THE INFLUENCE OF SELF CONCEPT, LEARNING FACILITY, AND PROGRAM SOCIALIZATION TOWARD INTEREST TO ENROLL THE EXCELLENT CLASS PROGRAM ON STUDENTS OF ECONOMICS FACULTY YOGYAKARTA STATE UNIVERSITY 2017

UNDERGRADUATE THESIS

This undergraduate thesis is submitted in partial fulfillment of the requirement to obtain the degree of Bachelor of Education in Faculty of Economics Yogyakarta Satate University

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2018

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Hereby I declare that this undergraduate thesis is my own original work. According to my knowledge, there is no work or opinion written or published by others, except as reference or citation by following the prevalent procedure of scientific writing.

Yogyakarta, March 2018
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MOTTO

“Allah does not burden a soul beyond that it can bear...”

QS Al-Baqoroh: 286

“For indeed, with hardship will be ease,

Indeed, with hardship will be ease”

QS Al-Insyiroh : 6-7

DEDICATIONS

Bismillahiraahmanirrahim, in the name of God, Allah SWT, the Most Gracious.

Prayers and greetings is always devoted to the great prophet Rasulullah SAW.

From the deepest of my heart, I dedicate this work to:

My beloved mother, Sugiyem

My beloved father, Poniman

My beloved brother, Panggung Fajar Zunanto

Thank you for all praises, love and support both material and material

My "CF" friends (Dhani, Yaso, Belindha, Brilia, Kartika, Lia)

My best friends since becoming a student in UNY (Novi, Desy, Nia, Lili, Siti)

who always listen all my complaints, understands me every time, remind me to do this undergraduate thesis, share the happiness and togetherness.

Diksi U 2014

UKMF KM Al-Fatih Family

HIMA DIKSI Family

Thank for all the moments, experiences, and memories we have made

THE INFLUENCE OF SELF CONCEPT, LEARNING FACILITY, AND PROGRAM SOCIALIZATION TOWARD INTEREST TO ENROLL THE EXCELLENT CLASS PROGRAM ON STUDENTS OF ECONOMICS FACULTY YOGYAKARTA STATE UNIVERSITY 2017

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ABSTRACT

The research aimed to know the influence of (1) Self Concept toward Interest to Enroll the Excellent Class Program, (2) Learning Facility toward Interest to Enroll the Excellent Class Program, (3) Program Socialization toward Interest to Enroll the Excellent Class Program, and (4) Self Concept, Learning Facility, and Program Socialization simultaneously toward Interest to Enroll the Excellent Class Program on Students of Economic Faculty Yogyakarta State University 2017.

Data collection technique used in this research was qustionnaire. Population of this research was the undergraduate students of Accounting Education, Accounting, Management and Economic Education. The sample were 159 respondents which determined by simple random sampling technique. Instrument validity test was determined by Product Moment Correlation while intrument reliability test used *Cronbach Alpha*. Data analysis technique used simple regression test (hypothesis 1,2 and 3), and multiple regression test (hypothesis 4).

The research showed that there is a (1) positive and significant influence of Self Concept toward Interest to Enroll the Excellent Class Program with the $rx_1y = 0.381$; $r^2x_1y = 0.145$; $t_{count} = 5.160$; t_{table} 1.975 at 5% of significance level, (2) positive and significant influence of Learning Facility toward Interest to Enroll the Excellent Class Program with the $rx_2y = 0.442$; $r^2x_2y = 0.178$; $t_{count} = 5.826$; $t_{table} = 1.975$ at 5% of significance level, (3) positive and significant influence of Program Socialization toward Interest to Enroll the Excellent Class Program with the $rx_3y= 0.609$; $r^2x_3y = 0.371$; t_{count} 9.639; t_{table} 1.975 at 5% of significance level, (4) positive and significant influence of Self Concept, Learning Facility, and Program Socialization simultaneously toward Interest to Enroll the Excellent Class Program with the $rx_{123}y= 0.636$; $R^2_{X(1, 2,3)Y} = 0{,}404$; F_{count} 35,057; F_{table} 2,66.

Keyword: Interest to Enroll the Excellent Class Program, Self Concept, Learning Facility, Socialization

PENGARUH KONSEP DIRI, FASILITAS BELAJAR DAN SOSIALISASI PROGRAM TERHADAP MINAT UNTUK MENGIKUTI PROGRAM KELAS UNGGULAN PADA MAHASISWA FAKULTAS EKONOMI UNIVERSITAS NEGERI YOGYAKARTA 2017

Oleh:
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ABSTRAK

Penelitian ini bertujuan untuk: (1) mengetahui pengaruh Konsep Diri terhadap Minat untuk Mengikuti Program Kelas Unggulan; (2) mengetahui Fasilitas Belajar terhadap Minat untuk Menikuti Program Kelas Unggulan; (3) mengetahui pengaruh Sosialisasi Program terhadap Minat untuk Mengikuti Program Kelas Unggulan; dan (4) mengetahui pengaruh Konsep Diri, Fasilitas Belajar, dan Sosialisasi Program secara bersama-sama terhadap Minat untuk Mengikuti Program Kelas Unggulan pada mahasiswa Fakultas Ekonomi Universitas Negeri Yogyakarta 2017.

