The 2nd PICEEBA

Padang International Conference on Education, Economics, Business and Accounting

Book of Abstracts

Sustainable Innovation in The Digital Era

ECONOMIC EDUCATION

FACULTY OF ECONOMICS, UNIVERSITAS NEGERI PADANG
Padang, November 24 - 25, 2018

Determining Test Length Precision for Economics Testing
The Implementation of IRT Model for Classroom Assessment

Friyatmi[1], Djemari Mardapi[2], Haryanto[3]
[1] Universitas Negeri Padang, Padang and Indonesia, ✉ friyatmi@fe.unp.ac.id
[2] Universitas Negeri Yogyakarta, Yogyakarta and Indonesia, ✉ djemari@uny.ac.id
[3] Universitas Negeri Yogyakarta, Yogyakarta and Indonesia, ✉ haryanto.@uny.ac.id

Abstract

The Item Response Theory (IRT) has been used extensively in the test analysis to produce the estimation of item parameters and the ability of testee. However, test length and sample size can affect parameter estimates based on the IRT approach. The purpose of this study was to analyze the effect of sample size and test length on the stability of parameters estimation. This study was conducted using two stages of simulation and real testing in economics for senior high school students. The data were analyzed using the WINGEN for data generation and the BILOG for item parameter estimation and ability parameter estimation. The sample size were varied from small to large samples, while the length test were short tests (20 items) and long tests (> 20 items). The results showed that 1) sample size had an effect on the stability of the item parameters, where the increasing of the sample size impact on the raise of item parameter estimation, 2) the test length effect on the stability of the ability parameters, the rise of number of items effect on the increases of ability parameter estimation. Rasch models (1-PL IRT) can be applied by the teacher in conducting classroom assessment with test length 20 and has sufficient reliability.

Keywords: IRT, Test Length, Sample Size

Developing Students' Worksheet Based on Higher Order Thinking Skills For Economics Learning in Senior High School

Tri Kurniawati[1], Abel Tasman[2], Menik Kurnia Siwi[3]
[1] Universitas Negeri Padang, Padang and Indonesia, ✉ trifeunp@gmail.com
[2] Universitas Negeri Padang, Padang and Indonesia, ✉ abelltasman@gmail.com
[3] Universitas Negeri Padang, Padang and Indonesia, ✉ menikkurnia@gmail.com

Abstract

Higher order thinking skills test is formulated for improving student critical thinking abilities. This study is conducted by using research and development approach. The aim of this study is to develop student worksheet based on higher order thinking skills for economics learning in senior high school and will be carried out for 2 years. This study uses the Plomp (1982) model. The development procedures of the Plomp model consists of five steps, namely; (1) initial investigation, (2) design, (3) construction, (4) test, evaluation and

revision, (5) implementation. The result of this research is a set of students' worksheet based of higher order thinking skills for economics learning in senior high school.
Keywords : Higher Order Thinking Skills, Economics Learning.

The Factors That Contribute to Students Dropping Out of School

Rani Sofya[1], Menik Kurnia Siwi[2], Oknaryana[3]
[1] Universitas Negeri Padang, Padang and Indonesia, ✉ ranisofya@fe.unp.ac.id
[2,3] Universitas Negeri Padang, Padang and Indonesia, ✉

Abstract
Changes that are so fast require rapid response from individuals in order to survive in the digital era. Education becomes an important capital that is owned by individuals in order to have a positive response to change. Then every citizen of Indonesia should obtain the same access to education so that it is possible in the future to become a qualified workforce. With the enactment of the Law on 20% of the state budget for education, it has shown the government's efforts to increase education participation. Reality of School Drop Out Numbers is still found in people in the low expenditure group. By using confirmatory factor analysis using SPSS version 20 an analysis of questionnaires was filled out by 36 respondents who dropped out of school. Based on the processed data it was found that the factors that caused students to drop out were student perceptions about the quality of education and teacher work, the encouragement given by schools, the desire for dynamic and innovative schools, parental support for children's education, the importance of content taught in schools, intention to continue studies in college and the need to help the family economy.
Keywords : Factors, Dropping Out, Student

The Internalization of *Minangkabau* Culture Values in Learning Economic

Armiati[1], Z Mawardi Effendi[2], Agusti Efi[3]
[1] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) armiati@fe.unp.ac.id
[2] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) zmeffendi@fe.unp.ac.id
[3] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) agustiefi@fpp.unp.ac.id

Abstract
The purpose of this paper is to identify the *Minangkabau* cultural values that can be internalized in the learning Economic. This is studied because many young generation who do not familiar with *Minangkabau* customs and norms that exist in its territory. The results of the analysis showed that the *Minangkabau* cultural values that can be internalized in economic studies can be sourced from *petatah petitih Minang* culture and philosophy of *Minang*. On the basis of competency describes the concept of economics can be explained only by the *petatah petitih* such as "*duduak marawiak ranjau, tagak mamandang arah, nak, kayo kuek bakureh, nak cadiak rajin baraja, nak mulie tapiak'i janji"*. While in basic competency describes the concept of

management can be explained through *petatah petitih "diagak mangko diagiah dibaliak mangko, dibalah"* and *"bakulimek sabalun habih"*. The *Minangkabau* is very rich with *Petatah petitih* so that all the material in Economic study can be explained by internalize *petatah petitih* in learning.
Keywords: Internalization, Local Wisdom, *Minangkabau*, Economic Studies, *Petatah Petitih*

