the individual. Based on the above then formulated the hypothesis that:

1. There is the influence of reference groups and families to choose college attitude of high school students.
2. There is a reference group influence on the attitudes of family groups there is an influence on the attitudes

## Research Methodology

### Subjects

This study uses a quantitative approach. This study will use research respondents of approximately 267 people. The respondents where high school students in East Jakarta area are selected based on purposive sampling.

| Sex    | Frequency | Presentation(%) |
|--------|-----------|-----------------|
| Male   | 109       | 40.8            |
| Female | 158       | 59.2            |
| Total  | 100       | 267             |

Table 1 Profile of Respondents High School Students in East Jakarta by Sex

Table. 1 to disclose information about the demographic composition of 40.8% of high school students that are male-female

59.2%.

### Results

To see influencing the indicators that make up these variables, we used the test Structure Equation Model (SEM). The

goal is to determine which indicators the indicator most powerful influence in the variable Markowitz. Parameter estimation

results for each of the indicators for the latent variables ( $\xi_1$ ) and ( $\xi_2$ ) and ( $\eta$ ) can be seen in the figure below:

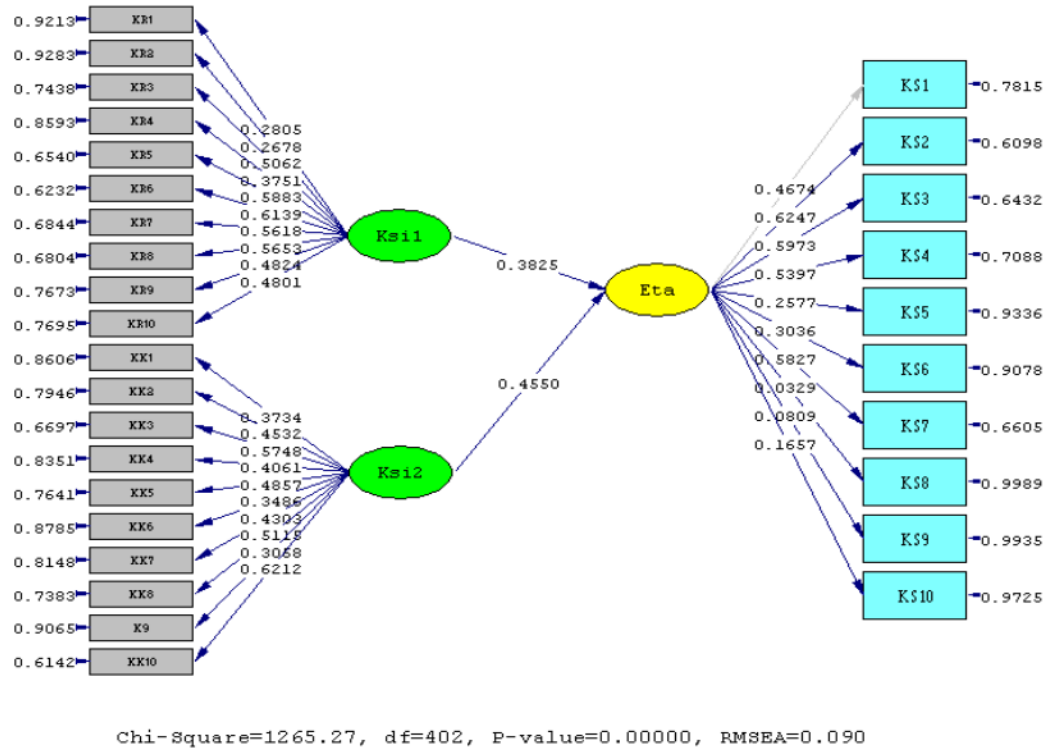


Figure 1 Structure Equation Model Early Influence Reference Group and The Group Families of the Attitudes of High School Students.

KSI1 = reference group

KSI2 = family group

Eta = Attitude

In testing models used simultaneously or overall size of the accuracy of the model (Goodness of Fit), which aims to determine whether the model can be accepted or not. Based on test results obtained the following results:

Table 4 Test Results Suitability Model (GOF)

| No. | size GOF                      | IdealCriteria | estimation                         |
|-----|-------------------------------|---------------|------------------------------------|
| 1.  | $\chi^2$ (Chi-square) df = 84 | P-Value>0.05  | 1265.27<br>with a P-Value = 0.0000 |
| 2.  | RMSEA                         | <0.05         | 0.090                              |