*Teknik pengumpulan data yang digunakan pada penelitian ini adalah kuisioner. Populasi penelitian adalah mahasiswa program studi Pendidikan Akuntansi, Akuntansi, Pendidikan Ekonomi, dan Manajemen FE UNY. Jumlah sampel adalah 159 mahasiswa dengan menggunakan teknik sim*ple random sampling*. Validitas instrumen menggunakan* Product Moment Correlation *dan reliabilitas instrumen menggunakan Cronbach Alpha. Teknik analisis data terdiri dari uji regresi sederhana (hipotesis 1,2, dan 3); dan uji regresi ganda (hipotesis 4).*

Hasil penelitian menunjukkan bahwa terdapat (1) pengaruh positif dan signifikan Konsep Diri terhadap Minat Mengikuti Kelas Unggulan dengan rx_1y *= 0.381;* r^2x_1y *= 0.145;* t_{hitung} *= 5.160;* t_{tabel} *1.975 pada taraf signifikansi 5%, (2) pengaruh positif dan signifikan Fasilitas Belajar terhadap Minat Mengikuti Kelas Unggulan dengan* rx_2y *= 0.442;* r^2x_2y *= 0.178;* t_{hitung} *= 5.826;* t_{tabel} *= 1.975 pada taraf signifikansi 5%, (3) pengaruh positif dan signifikan Sosialisasi Program terhadap Minat Mengikuti Kelas Unggulan dengan* rx_3y*= 0.609;* r^2x_3y *= 0.371;* t_{hitung} *9.639;* t_{tabel} *1.975 pada taraf signifikansi 5%, (4) pengaruh positif dan signifikan Konsep Diri, Fasilitas Belajar, dan Sosialisasi Program secara bersama-sama terhadap Minat Mengikuti Kelas Unggulan dengan* $rx_{123}y$*= 0.636;* $R^2_{X(1,\ 2,3)Y}$ *= 0,404;* F_{hitung} *35,057;* F_{tabel} *2,66.*

Kata kunci : Minat Mengikuti Kelas Unggulan, Konsep Diri, Fasilitas Belajar, Sosialisasi Program

FOREWORD

First of all, I would like to thank Allah SWT the Almighty for all the blesses, mercy, and guidance, this Undergraduate Thesis entitled "The Influence of Self Concept, Learning Facility, and Program Socialization toward Interest to Enroll the Excellent Class Program on Students of Economics Faculty Yogyakarta State Universty 2017" can be finished.

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3. Rr. Indah Mustikawati, S.E., M.Si., Ak., Head of Accounting Education Department, Economics Faculty, Yogyakarta State University.
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Hopefully, the kindness of all parties will be recorded as a goodness and will be easier in facing all of the business. I am aware if this research is not perfectly written yet and still have many mistakes. So, the suggestion for this research is very needed to make this research better.

Hopefully, the thesis will be useful for many parties.

Yogyakarta, March 2018

Writer,

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CHAPTER I

INTRODUCTION

A. Background of the Study

The competition era among nations today is getting more challenging. All human life aspects are demanded to be qualified in facing the growing globalization era. Education is one of the aspects that must be prepared to improve the quality of human resources. All education levels started from primary level to university are required to be able to compete the era.

According to Hari Susanto (2012: 198) education is essentially one of the basic human needs in order to improve the quality of human resources for achieving prosperous level of life. As stated in *Undang-Undang 20 Tahun 2003* regarding *Sistem Pendidikan Nasional*, it is said that:

> *"Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan bertanggung jawab"*.

Since the decentralization system has been applied in almost all areas, many efforts have been made to improve the quality of services in their respective fields, including education. In education, many efforts have been done to improve the quality of education by government and practitioners. The efforts are based on an awareness of how important the role of education in the development of Indonesian human resources. Every region tries to increase the quality of education so that Integrated schools with their own label and characteristics are growing.