Improving Students' Motivation and Learning Creativity Through Mind Mapping Learning Method

Rose Rahmidani
Universitas Negeri Padang, Padang and Indonesia, ✉ rose_rahmidani@fe.unp.ac.id

Abstract

Saturation in learning is one of the problems that lead to a decrease in student motivation in learning Consumer Behavior, which must be found a solution. The mind mapping method that is applied in the course of Consumer Behavior can be an alternative solution to overcome it. The aim of this study was to obtain an overview of the implementation of learning by using mind mapping method in increasing the motivation and students' creativity in fourth semester academic year 2018/2019 Department of Economics Education Programme in Universitas Negeri Padang on Consumer Behavior subject. Data was taken from students of the Consumer Behavior subject section 201810530105 with classroom action research (PTK). To get complete data, this study uses a qualitative approach to retrieve, analyze, and process data and information that will be made to answer the problem being studied. The results showed that the implementation of mind mapping method on Consumer Behavior could: (1) can increase students' learning motivation, (2) can increase students' activity, and (3) can improve students' learning creativity.

Keywords : Learning Motivation, Learning Creativity, Mind Mapping Method

Influence Of Parental Care, Level Of Education Of Parents, Learning Facilities In House And Learning Motivation To Student Learning Achievement Students Achievement Student In Smk Negeri Padang City

Ega Sri Dini[1], Yunia Wardi[2], Sri Ulfa Sentosa[3]
[1] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) egasridinie@yahoo.com

[2] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) yuniawardi@fe.ac.id

Abstract

The purpose of this study is to trace the influence of parental care, parental education level, home study facilities and learning motivation to student achievement in the field of accounting expertise at SMK Negeri Kota Padang. The sampling technique used is *proportional random sampling* to obtain a sample of 144 students. The research instrument used in the form of a questionnaire or questionnaire. Data analysis in this research using *Path Analysis Path Analysis* (). The result of the research shows that parents' concern, education level, and learning facilities have a significant effect on students' motivation, parents' level of education has no significant effect on learning achievement, parental care, and home study facilities have a significant positive effect on learning achievement, on the achievement of Students in Accounting Expertise at SMK Negeri Kota Padang.

Keywords: Learning Achievement, Facility, Motivation Learning and Education Level of Parents.

pping The Attributes of Soft Skill on Students Graduate from Faculty of Economics, Padang State University about The Readiness of Entering The World of Work

Armida S[1], Z Yulna Dewita Hia[2], Nia Junaidi[3]
[1] Universitas Negeri Padang, Padang and Indonesia, ✉

Abstract

The challenge of supporting education is the acceptance of graduates in the world of work with quality in accordance with career standards. The graduates are faced with competition between universities in the country and abroad in line with the Asean Economic Community (MEA). Graduates' competence is one of the success factors of higher education in carrying out its mission. This is related to the pull factor for users or users to use college graduates who have the best competence. Universities including the Faculty of Economics, Padang State University (UNP) must consecrate their learning outcomes according to the demands of the workforce. This study aims to map out the attributes of soft skills that are needed by the working world (end user) graduates of the Faculty of Economics, Padang State University, both education and non-education graduates. Having known the attributes of soft skills needed by the end users graduated from the Faculty of Economics, redefined and integrated into learning outcomes as attributes of soft skills that are strengthened in learning according to the core competency of the field of science or their respective study programs. So that every graduate of the Faculty of Economics, Padang State University has the soft skills needed by the work world that has been studied directly in every lecture event.

Keywords: Atribut Softskill,Entering The World Of Work, Learning Outcome

The Impact Of Learning Facilities And Learning Interest On Learning Outcome

Budi Satria[1], Yasri[2], Marwan[3]
[1] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) budi29satria72@gmail.com
[2] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) yasri@gmail.com
[3] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) marwan@fe.unp.ac.id

Abstract

This study aims to analyze the effect of learning facilities and the interest of learning on learning outcomes of economics subject for 10th grade mathematical science students of MAN 2 Padang. The populations of this study are 212 students. 139 Samples are taken by using cluster proportional random sampling technique. The results of this study showed that learning facilities had significant effect on the interest in learning economics, learning facilities have a significant effect on the economic learning outcomes and the interest in learning has a significant effect on the economic learning outcomes

Keywords: Learnimg Outcome, Learning Interest, Learning Facility

Effect Of Experience Of Industrial Work Practices, Career Motivation And Motivation To Readiness Entering Working Employees Students SMK Group Of Business And Management In Solok District

Lili Indra Mulyani[1], Susi Evanita[2], Sany Dwita[3]
[1] Universitas Negeri Padang, Padang and Indonesia, ✉ lili.imulyani2@gmail.com
[2] Universitas Negeri Padang, Padang and Indonesia, ✉ susievanita@gmail.com
[3] Universitas Negeri Padang, Padang and Indonesia, ✉ sanydwita@gmail.com

Abstract

This study aims to analyze (1) the influence of industrial work practice experience on job readiness, (2) the influence of career guidance on job readiness (3) the influence of motivation entering the work world to readiness enter the work world. This type of research is a causal associative. The population of this study is the existing Business and Management group students in Solok District which consists of accounting, banking, marketing and office administration expertise, where the students have implemented industrial work practices. The population of this study amounted to 236 people. Using proportional random sampling technique, the number of samples was 149 people. The research instrument used questionnaire which had previously been tested for validity and reliability. The result of the research shows that (1) the experience of industrial work practice has a significant effect on job readiness (2) career guidance has a significant effect on the readiness to enter the workforce (3) motivation to enter the work world have a significant effect on the readiness to enter the work world. Based on the results of this study, it is expected that industrial work practices and the implementation of career guidance is really a concern from the school to

increase the readiness of students to enter the work world. Motivation as a variable that has a greater influence must always be improved in order to be aligned with the objectives of SMK.