Source: Research Data Processing

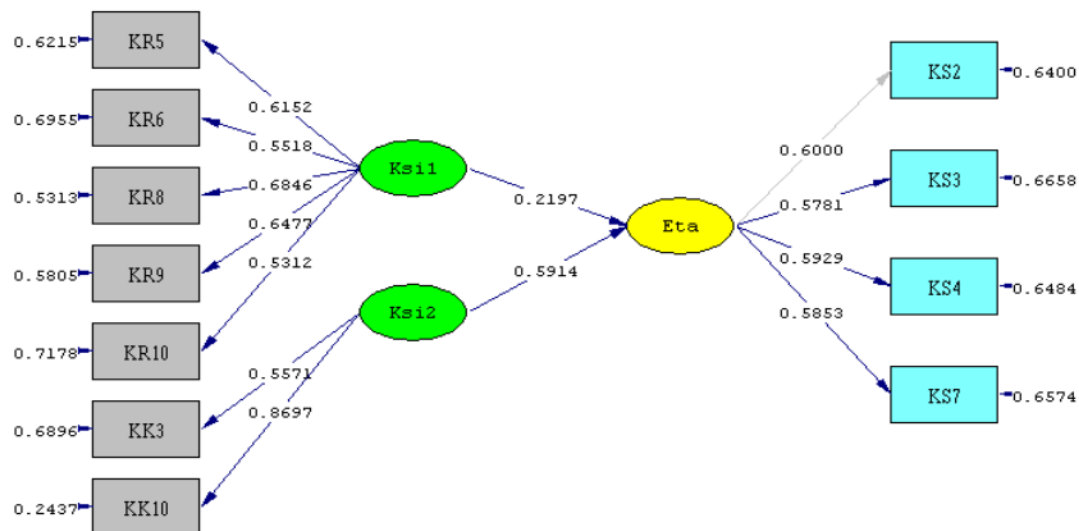
From the calculation to model ditelivalue

obtained  $\chi^2$  by 1265.27dengan p-value =

0.0000. Judging from the value of  $\chi^2$  with p-value of 0.0000 indicates that the test  $\chi^2$  significantly. Judging from the value of RMSEA for model studied by 0.090, it can be said is still not good models for RMSEA > .08.

After CFA(Confirmatory Factor

Analysis) to determine the accuracy of any indicators of a latent variable in shaping the construct obtained estimation results on the parameters for each indicator that ( $\xi_1$ ) and ( $\xi_2$ ) and ( $\eta$ ) can be seen in the following figure:.



Chi-Square=104.54, df=41, P-value=0.00000, RMSEA=0.076

Figure 2 Laten Model Structure Equation Model Effect Reference Group and Group Families of Attitudes of High School Students

Description:

KSI1 = reference group

KSI2 = keompok family

Eta = Attitude

Model test results simultaneously or in whole using precision measurement model (Goodness of Fit) is obtained as follows:

Table 5 Test Results Suitability Model (GOF

| No. | size GOF                      | Ideal Criteria | estimation                        |
|-----|-------------------------------|----------------|-----------------------------------|
| 1.  | $\chi^2$ (Chi-square) df = 84 | P-Value > 0.05 | 104.54<br>with a P-Value = 0.0000 |
| 2.  | RMSEA                         | <0.05          | 0.076                             |

From the calculations for the model value obtained  $\chi^2$  by 1265.27 dengan p-value =

0.0000. Judging from the value of  $\chi^2$  with p-value of 0.0000 indicates that the test  $\chi^2$

significantly. Judging from the value of RMSEA for model studied by 0.076, it can be said the model is acceptable because  $RMSEA < 0.08$ .

The test results have met the overall model size suitability model (Goodness of Fit) can thus be said to be good and acceptable models.

### The Effect of Reference Group and

Table 4. Effect of Partial Hypothesis

| No. | Hypothesis                                   | coefficient<br>t<br>Path | t <sub>Compute</sub> | T <sub>critical</sub><br>1 | of of | Conclusion<br>Statistics                                                                                    |
|-----|----------------------------------------------|--------------------------|----------------------|----------------------------|-------|-------------------------------------------------------------------------------------------------------------|
| 1   | reference group influence on the attitude of | 0.2197                   | 2.5692               | 1.96                       | Sig   | H <sub>01</sub> rejected, meaning that there is a significant influence on the attitudes reference group    |
| 2.  | The group of families affect the attitude of | 0.5914                   | 5.6664               | 1.96                       | Sig   | H <sub>02</sub> rejected, meaning that there is a significant influence on the attitude of the family group |

Source: Research Data Processing

According to the table above is known that the first hypothesis stating that there are significant reference groups and family groups attitude towards choosing a college, be accepted. Furthermore, the second hypothesis which states that there is an influence on the attitude of the reference group, were accepted. It is obtained coefficient values influence the attitude reference group  $\gamma_{\eta_{\xi_1}}$  at 0.2197 with value<sub>the t</sub> of 2.5692. Because  $t_{count} >$  limit value  $t_{critical} = 1.96$  it is therefore concluded that the variable reference

### Family Group on Attitude

Based on the above data analysis can be seen coefficient values influence reference groups and family groups on attitudes. To test the effect of partially used the t-test with  $\alpha$  test criteria for the study of 0.5 on a critical limit that was significant was 1,96. To know more clearly seen in the following table.

group influence on attitudes.

Hypothesis 3 which states there is the influence of family groups on attitudes. Retrieved coefficient values influence attitudes *keluarga terhadap* group  $\gamma_{\eta_{\xi_2}}$  () of 0.5914 with a value<sub>t</sub> of 5.6664. Because  $t_{count} >$  limit value  $t_{critical} = 1.96$  it is therefore concluded that the variable reference group influence on attitudes.