Each educational institution has authority to manage its potency, therefore there are students' optimal services to develop their potency such as high intelegence and special talents by organizing excellent class programs. The implementation of the excellent class refers to the mandate of the *Undang-Undang 20 tahun 2003* regarding *Sistem Pendidikan Nasional* Chapter IV which states, "*warga negara yang memiliki potensi kecerdasan dan bakat istimewa berhak mendapatkan pendidikan khusus*". Furthermore, in Chapter V article 12, paragraph 1 point b states that "*setiap peserta didik pada setiap satuan pendidikan berhak mendapatkan layanan pendidikan sesuai bakat, minat dan kemampuannya*".

According to the Ministry of Education and Culture the excellent class is "a class that is developed to achieve excellence in educational processes and outcomes". Aripin Silalahi (2006: 1) argues that the excellent class is defined as:

> *"Kelas yang menyediakan program pelayanan khusus bagi peserta didik dengan cara mengembangkan bakat dan kreativitas yang dimilikinya untuk memenuhi kebutuhan peserta didik yang memiliki potensi kecerdasan dan bakat istimewa".*

From that definition, the excellent class is as a certain class classification for for students who have higher ability than other friends. The implementation of excellent class can cause to pros and cons in society.

Regardless of the pros and cons about the existence of the excellent class, the implementation of excellent class generally differernt among educational institutions. However, there is a main reference in the

implementation of education. Students are considered as a unique person and diversity of abilities so that it is necessary to have different treatment through excellent class program.

Yogyakarta State University (UNY) as one of the state universities located in Yogyakarta Special Region responds to the current of globalization. It is evidenced by UNY vision that is contained in RENSTRA UNY 2015-2019 stated "In 2025, UNY becomes a world-class educational university based on piety, independence, and intellectual". The vision will be achieved by the policies and strategies identified in the six activities to be implemented for five years. The six areas are education, research, community service, student affairs, governance and cooperation, and development. In education, especially the development of new study program, that is based on the development of ipteksor (*Ilmu Pengetahuan, Teknologi, dan Olahraga*) and stakeholders demand, there is excellent (International Class) program in some potential courses.

There are two faculties in UNY which hold excellent class program, those are Faculty of Mathematics and Natural Science (FMIPA) and Faculty of Economics (FE). Both faculties have many study programs. Nevertheless, only some of them hold excellent class program. FMIPA conduct an excellent/ international class program only for educational students only, whereas in FE the excellent grade program is for both students of education and non-education. The procedures o the excellent class selection in both FMIPA and FE are quite similar, the requirements are: (1) it is intended for

students who will take 3rd semester, (2) they have a high GPA and TOEFL score (at least 425 for FE students and 400 for FMIPA), (3) they pass the interview stage, and (4) they fill out the letter of agreement with all the consequences to be an excellent class student.

Based on the interview with the excellent class manager of Accounting Education stated that the recruitment for the excellent class program in 2017 was slightly different from the previous year. The different of the recruitment was in the initial selection process. The recruitment was done to the students who signed up for the excellent classes in the previous year, while in 2017 the students who met the criteria of TOEFL score and high GPA would be invited to take the interview as part of the selection process. In 2016, the number of students of accounting education was 85 students. The students who met the criteria TOEFL and GPA wa 61 students, even though 61 students fulfilled the criteria, only 35 students who were interested in. Only 26 students who passed the excellent class program.

Based on the data that has been stated above, it can be seen that the students' interest in enrolling the excellent class program was still low. The following is the comparison data between students who enrolling the excellent class program and the whole students in each year.

Table 1. The comparison data between students total and excellent class students in FE UNY

Number	Study Program	2014		2015		2016	
		Excellent class student	Student total	Excellent class student	Student total	Excellent class student	Student total
1.	Accounting Education	20	96	26	68	26	85
2.	Accounting	27	77	29	70	41	87
3.	Management	21	79	23	92	22	116
4.	Economic Education	25	75	25	61	25	73
Total		93	327	103	291	114	361

Source: primary data

From the table, it was known that the average number of excellent class students was 31% of the total students. The low interest in enrolling the excellent class program is based on several reasons.

Based on preliminary observation in the form of questionnaire distribution on August 18th, 2017 for the regular students of Accounting Education, Accounting, Management and Economics Education program class of 2014, 2015 and 2016 obtained 41 students who have filled out the questionnaire. From 41 students, it was found out that the reasons of the students who were not interested in enrolling the excellent class program as follows: (1) 20 students are not confident to be able to follow the learning activities (2) 11 students convey there is no difference of facilities gotten between excellent class and regular class (3) 4 students stated that the reason was peer factor (4) the rest students' reason are parent support factor, tuition fee and English proficiency. Related to the information of excellent class program, the students get it from various sources: faculty websites 51%, information from friends 20% and information from senior level 29%.