Keywords : Industrial Work Experience, Career Guidance, Motivation To Enter The Work World, Readiness To Enter The Workforce

Integration of Local Wisdom In Developing Learning Devices and Attitude Assessment Instruments

Syafri Anwar[1], Ishak Aziz[2], Desi Susanti[3]
[1,2] Universitas Negeri Padang, Padang and Indonesia, ✉
[3] Universitas Negeri Padang, Padang and Indonesia, ✉ dessisusanti@fe.unp.ac.id

Abstract

Learning devices and attitude assessment instruments based on local wisdom is one of the innovations in development of learning devices in Indonesia. With various kinds of culture in Indonesia, it is very supportive to develop an integrated learning device of the region. The aims of development of learning devices based local wisdom are to develop students' positive character and preserve the nation's cultural values.

Keywords : Learning Devices; Attitude Assessment Instrument; Local Wisdom

Effect Of Learning Atittude, Self Efficiency, Education Of Parents And Learning Motivation To Learning Result Economy

(Effect Of Learning Atittude, Self Efficiency, Education Of Parents And Learning Motivation To Learning Result Economy In Student Class X SMA Negeri Se Subject Of Ujungbatu Regency Of Rokan Hulu)

Indra Mei Romi Fahri[1], Agus Irianto[2], Yulhendri[3]
[1] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) indrafahri13@gmail.com
[2] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) prof.agus.irianto@gmail.com
[3] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) yulhendri@gmail.com

Abstract
The main purpose of this research is to know and influence the attitude of learning, self efficacy, Parent Education and Learning Motivation to Economic Learning Outcomes at the Grade X Students of SMA Negeri Ujungbatu Sub-District Rokan Hulu Regency Riau Province. Sampling research using propotional random sampling technique, with a population of 180 students of class X. Analysis technique used is path analysis (Path analysis). The findings of the study reveal that there is a significant influence on learning attitudes toward self-identity, and there is also a significant effect on learning attitudes, self efficacy, parents' expectations on their child's future toward learning motivation. In addition, the research findings also show the attitude of learning, self efficacy, expectations of parents in the future of their children and the motivation to learn the results of learning.
Keywords: Learning Attitude, Self-Efficacy, Parents Expectation On Their Child's Future, Learning Motivation And Learning Outcomes

The Influence Of Flipped Classroom And Learning Independence Models On Student Learning Outcomes Of Class X Office Administration Vocational School

Lisna Harmaini
Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) lisnaharmaini@yahoo.com

Abstract
The study aimed to determine and analyze the effect of flipped classroom learning models and learning independence on student learning outcomes of class X Office Administration of SMK Batusangkar. The population in this study is the tenth grade students at SMK Batusangkar in the 2018/2019 academic year. The sampling technique used was purposive random sampling, which determined class X AP3 as the experimental class and class X AP2 as the control class with the number of the two classes as many as 70 students. Testing the research hypothesis using a two-way Anova test. Data testing results show: (1). general administration learning outcomes of students who are taught with a flipped classroom learning model are significantly higher than students taught with conventional learning models, (2). general administration learning outcomes of students who have high learning independence are significantly higher than students who have low learning independence,

and (3). There is no interaction between learning models and learning independence on student learning outcomes.

Analysis Of Determinants And Their Influence On Student Learning Achievement Of Economics Class X Social Sciences In State High Schools In Bukittinggi City

Dwi Ania Lola
[1] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) anida0306@gmail.com

Abstract
This study aims to look at the factors that influence student achievement in class X IPS in the academic year 2017/2018 of State High Schools in the City of Bukittinggi. This type of research is descriptive causative research. The results of the study show that environmental factors have a significant effect on student achievement in class X IPS with a coefficient of 0.266. Parental attention factor has a significant effect on student achievement in class X IPS with a coefficient of 0.267. Interest factors have a significant effect on student achievement in class X IPS with a coefficient of 0.214, then the talent factor has no significant effect on student achievement in class X IPS with a coefficient of 0.092. Motivation factors have no significant effect on student achievement in class X IPS with a coefficient of 0.102. As well as learning methods, there is no significant effect on student achievement in class X IPS with a coefficient of 0.108.
Keywords: Talents, Interests, Motivations, Ways Of Learning, Environment And Parents Attention

The Effect of National Education Standards on Academic Quality of Graduates Vocational High School in Solok City and Regency

Riza Elfitri[1], Bustari Muchtar[2], Susi Evanita[3]
[1] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) rizaelfitricikgu@gmail.com
[2] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) bustarimuchtar@yaho.co.id
[3] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) susievanita@gmail.com