### Large Effect of Direct And Indirect reference group and keluarga

### Terhadap Group Attitudes

Test results exogenous variables that reference groups and family groups with the attitude of the endogenous variables using program LISREL (Linear Structural Relationship) coefficient values obtained

significant influence. Hereinafter described in more detail on the total direct and indirect influences of each latent variable reference group ( $\xi_1$ ) and the family group ( $\xi_2$ ) the attitude ( $\eta$ ). The results of the study can be seen by the following table:

Table 5 Results Effect reference group ( $\xi_1$ ) And the family group ( $\xi_2$ ) Against Attitude ( $\eta$ )

| Variable                                                      | Large Influence of                                                      |        |          |             | Total   |
|---------------------------------------------------------------|-------------------------------------------------------------------------|--------|----------|-------------|---------|
|                                                               | Formula                                                                 | Direct | Indirect |             |         |
|                                                               |                                                                         |        |          | Description |         |
| reference group (ξ1)                                          | $\gamma_{\eta\xi_1}^2$                                                  | 4.83%  |          |             | 8.81%   |
|                                                               | $\gamma_{\eta\xi_1} \times \phi_{\xi_1\xi_2} \times \gamma_{\eta\xi_2}$ |        | 3.98%    | Through ξ2  |         |
| family group (ξ2)                                             | $\gamma_{\eta\xi_2}^2$                                                  | 34.98% |          |             | 38.96%  |
|                                                               | $\gamma_{\eta\xi_2} \times \phi_{\xi_1\xi_2} \times \gamma_{\eta\xi_1}$ |        | 3.98%    | Through ξ1  |         |
| Effect of Simultaneous ξ1 ξ2 to η $R_{\eta \xi_1 \xi_2}^2$ () |                                                                         |        |          |             | 47.77%  |
| Effect of variable Affairs $R_{\eta\varepsilon}^2$ ()         |                                                                         |        |          |             | 52.23%  |
| TotalEffect                                                   |                                                                         |        |          |             | 100.00% |

Based on table 5. the above is known that the total effect of the reference group ( $\xi_1$ ) and the family group ( $\xi_2$ ) the attitude ( $\eta$ ) amounted to 47.77%

### Discussion

Based on the results of this study is exposed to the influence of the reference group on the attitudes of high school students in choosing a college interest. Proof shows that the high school student to make his choice was influenced by the people nearby or groups that serve as a reference, in yet because of insufficient maturation and transition cycle on the perceived age is still unstable. Many companies or institutions use this opportunity to influence the formation of attitudes of high school students with activities such as promotion, engineering affects word of mouth in offering its products both in the form of goods or services. In the services sector, for example, the activity of promotion and

propaganda is very important because the products are not visible. To be more precise target then, change perceptions and attitudes toward a product is more focused on high school students, where they spontaneously had discussions with one another about the object they are doing in order to share information for the sake of similarity mood.

Furthermore, this study showed the family influence on the attitudes of high school students in choosing a college. This information is increasingly clear that family influences play a huge role in determining the choice of colleges of interest by high school students. The family is the closest to the student groups in the decision-making choices after they got a strong information of the reference

group. Promotional activities or propaganda in this group should be rational and easily understood by a family group, namely by promoting the superiority or uniqueness of the products offered, it is easy to reach by the contents of the product, easily identifiable, and these products provide more benefits to the user. The group of families or older people will give consent in determining college choice if the information received by the students themselves in line with the information obtained parents, especially through communications media such as newspapers, TV shows, magazines, or brochures.

The result of the next hypothesis which states the relationship between reference groups and families in choosing a college, proved acceptable. This shows that there is a strong relationship of both variables in shaping the attitudes of high school students in determining college choice on consideration of immediate external environment. Preferences someone will influence the perception and attitude of her choice of a product, it means the intention to change the referrers students in deciding the selection should be focused on their preferences (family and group). Similarly accompanied promotion or propaganda made companies engaged in services for instance directed to the consumer, in this case the students, then all of them capable of changing perceptions and attitudes he so appreciated the acceptance of the offer. The results of this study also reveal that there are no significant differences are the reference group, family and attitudes, views of gender, major and minor.

### **Conclusion**

The conclusion of this study is that the

college selection factors are dominated by group attitudes, family attitudes, and reference groups. This study concludes that the consideration of students' decisions always asks for advice and family history. The family perspective becomes the dominant thing in making university-level campus selection decisions. Prospective students have been very responsive in choosing their future and studying in college. Further research can be done by students choosing universities at the level of polytechnics, high schools, and academics. The scope of the data can be expanded by using social media, the internet, and the history of alumni choosing a college. This model can be used in contexts and research problems.

The position of this study reinforces the existing results that family factors are important in campus selection. Students as objects of higher education are given many choices as alternative decisions. Limitations in this study lies in the aspects of attitude and family. This can be made more specific in the selection of campuses with public or private status. The scale can be chosen according to the level of accreditation and reputation owned by a university. All of them can be used as research factors as a reference for further stages.

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