The result was also shown from the results of pre-survey of excellent students of the class of 2014, 2015 and 2016. From the 34 students who have filled out the questionnaire, it was known the reason for the students to enroll the excellent class program due to facilities and support facilities stated by 20 students, good ability and self-improvement eager expressed by 6 students, and 4 students stated the reason because of peer factor. Other factors revealed by 4 other students are family support factors and the reasons for finding a new learning environment. From the results of preliminary observation was also known that all students have known information related to the excellent class program held by UNY. The information was derived from various sources of information submission by lecturers and access the faculty website as much as 53%, information from senior level 29%, and information from their friends by 18%.

In addition to the preliminary observation the researcher has also conducted in-depth interview to the excellent class manager of Accounting Education. The results shows that students of Accounting Education Department have the same reasons for not enrolling the excellent class program. They were afraid of using English in learning activities. She also stated that the interview process was not to test students' English proficiency, but 60% -70% for their motivation.

In fact, according to the excellent class manager of Accounting Education the teaching and learning process is bilingual. English language skills can be improved through supporting programs such as foreign lecturers,

English language training, and student exchange programs. Excellent class students are guided to use English textbooks and international journal references in order to have broader insights. The facilities are obtained by excellent class students to be able to improve their ability.

The economics faculty mandates the excellent class management to each department. Various efforts from each department have been done to socialize the existence of this excellent class program in order to make students' interest such as update information through the website, through lecturers who teach in the class, and at the students orientation program.

Based on the background mentioned before, the researcher see there are several main factors that influences FE UNY students in enrolling the excellent class program. Therefore, the researcher focussed on conducting research entitled "The Influence of Self Concept, Learning Facility, and Program Socialization toward Interest to Enroll the Excellent Class Program on Students of Faculty of Economics Yogyakarta State University 2017".

B. Problem Identification

Based on the background of the study described above, several problems can be identified as follows:

1. The lack of interest of the Faculty of Economics students Yogyakarta State University to enroll the excellent class program in each year
2. The students are not confident and afraid of using English in learning activities in excellent class.

3. Learning facility for excellent class students are considered the same by the students, thus causing the low of interest to enroll in excellent class program.
4. Socialization of excellent class programs conducted by program study was not going well, because even though the students already know the program from the beginning to be a student, but there are still many students who lack interest in following the excellent class program
5. Students did not intend to enroll the excellent class program motivated by uncofident feeling (self concept) factors, learning facility, program socialization, English language skills, peer environment and other factors.

C. Problem Limitation

Based on the identification of problems that have been described above, it is necessary to limit the problem. The goal is that the research conducted more focused and can be discussed thoroughly. Researcher limit the problem on the interest of students of Faculty of Economics, Yogyakarta State University 2017 in enrolling the excellent class program. There are various factors that influence the interest of students enrolling the excellent class program, the researcher limited to focus only on Self Concept factors, Learning Facility and Program Socialization.

D. Problem Formulation

In accordance with the limitation of the problems that have been stated above, then the formulation of the problem in this study are as follows:

1. What is the influence of Self Concept toward Interests to Enroll the Excellent Class Program Student Faculty of Economics, Yogyakarta State University 2017?
2. What is the influence of Learning Facility toward Interest to Enroll the Excellent Class Program at the Faculty of Economics, Yogyakarta State University 2017?
3. What is the influence of Program Socialization toward Interest to Enroll the Excellent Class Program on Student at Faculty of Economics, Yogyakarta State University 2017?
4. What is the influence of Self Concept, Learning Facility, and Program Socialization simultaneously toward Interest to Enroll the Excellent Class Program on Student at Faculty of Economics, Yogyakarta State University 2017?

E. Research Objectives

In accordance with the problems that have been formulated, the purposes of this study are:

1. To examine the influence of the Self Concept toward Interest to Enroll the Excellent Class Program on Students of Faculty of Economics, Yogyakarta State University 2017.
2. To examine the influence of Learning Facility toward Interest to Enroll the Excellent Class Program on Students of Faculty of Economics, Yogyakarta State University 2017.

3. To examine the influence of Program Socialization toward Interest to Enroll the Excellent Class Program on Students of Faculty of Economics, Yogyakarta State University 2017.
4. To examine the influence of Self Concept, Learning Facility, and Program Socialization simultaneously toward Interest to Enroll the Excellent Class Program on The Students of Yogyakarta State University class of 2017.

F. Research Benefits

1. Theoretical benefits
   a. The results of the study can contribute positively to the development of science
   b. The results of the research can be used as a reference and consideration for further research
2. Practical benefits
   a. For Researcher

      As a means to add insight, knowledge and experience of the researcher
   b. For Students

      Can provide knowledge about the factors that influence the interest to Enroll the excellent class program especially self concept, learning facility, and program socialization so that will raise the awareness of students to be able to improve their ability and competence to be more developed through excellent class.

c. For Yogyakarta State University

Provide information and references to UNY leaders in the academic field to improve the quality of excellent grade so that it will be much in demand.