Abstract
This study determined the effect of national education standards on academic quality of graduates vocational high school in Solok city and regency. The population was 47 skills competencies in vocational high schools. The sample consisting of 40 skills competencies was selected using purposive sampling technique. Data in this study used national examination scores, accreditation scores, amount of graduates vocational high school who are accepted to work in the business/ industry and amount of graduates vocational high school who are accepted to continue them education in the college. Analyzed and presented using multiple

regression analysis with SPSS software. The results showed: (1) content standards and financing standards with positive and significant effect on the national examinations scores, (2) educators and education personnel standards with positive and significant effect on the amount of graduates vocational high school who are accepted to work in business/ industry, (3) process standards with negative and significant effect on amount of graduates vocational high school who are accepted to continue them education in the college (4) graduates competence standards, facilities standards, management standards and assessment standards doesn't have significant effect on academic quality of graduates vocational high school. It's means that there was other factors influence academic quality of graduates vocational high school such as interests, motivation, and parents' background.
Keywords : National Education Standards, Academic Quality Of Graduates, Vocational High Schools

The Effect Of Teacher's Role, Learning Motivation And Students' Creativity Toward Learning Outcome On Workshop And Entrepreneurship's Subject Of XI Grade Students In Management Business Vocational School In Padang City

Deri Yurniati[1], Efrizal Syofyan[2], Marwan[3]
[1] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) deri_yurniati@yahoo.com
[2] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) efrizal_syofyan@yahoo.com
[3] Universitas Negeri Padang, Padang and Indonesia, ✉ (e-mail) marwan@fe.unp.ac.id

Abstract

This study aims to analyze the Influence of Teacher's Role, Student Motivation and Student Creativity on the Learning Outcomes on the Subject of Workshop and Entrepreneurship of Handicraft Aspect XI SMK Business Management of Padang City. The type of this research is Descriptive Verivikatif with population of all students of SMK Business Management Padang City amounting to 563 people. By using random sampling technique. The results of this sampling technique selected 387 students of the Padang City Management Business Vocational School. The data collection tool is by using questionnaire instrument of teacher role, learning motivation, student creativity and learning outcomes. Both of these data were analyzed descriptively and inductively through the analysis of the "Path Analysis". the results of the analysis concluded that: (1) The role of the teacher has a significant effect on learning motivation. (2) learning motivation significantly influence student's creativity. (3) The role of teachers significantly influence student's creativity. (4) Learning Motivation significantly influences the Learning Outcomes. (5) Student creativity has a significant effect on the Learning Outcomes

Keywords : Flipped Classroom Learning Model, Learning Independence, Learning Outcomes

The Factors That Contribute to Students Dropping Out of School

Rani Sofya[1], Menik Kurnia Siwi[2] , Oknaryana[3]
Departement of Economic Education, Faculty of Economy, UniversitasNegeri Padang, Padang,Indonesia ✉ (e-mail)ranisofya@fe.unp.ac.id

Abstract
Changes that are so fast require rapid response from individuals in order to survive in the digital era. Education becomes an important capital that is owned by individuals in order to have a positive response to change. Then every citizen of Indonesia should obtain the same access to education so that it is possible in the future to become a qualified workforce. With the enactment of the Law on 20% of the state budget for education, it has shown the government's efforts to increase education participation. Reality of School Drop Out Numbers is still found in people in the low expenditure group. By using confirmatory factor analysis using SPSS version 20 an analysis of questionnaires was filled out by 36 respondents who dropped out of school. Based on the processed data it was found that the factors that caused students to drop out were student perceptions about the quality of education and teacher work, the encouragement given by schools, the desire for dynamic and innovative schools, parental support for children's education, the importance of content taught in schools, intention to continue studies in college and the need to help the family economy.

Keywords: Factors, Dropping out, Student

Introduction

The ASEAN Economic Community (AEC) has been going on since 2015, but the stretch of the Indonesian economy has not been felt by most of the population. AEC becomes an opportunity and challenge that can be captured properly by qualified human resources. The data presented by the Head of the Media Press and Information of the Presidential Secretariat in February 2017 shows that 42.5% of Indonesia's workforce are elementary school graduates, 66% are elementary school-junior high school graduates and 82% are elementary-junior-high school-vocational high school graduates. This data shows that most of the workforce still has low education and quality which is still below the foreign workforce.

Every citizen of Indonesia should obtain the same access to education so that it will become a qualified workforce in the future. Quality human beings are obtained through educational processes both formal and informal. With the enactment of the Law on 20% of the state budget for education, it has shown the government's efforts to increase education participation. The products of government policy are in the form of School Operational Assistance (BOS), Poor Student Assistance (BSM), Family Hope Program (PKH), Indonesia Smart Card (KIP) and others. The Reality of School Drop Out Numbers in the low expenditure class also reflects that the free school program for the basic education level has not been fully realized and enjoyed by the wider community. The government has distributed 75.3% of the total recipients of the Smart Indonesia Card. KIP allocations were distributed to Vocational School Students by 78.5%, High School at 75.9%, junior School 74.3% and Elementary School at 75.1%. But the drop out is still happening at all levels of education / school. Following are the drop out data in Indonesia:

Table 1. *Trend Of Public And Private Drop Outs Year* : 2014/2015-2016/2017

Level and Type of School	**2014/2015**			**2015/2016**			**2016/2017**		*Total*
	Public	*Private*	*Total*	*Public*	*Private*	*Total*	*Public*	*Private*	
Special School	…	…	…	…	…	…	38	95	133
Primary School	153.917	22.992	176.909	56.744	11.322	68.066	33.177	6.036	39.213
Junior Sec. Sch.	58.022	26.978	85.000	32.750	18.791	51.541	25.714	12.988	38.702
Senior Sec. Sch.	76.438	78.063	154.501	48.160	70.193	118.353	48.055	61.108	109.163
General	45.307	22.912	68.219	21.887	18.567	40.454	21.996	14.423	36.419
Vocational	31.131	55.151	86.282	26.273	51.626	77.899	26.059	46.685	72.744

Source: KementrianPendidikandanKebudayaan 2017

Vocational High Schools are the largest receive the KIP budget but when viewed from the Ministry of Education and Culture data published at the end of 2017 presented in table 1 shows that the trend of dropping out in Vocational Schools is indeed decreasing, but the number is greater than the dropout rate at the level Elementary, junior School and Senior High School.

Data released by the Ministry of Education and Culture In 2016/2017 at the National level Vocational School level also occurred in West Sumatra where there were 543 students at X grade class, 540 students at XI grade class, and 257 students at XII class dropped out of school. This figure shows that the dropout rate in Vocational Schools in Padang City is still high. BPS has released data on dropout rates in West Sumatra, following in table 2:

Tabel 2. Dropout Rates According to Education, Education, Residential Areas and Expenditure Groups in Sumatra West, 2016

Regional type / household economic status	Drop out of school at the level		
	SD	**SMP**	**SMA**
(1)	(2)	(3)	(4)
Urban	**0,23**	**3,09**	**3,48**
40 % Lowest	0,11	1,49	5,79
40 % Midle	0,49	5,96	3,58
20 % high	0,00	0,18	1,38
Rural	**1,48**	**3,94**	**10,93**
40 % Lowest	1,89	4,93	11,14
40 % Midle	0,88	3,17	12,38
20 % High	1,42	2,89	4,23
Urban and Rural	**1,01**	**3,59**	**7,29**
40 % Lowest	1,35	3,72	9,14
40 % Midle	0,73	4,33	8,36
20 % High	0,56	1,36	2,13

Source: Badan Pusat Statistik : 2017

The data in table 2 shows that the higher the level of education make more higher the dropout rate. The dropout rate at the elementary level is 1.01 percent. When it rises to junior high school level, the dropout rate rises to 3.59 percent (up more than 3 times). When it reaches high school, the dropout rate rises to double that which is 7.29 percent. The increase in dropout rates from elementary to high school levels is also seen in almost all expenditure groups. This occurs in both urban and rural areas.

Meanwhile, if viewed according to the expenditure class and the area of residence, the pattern of dropout rates that exist in the elementary education level is different from the dropout rate at the junior and senior high school level. Drop out rates in elementary schools are actually the lowest in the low expenditure group in rural areas. At the junior secondary level, the highest dropout rate is in the moderate expenditure class in urban areas. While for the high school level, the highest dropout rate is in rural areas in the expenditure group. At the junior secondary level, the highest dropout rate is in the moderate expenditure class in urban areas. While for the high school level, the highest dropout rate is in rural areas in the medium expenditure group.

The high dropout rate in the low expenditure group is very worrying because the government has launched a number of aid programs, which aim to keep children in school especially those from low expenditure groups. This can occur due to many factors. For example, the lack of motivation for children to attend school or the problem of economic limitations, among others, because there is no cost, work, get married / take care of the household, lack of adequate educational facilities, locations and others. The foregoing is a common reason among the public.

Ahmad (2011) revealed that dropping out was the cessation of learning from a student either in the middle of the school year or at the end of the school year for various reasons that required or forced him to quit school. School Drop Out Rates reflect school-age children who are no longer in school or who have not completed a certain level of education. This indicator can also be used to see the failure rate of the education system according to its level (BPS, 2009). Willis and Setyawan (1984: 11) also revealed that lack of costs can cause children to drop out of school.

Educational experts have done a lot of research to reveal the factors causing students to drop out of school. Liansyah (2013) found that the causes of school dropouts include internal factors such as the lack of willingness or willingness of the child to not go to school. Secondly there is a willingness to go to school but it has not been achieved. External factors, the first is the economic capacity of parents is only enough for daily needs. Both of the economic abilities of parents who are only able to meet the living needs of their families and children play most children who are low educated.

Oreopoulus (2007) considers that education should be a form of investment but different from the view of a student who finally decides to drop out of school. The amount of money that must be spent on the education process actually causes someone to quit school. So the government needs to understand the phenomenon in order to make the right decision. Neri (2009) revealed that more information was needed about different people, school institutions and extra intra and school relationships to understand why students were not interested in school and did not graduate from high school.

Soares, Fernandes, Nóbrega & Nicholella (2015) classify the factors that cause students to drop out into 3 main dimensions namely student self dimensions, intra-school dimensions and family dimensions. Students 'self dimensions are represented by socieconomic and sociodemographic factors which include: age, gender, difficulties faced in general in studying existing subjects, desire for dynamic and innovative schools, student perceptions of opportunities to work after college and students' desire to college. School dimensions include students' perceptions of school quality, quality of teaching, and reasons for students choosing the school.

Whereas family factors include parental attention to children's education, parental education, and family economic conditions that cause students to need to help through working to earn income.