CHAPTER II

LITERATURE REVIEW

A. Theory Review

1. Excellent Class Program

a. Definition of Excellent Class Program

Excellent class is a group specifically for a number of students who have excellence in three realms of assessment with above-average intelligence (Bafadal, 2012: 28). This grouping is intended to nurture students in developing their intelligence, abilities, skills, and potential optimally so as to have the best knowledge, skills and attitudes as well as the spirit of the concept of insight of excellence. According to Aripin Silalahi (2006: 1) definition of the Excellent class is a class that provides special service programs for learners by developing their talents and creativity to meet the needs of learners who have the potential of intelligence and special talent.

Excellent classes as proposed by Alamsyah can also be referred to as international class or Excellent Class or Acceleration. Excellent class programs are educational programs organized in an effort to prepare students to become excellent graduates and able to compete in the global arena through an international level of education. This program is a place for the establishment of students to become an excellent person, not only in achieving high-level

academic achievement but also excellent in shaping the exemplary, intellectually, morally and spiritually personal character. From some of the definitions can be concluded that the excellent class is a program devoted to learners / students who have high intelligence and talent and creativity potential to be developed in order to become an excellent graduate and able to compete in international level.

b. The Objective of Excellent Class P rogram

According to Bafadal (2012: 29), the purpose of the implementation of Excellent class programs include:

1. Prepare students who are intelligent, faithful, and devoted to God Almighty, have noble character, possess knowledge and skills and healthy physical and spiritual.
2. Provide an opportunity to students who have high intelligence to get special services, thus accelerating the development of talents and interests they have.
3. Provide an opportunity for students to more quickly master the science and skills, in accordance with the provisions of the curriculum.
4. Giving appreciation for students who have achievements.
5. Prepare graduates to be excellent students in character and skill according to their level of development.

Excellent class program held at Yogyakarta State University (UNY) also has a goal that is in line with UNY vision. UNY as one of the major universities in Indonesia opens an excellent class program as one of the efforts to reach world class university (WCU) whose quality of education / teaching is recognized internationally. The purpose of this excellent class program is to produce UNY graduates who can face global competition and global citizenship insight.

2. Interest to Enroll Excellent Class Program

a. Definition of Interest to Enroll Excellent Class Program

According to Ahmadi (2009: 148), interest is the attitude of the soul that includes 3 functions of cognition, conjunction, and emotion that is directed to something and in the relationship there is a strong feeling. The opinion is in line with Muhibbin Syah (2011: 152) which suggests that interest can be interpreted as a tendency and high enthusiasm or a great desire for a thing. According to Slameto (2015: 180) interest can be expressed through a feeling of preference to something rather than something else and can be shown to enroll in an activity.

Another opinion of Djaali (2012: 122) interest is the feeling of preference in a thing or activity without anyone to command. In this case, interest arises because of a sense of interest or pleasure of an object. This sense of attraction encourages a person to be

interested in the object, so that in his desire and willingness arise to have the object. According to Crow & crow quoted in Djaali (2012: 121) said that "interest is related to the style of motion that encourages a person to deal with or face people, objects, activities, experiences stimulated by the activity itself". Ngalim Purwanto (2009: 151) suggests that there is a relationship between the motive and interest, "Interest directs the action to a goal and is the motive for the act". In humans there are impulses (motives) that drive humans to interact with the outside world. From the manipulation and exploration to the outside world, over time the interest in something arises.

Based on the expert's opinion above, it can be concluded that interest is a high sense of interest to someone to pay attention to a thing / activity without any encouragement. Someone who is interested in something will try to get more information about the object from various sources and will try to learn everything related to the object of interest. From the explanation, the interest to enroll the Excellent class can be interpreted as a tendency of students to enroll the excellent class program characterized by having high desire, feelings of pleasure, interest and attention to information related to the excellent class.

b. Factors Affecting Interest

According to Djaali (2012: 99-100), interest is influenced by two factors including the following:

1) The Internal Factor, which consists of:
    a) Health, if a person is always sick, it results in a lack of passionate learning and psychologically often experience the distraction of thoughts and feelings of disappointment because of the conflict.
    b) Intelligence, talent has good influence on the child's progress.
    c) Motivation, is an impulse of the individu, generally due to an awareness of the importance of something. Motivation also comes from outside the individu that is the encouragement of the environment, such as teachers and parents.
2) The External factors, which consist of:
    a) Family, the family situation (father, mother, brother, sister, and family) is very influential on the success of children. Factors from the family side are parent education, socioeconomic status, residence, parent relationship, and parental guidance.

b) Schools, it means as school place, venues, school buildings, teacher quality, educational instruments, and teacher to student ratios affect student learning activities.

c) Society, that is, if in the vicinity of residence, the state of society consisting of educated people, especially their children, are having higher education and good morale, this will encourage someone to become better.

d) The surrounding environment, it means as building houses, ambience, traffic conditions and climate that can support the learning process of children.

Djaali's opinion is in line with Reber in Muhibbin Shah (2005: 151) related factors that influence interest, those are:

1) Internal Factor

   Internal factors are something that makes a person interested that comes from inside, those are the focus of attention, curiosity, motivation and needs.

2) External Factors

   External factors are something that attracts people from outside, such as encouragement from parents, teachers' encouragement, peers, availability of infrastructure and facilities or environmental conditions.

Another opinion of Frymeir in Farida Rahim (2007: 20) identified that there are six factors that influence the development of interest. The factors are as follows:

1) Previous experience; a person will not develop an interest in something if they have not experienced it before.
2) Self concept; someone will reject the information that threatens him, otherwise someone will accept if the information is useful and help to improve himself.
3) Values; student interest arises when a subject is presented by an authoritative person.
4) Meaningful subjects; easily understood information will interest them.
5) The degree of pressure involvement; if students feel they have some level of choice and less pressure, their interest in something may be higher.
6) Complexity of subject matter; students who are more intellectually and psychologically more capable are more interested in more complex matters.

3. Self Concept

a. Definition of Self Concept

Calhoun and Acocelea (1995: 67) argue that the concept of self is an individual's personal view of himself which includes three dimensions of self-knowledge, self-expectations, and self-

assessment. This opinion is in line with William D. Brooks cited in Jalaludin Rakhmat (2012: 99) which defines the self concept as "the physical, social, and psychological perceptions of ourselves that we have derived from experiences and interactions with others". Atwater cited in Desmita (2010: 163) defines the self concept as an idea of oneself that includes one's beliefs, views and judgments on oneself. Self-concept consists of how we see ourselves as individuals, how we feel about ourselves, and how we want ourselves to be human as we expect. The better one's self-concept the easier it will be to achieve success. This is because a good / positive self-concept will make a person optimistic, dare to try something new, dare to succeed and dare to fail, confident, enthusiastic, self-worth, dare to set life goals, and think positively. Conversely, the more negative the self-concept, the more difficult it will be for a person to succeed.

From some definitions above, it can be concluded that the self-concept is the views, perceptions and feelings of the individual about his own self as a person who comes from experience and interaction with others, how individuals assess themselves and how individuals remind themselves to be human as expected. The individu who can assess his self well will be able to determine the way and the achievement of his life.

b. Type of Self Concept

There are two types of self-concept, those are positive self-concept and negative self-concept (Calhoun & Acocella, 1995: 72). Here is an explanation of each type of self- concept:

1) Positive self-concept

The positive self-concept leads to a self-acceptance, not a great pride about one. This concept places a high value on the humble and generous nature rather than on arrogance and selfishness. People who have positive self-concept can receive and understand various facts about themselves. He can accept himself for who he is and respond to the facts that exist in him is not a threat to him. A person will be able to face life ahead of him and come forward freely. For him life is an invention and he hopes life can interest him, can give him surprise and reward. Thus, he will act bravely and spontaneously and live life with fun.

Jalaludin Rakhmat (2012: 105) suggests the characteristics of people who have positive self-concept as follows:

a) Having confidence can solve the problem
b) Feeling equal to the others
c) Accept praise without shame
d) Having an awareness that everyone has desires, feelings and behaviors that are not entirely approved by the community

e) Have the ability to improve themselves because it can express the personality that is unpopular and trying to change it.

2) Negative self-concept

According to Calhoun & Acocella (1995: 72) negative self-concept is a negative assessment of himself. He felt never better than anyone else. Whatever is done seems unworthy compared to what other people do. This is because the individual cannot receive well all the information about him. Depression or emotional anxiety and disappointment will erode the individual's self-esteem as a result of negative self-concept.

The negative self-concept devide into two types: the type of person has an irregular self-image and the type of person who is too stable and regular (stiff). The type of irregular person has characteristics that are (1) lacks feelings of stability and self-integrity, (2) does not know who he is, (3) does not know what weaknesses and strengths he has, and (4) does not know what valuable thing in him. The rigid type has the opposite of the first type, in which the individual creates a self-image that does not allow any deviation from his life. A new set of information about him must have caused anxiety and was a threat to him. Individuals who have a negative self-concept will always change

their self-concept or he protects his strong self-concept by changing or rejecting new information.