Method

This research is an ex post facto study which reveals the relationship between the variable drop out and other variables, after the facts occur in Vocational Schools students in Padang. The research was conducted in Padang. The study was conducted by visiting students who had dropped out of school and giving a questionnaire containing a statement that would reveal the cause of their dropping out of vocational school in Padang. The population in this study were all students dropping out of school in Padang. While a sample of 36 dropouts were registered at the Region 1 Padang Non-Formal Education Unit Learning Activity Studio, which was taken based on the cluster sampling technique.

The analysis used is the Confirmatory Factor analysis which is a multivariate analysis method that can be used to confirm whether the measurement model is built according to the hypothesized. In confirmatory factor analysis, there are latent variables and indicator variables. Latent variables are variables that cannot be formed and built directly while indicator variables are variables that can be observed and measured directly. The data Analyzed by SPSS Version 20.

Table 3. indicators, latent variables and symbols

Laten Variable	Symbol	Indicator	Symbol
School	$\xi 1$	1. the student's perception about the quality of education and teacher work	$X1$
		2. encouragement given by the schools	$X2$
		3. The importance of content taught in schools	$X3$
Student	$\xi 2$	4. Sex	$X4$
		5. Difficulty the student faces in various	$X5$
		6. Desire for a dynamic and innovative schools	$X6$
		7. Intention to go to college	$X7$
Family	$\xi 3$	8. Socioeconomic Index	$X8$
		9. Parental support for children's education	$X9$
		10. Need to help the family economy	$X10$

Source: Adaptation from Soares

Results and Discussion

The prerequisites that must be fulfilled in factor analysis are:

1. Test the determinant of correlation matrix close to 0.

The calculation results show that the value of Determinant of Correlation is 0.04 this value is close to 0 so the correlation matrix between variables is interrelated.The second prerequisite is to fulfill the requirements for data adequacy through Kaiser-Meyer Olkin (KMO). This method measures the adequacy of sampling thoroughly and measures sampling adequacy for each indicator. Based on tests on x1, x2, x3, x4, x5, x6, x7, x8, x9 and x10 using spss, it is known that the KMO test results are as follows:

Table 4. KMO and Bartlett's Test

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.682
Bartlett's Test of Sphericity	Approx. Chi-Square	88.853
	Df	45
	Sig.	.000

The prerequisite for carrying out a factor analysis is the fulfillment of KMO values> 0.05. SPSS output shows that KMO is 0.682> 0.5 and Bartlett's Test of Sphericity is 88,853 with a Sig 0,000 value below 0.05.

MSA Prerequisite Test

Table 5. Measures of Sampling Adequacy(MSA)

Anti-image Matrices

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10
Anti-image Correlation	X1	.692[a]	-.324	.037	.093	-.399	.093	.014	-.253	-.331	.131
	X2	-.324	.788[a]	-.164	-.042	.145	-.127	.080	-.086	-.329	-.028
	X3	.037	-.164	.703[a]	.049	.008	-.231	-.158	.165	.032	-.318
	X4	.093	-.042	.049	.413[a]	-.071	.216	-.042	-.053	-.243	.156
	X5	-.399	.145	.008	-.071	.601[a]	.045	.276	.262	-.100	-.083
	X6	.093	-.127	-.231	.216	.045	.705[a]	.177	-.102	-.417	.014
	X7	.014	.080	-.158	-.042	.276	.177	.634[a]	-.017	-.043	-.272
	X8	-.253	-.086	.165	-.053	.262	-.102	-.017	.481[a]	.145	.126
	X9	-.331	-.329	.032	-.243	-.100	-.417	-.043	.145	.719[a]	-.170
	X10	.131	-.028	-.318	.156	-.083	.014	-.272	.126	-.170	.652[a]

a. Measures of Sampling Adequacy(MSA)

MSA value In the table above, it is shown in the line of anti image correlation with the sign "a". At X1 the value of MSA is 0.692> 0.5 so that it satisfies the MSA domain. X2 with MSA 0.788> 0.5 meets MSA, X3 with MSA 0.703> 0.5 Meets MSA. X4 with MSA 0.413 <0.5 Does not meet MSA. X5 with MSA value of 0.601 meets MSA. X6 with a value of 0.601> 0.5 meets MSA. X7 with MSA value of 0.634> 0.5 meets MSA. X8 with MSA value of 0.481 <0.05 did not meet MSA. X9 with MSA 0.719> 0.5 and X10 0.652> 0.5 meets MSA

Phase 2 Analysis:

The analysis process is repeated without including X4 and X8 and the results known that the determinant value of 0.07 is close to 0.

Test KMO and Bartlett's Test stage 2
Table 6. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.710
Bartlett's Test of Sphericity	Approx. Chi-Square	83.150
	Df	28
	Sig.	.000

The prerequisite for carrying out a factor analysis is the fulfillment of KMO values> 0.05. The SPSS output shows that KMO is 0.710> 0.5 and Bartlett's Test of Sphericity is 83,150 with a Sig 0,000 value below 0.05.

Measures of Sampling Adequacy (MSA) stage 2
Table 7. Measures of Sampling Adequacy(MSA)

Anti-image Matrices									
		X1	X2	X3	X5	X6	X7	X9	X10
Anti-image Correlation	X1	.715[a]	-.380	.092	-.309	.103	-.020	-.350	.181
	X2	-.380	.792[a]	-.138	.139	-.212	.020	-.228	.000
	X3	.092	-.138	.708[a]	-.036	-.171	-.159	-.037	-.344
	X5	-.309	.139	-.036	.632[a]	.200	.280	-.233	-.098
	X6	.103	-.212	-.171	.200	.710[a]	.190	-.421	-.017
	X7	-.020	.020	-.159	.280	.190	.637[a]	.052	-.295
	X9	-.350	-.228	-.037	-.233	-.421	.052	.754[a]	-.204
	X10	.181	.000	-.344	-.098	-.017	-.295	-.204	.593[a]

a. Measures of Sampling Adequacy(MSA)

From the table above it is known that of the 8 tested variables meet the MSA requirements above 0.05. So that they can be used for the next test.

Stage 2 Communalities Testing

Table 8. Communalities

Communalities		
	Initial	Extraction
X1	1.000	.664
X2	1.000	.630
X3	1.000	.628
X5	1.000	.401
X6	1.000	.520
X7	1.000	.539
X9	1.000	.780
X10	1.000	.617
Extraction Method: Principal Component Analysis.		

Correlation Matrix Tahap 3

The communal table shows the values of X1, X2, X3, X6, X7, X9, X10 is above 0.5 means that it meets the requirements, but X5 has a communal value of 0.401 <0.5 so it must be excluded from the test. Then the step factor analysis is repeated again.

Correlation Matrix Stage 3

Based on the Correlation matrix table, it is known that the determinant value of 0.01 approaches the value of 0. So that it meets the requirements.

Testing of KMO and Bartlett's Test Stage 3

Table 9. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.714
Bartlett's Test of Sphericity	Approx. Chi-Square	70.867
	Df	21
	Sig.	.000

Testing of Measures of Sampling Adequacy (MSA) Stage 3
Table 10. Measures of Sampling Adequacy(MSA)

Anti-image Matrices								
		X1	X2	X3	X6	X7	X9	X10
Anti-image Correlation	X1	.669[a]	-.357	.084	.177	.073	-.456	.159
	X2	-.357	.806[a]	-.134	-.247	-.020	-.203	.014
	X3	.084	-.134	.709[a]	-.167	-.155	-.047	-.349
	X6	.177	-.247	-.167	.737[a]	.142	-.393	.002
	X7	.073	-.020	-.155	.142	.676[a]	.125	-.280
	X9	-.456	-.203	-.047	-.393	.125	.720[a]	-.235
	X10	.159	.014	-.349	.002	-.280	-.235	.600[a]

a. Measures of Sampling Adequacy(MSA)

Based on the Anti Image table above, it is known that the values of MSA X1, X2, X3, X6, X7, X9 and x10> 0.5 so there is no need to retest.

Stage 3 Communalities.
Table 11. Communalities

Communalities		
	Initial	Extraction
X1	1.000	.629
X2	1.000	.679
X3	1.000	.644
X6	1.000	.560
X7	1.000	.543
X9	1.000	.772
X10	1.000	.680

Extraction Method: Principal Component Analysis.

Based on the data in the table above, it is known that X1 has a value of 0.629, which means that X1 can explain a factor of 62.9%. Likewise with other variables, where everything is> 0.5 therefore it can be concluded that all variables can explain factors.

Factors that can be formed

Table Total Variance Explained is useful for determining what factors might be formed.

Tabel 12. Variance Explained

	Initial Eigenvalues		
Component	Total	% of Variance	Cumulative %
1	2.789	39.850	39.850
2	1.717	24.533	64.382
3	.766	10.938	75.320
4	.556	7.939	83.259
5	.525	7.503	90.763
6	.384	5.488	96.251
7	.262	3.749	100.000

Extraction Method: Principal Component Analysis.

Based on the table above, componentscolumn can be seen which show that there are 7 components that can represent variables. In the "Initual Eigenvalues" column that uses the value of 1 (one). The variance can be explained by factor 1 is 2.789 / 7x100% = 39.84%. By Factor 2 of 1.717 / 7x100% = 24.53% so that the total of the two factors will be able to explain the variable of 39.84 + 24.53 = 64.37%. Thus, because the value of Eigenvalues is set to 1, the value to be taken is> 1, namely components 1 and 2.

LOADING FACTORS

Based on the Table Total Variance Explained, it is known that the maximum factor that can be formed is 2 factors. Next, the determination of each variable will be included in certain factors. Then it will be seen in the component Matrix table:

Tabel 13. Component Matrix

Component Matrix[a]		
	Component	
	1	2
X9	.876	-.062
X2	.820	-.081
X6	.746	.058
X1	.694	-.383
X10	.282	.775
X7	-.231	.699
X3	.421	.683

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

The matrix component table shows how much a variable correlates with the factors that will be formed. X9 has a correlation of 0.876 with a factor of 1 and -0.062 with a factor of 2. For the clarity of the variables entered in which factor it is determined by looking at the correlation value on Rotated Component Matrix.