According to Wiliam D. Brooks and Philip Emmert quoted in Jalaludin Rakhmat (2012: 105), there are 5 characteristics of people who have negative self-concept as follows:

1) Have the opinion that criticism is a tool to impose themselves
2) Responsive to praise
3) Unable to acknowledge the advantages of others
4) Feeling unpopular and unnoticed by others
5) Be pessimistic, for example not willing to compete with others in terms of achievement.

c. Aspects of Self Concept

Fitts cited in Hendriati Agustiani (2006: 139-142) identifies aspects of self-concept into two dimensions as follows:

1) Internal Dimension

The internal dimension is an individual's judgment to judge himself by the inside of him. Internal dimension is divided into three forms as follows:

a) Self identification, relating to the identity of the individual itself, and the label given to the self by the individual concerned.

b) Self behaviour, is the individual's perception of his behavior that contains all the awareness of what is done by himself.

c) Self judgment/self-acceptance, relating to a person's satisfaction of himself or how far a person accepts himself. If the individual has a high satisfaction with himself, then he has a realistic self-awareness, and focuses on developing himself.

2) External Dimensions

In the external dimension, the individual judges himself through his relationship with others. According to Fitts, the external dimension is divided into five forms as follows:

a) Physical self (Psysical-self), concerning the individual's perception of his physical state. For example about the health of himself, appearance and body condition.

b) The moral-ethical self (self-moral), is a person's perception based on moral and ethical standards of consideration.

c) The self (personal self), concerning the extent to which individuals feel as the right person.

d) The family self (family self), related to the role that is lived as a family member.

e) Social self (self-social), is an individual's assessment of his interaction with other people and the environment around him.

Another opinion from Atwater cited in Desmita (2010: 164) identifies self-concept into three forms:

1) Body image, that is awareness of his body in the form of a person's view of himself.
2) Ideal self, one's expectations about himself.
3) Social self, is the views of others see themselves. All forms of self-concept will affect the behavior of a person in his life. In general, a person's behavior is related to ideas about himself.

d. Role of Self Concept

Self-concept has an influence on one's self-development and an important role in life. According to Pudjijogyanti cited in Respati (2006: 123) revealed that there are three important roles of self-concept in determining behavior, those are as follows:

1) Maintaining inner consistency. Each individual seeks a balance between desire and thought or perception to produce something pleasant and positive for his / her development.
2) Assist individuals in interpreting experience. Positive interpretations of life experiences are caused by positive views and attitudes toward oneself as well as vice versa. Interpretation of this experience is as a form of evaluation to make changes.
3) Determining life expectancy. Pudjijogyanti quotes McCandless as saying that self-concept is a set of expectations and

behavioral assessment of individual expectations. If the individual views his or her own negative, then it can cause him or her not to have the motivation to get the best outcome in his life.

4. Learning Facility

a. Definition of Learning Facility

According to Indonesian dictionary (KBBI), facility is means to help the smoothness of function execution. In *Undang-Undang SISDIKNAS 20 tahun 2003 Bab* III *ayat* 45 on educational facilities and infrastructure, it is stated that:

1. *Setiap satuan pendidikan fomal maupun non formal menyediakan sarana dan prasarana yang memenuhi keperluan pendidikan sesuai dengan pertubuhan dan perkembangan secara fisik, kecerdasan intelektual sosial, emosional, dan kejiwaan peserta didik.*
2. *Ketentuan mengenai penyediaan sarana dan prasarana pendidikan pada semua satuan pendidikan sebagaimana dimaksud pada ayat (1) diatur lebih lanjut dengan peraturan pemerintah.*

From the two clauses above it is intended that each educational unit can provide adequate learning facilities and infrastructure all the educational needs so that learners can use it as a supporter of learning activities.

Learning facility is everything that can facilitate and launch the implementation of business (Arikunto, 2008: 274). Learning facility is important in learning process to support learning process and to make easy the delivery of learning material. According to

Nana Syaodih Sukmadinata (2009: 49) "Learning facility is all that is needed in the learning process both moving and not moving to achieve educational goals run smoothly, regularly, effectively and efficiently". According to Widoyoko (2010: 208), "Definition of learning facilities is everything that facilitates the learning process include: learning space along with furniture (desks and chairs), learning media and learning resources".

Based on some opinions above, it can be explained that the learning facility is learning equipment that directly or indirectly that teachers and students can use to facilitate, and support in student learning activities, so that the learning objectives can be achieved.

3. Kind of Learning Facility

According to Ibrahim Bafadal (2004: 3), school learning facility can be devided into:

1) Education tools

   Educational tools are all tools, materials, and furniture that are directly used in the education process at school.

2) Education infrastructure.