Tabel 14. Rotated Component Matrix

Rotated Component Matrix[a]		
	Component	
	1	2
X9	.871	.115
X2	.820	.085
X1	.757	-.236
X6	.719	.207
X10	.120	.816
X3	.276	.754
X7	-.367	.639

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

The table above has been sorted from the largest correlation value. X9 has the largest correlation with factor 1 of 0.871, X2 with factor 1 of 0.820, X1 with factor 1 of 0.757, and X6 with factor 1 of 0.719. While X10 with factor 2 is 0.816, X3 with factor 2 of 0.754, and X7 with factor 2 of 0.639. Then it can be concluded that the members of each factor are: Factors 1: X1, X2, X6, X9 and Factors 2: X3 and X7, X10. The final step in determining the factor is to look at the transformation matrix component table:

Table 15. Component Transformation Matrix

Component Transformation Matrix		
Component	1	2
1	.980	.201
2	-.201	.980

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Based on the component matrix table, it is known that in component 1 the correlation value is 0.980> 0.5 and component 2 is the correlation value of 0.980> 0.5. Then the two factors formed can be said to be right in summarizing the seven existing variables.

The results of factor analysis showed that of the 10 factors tested only 7 factors were the causes of the dropout in the study respondents. These factors are student perceptions about the quality of education and teacher work (x1), encouragement given by school (x2), desire for dynamic and innovative schools (x6), parental support for children's education (x9) and variable 2 which consists of the importance of content taught in school (X3), Intention to continue studying in college (X7) and the need to help the family economy (x10).

Student's External Environment

Various factors cause students to decide to stop taking formal education in elementary, junior and high school. The incompatibility between the expectations of students and the expected school environment causes students to decide not to take part in learning activities at school anymore. Students also need the full support of parents to strengthen them to be able to complete their education. But on the other hand parents also face obstacles that cause a lack of time to pay attention and support to children. Research conducted by Moyo, Ncube and Khupe (2016) revealed their findings about the reasons students drop out of school, including: 1. Lack of role of parents' existence, 2. Challenges in financial conditions 3. Difficulties and poverty and hunger 4. Distance from home to school , 5. Student migration 6. Teen pregnancy 7. Pressure of friend 8. Family disorientation. The factors stated were those that encouraged students to drop out of school in their study area.

Hope for the future

Education is an investment. Investments that must be financed by spending money, time and energy to obtain a better life in the future. But the need to fulfill basic needs now causes students to drop out of school and not continue their education to a higher level, because they have to work to help the family's economy. Saroni (2011) suggests that the level of the family economy is one of the inhibiting aspects of the opportunity to take education for someone. Meeting current basic needs is seen as more important than preparing their future

Conclusions

The results of factor analysis showed that the factors that caused the dropout in the study respondents. These factors are student perceptions about the quality of education and teacher work, encouragement given by school, desire for dynamic and innovative schools, parental support for children's education, the importance of content taught in school, Intention to continue studying in college and the need to help the family economy.

Acknowledgments

Thanks are due to Rector of Universitas Negeri Padang, Prof. Ganefri and The Dean of Economics Faculty Dr. Idris, M.Si, have supported us to participate in this conference, Thank you.

References

Ahmad, Nazili Saleh. (2011). PendidikandanMasyarakat. Yogyakarta: Sabda Media

Colvin, L. (2010). What *can we do About the Problem of Dropout THEHECHINGERREPORT*.www.hechingerreportorg

Liansyah, ,WantoRiva'ie, Rustiyarso. (2014). *Analisis Faktor Penyebab Anak Putus Sekolah Pada Jenjang Pendidikan SD Di Desa Malikian Kecamatan Mempawah Hilir Kabupaten Pontianak* Jurnal **Pendidikan** dan Pembelajaran Untan.Vol 3, No7

Maiyanti. Sri Indra, Oki Dwipurwani, Anita Desiani, dan Betty Aprianah (2009). *AplikasiAnalisisFaktorKonfirmatoriuntukMengetahuiHubunganPeubahIndikatordenganPeubahLaten yang MempengaruhiPrestasiMahasiswa di JurusanMatematika FMIPA UNSRI.*JurnalPenelitianSains, volume 12 No.3A

Moyo, Sikulile, DingindawoNcube, Musa Khupe .(2016). *An Assessment Of Factors Contributing To High Secondary School Pupils Dropout Rates In Zimbabwe. A Case Study OfBulilima District.* Global journal Of Advance Research.Vol-3, Issue-9 PP. 855-863

Neri, Marcelo. C. *O. (*2009). *tempo de permanênciana escola e as motivações dos sem- escola*. 1. ed. Rio de Janeiro: FGV/IBRE, CPS

Oreopoulos, Philip. (2007) *Do dropouts drop out too soon? Wealth, health and happiness from compulsory schooling*.**Journal of Public Economics,**v. 91, n. 11-12, p. 2213-2229

Saroni, Muhammad (2011). *PendidikanUntuk Orang Miskin*. Yogyakarta: Arruz Media.

Soares, T .M .Fernandes, N ,D .S .Nóbrega, M.C &Nicholella (2015) *Factors associated dropout rates in public secondary education in Minas Gerais*. Educ. Pesqui., sao paulo,v.41,n3,p.757-772,jul./set.2015.www.scielo.br.

FACULTY OF ECONOMICS
UNIVERSITAS NEGERI PADANG

The 2nd PICEEBA
Padang International Conference on Education, Economics, Business and Accounting

CERTIFICATE

THIS IS TO PROUDLY CERTIFY THAT

Rani Sofya

had participated as

Presenter

in The 2nd Padang International Conference
on Education, Economics, Business and Accounting
"Sustainable Innovation in The Digital Era"
held in Padang on 24th - 25th of November 2018

Dr. Idris, M.Si
Dean

Abror, SE, ME, Ph.D
Conference Chair