   School educational infrastructure can be classified into two types. First, educational infrastructure is directly used for teaching and learning process, such as theory space, library room, skill room, and laboratory room. Second, the school infrastructure which its existence is not used for the learning

process, but directly support the learning process, such as office space, school canteens, land and roads to schools, restrooms, school health unit room, teacher room, headmaster room, and vehicle parking.

According to B. Suryosubroto (2004: 114), learning facilities are differentiated into 3 kinds: learning tools, visual aids, teaching media.

1) Learning tools

   Lesson tools are all objects that can be used directly by teachers and students in the learning process. Such as notebooks, supporting books, whiteboards, chalk, rulers, markers, erasers, study desks and chairs, and tools of practice.

2) Props

   The props are all educational and teaching aids, can be objects or deeds from the most concrete to the most abstract that can help the understanding of the students. Such as atlas, globe, sculpture, material, syllabus, topographic map of the world, island topographic map, learning model framework, and curve length gauge. With this definition, the lesson tool can be included in the scope of the props.

3) Learning media

Media is an educational tool used as an intermediary in the learning process to enhance the effectiveness and efficiency of education. (Yuliana, 2008: 274.)

Learning media can be classified into several kinds as follows:

a) Audio media, such as radio, tape recorder.

b) Visual media, such as graphic images, diagrams, charts.

c) Audio-visual media, such as infocus, film, video, television.

According to Moenir cited by Nurbiyanti (2009: 21), facility can be divided into two namely physical facilities and non-physical facilities. Physical facility is everything in the form of objects or that have a role to facilitate business such as building and library room, library collection and library services. Meanwhile, non-physical facility in this study is such as the comfort of the library room include the arrangement of the room, room temperature, air ventilation, and lighting.

4. The Functions of Learning Facility

Learning facilities have an important function in helping the learning process. With the existence of adequate learning facilities, the learning process is expected to be done well. Teaching and learning activities that are well established will produce good learning outcomes. According to Sardiman (2006: 16) the function

or usefulness of facilities or learning facilities in general is as follows:

1) Explain the presentation of the message so it is not too verbal (only in written words or oral).
2) Overcoming the limitations of space, time and sensory power.
3) Using medium or fixed means of alignment regularly and variably can overcome the positive attitude of the students.
4) Overcoming difficulties experienced by teachers in teaching and learning activities.

Student learning facility supports teachers in the delivery of learning materials to students so that success can be achieved in teaching and learning activities. The availability of learning facilities can help students in understanding the material learned so as to improve learning outcomes

5. Program Socialization

a. Definition of Program Socialization

Socialization according to Indonesian dictionary (KBBI) is defined as an attempt to socialize something so that it becomes known, understood, lived by society. William J. Goode (1985: 20) argues that socialization is a process that young humans must go through to gain value and knowledge about their group and learn about their social role that fits their position there. This opinion is in line with David A. Goslin cited in Ihrom (2004: 30) which reveals

that socialization is a process of learning experienced by a person to gain knowledge of skills, values and norms so that he can enroll as a member in his community group. This opinion is also supported by Soerjono Soekanto (2012) which reveals that socialization is a process of planting or transfer habits or values and rules from generation to generation in a group or society.

Based on the definition expressed by some experts above, it can be concluded that socialization is a process of transfer of habits in which a person will get the values and knowledge of the community so as to recognize and understand its social role. From this definition, the socialization of excellent class programs can be interpreted as a process in which the student will acquire knowledge and information related to the excellent class of his environment so that he will know it is expected to enroll in it.

b. Agencies and Socialization Strategies

The agent of socialization or the media of socialization are the parties that helping an individual receive the values or places where an individual learns of everything that then makes it mature. According to Narwoko & Bagong (2007: 92-96), there are five main socialization media, which are as follows:

1) Family

The family is the first socialization process. From here a child will know the members of his family, his brother until finally

know himself. Socialization in the family can be done formally or informally. The process of formal socialization is done by the process of education and teaching, while the informal process is done through the interaction is done by accident.

2) Play group or peers

   Play group is a socialization agent that can come from relatives, neighbors and friends who have a great influence in shaping patterns of behavior. Someone will learn new skills in this play group environment that are often different from those they get from their families.

3) School

   This socialization agency requires the child to be independent and get equal treatment from his friends, unlike in the family who often still expect help from parents and get special treatment.

4) Work environment

   In general, the individuals who are in it have entered the period of almost adult even most of them are adults, then the system of values and norms are clearer and more firm. In this working environment, individuals interact with each other and try to adapt with the values and norms that prevail.

5) Mass media

Advances in science and technology today result in informations about events, messages, opinions, news, science and so forth easily accepted by society in a short time. The mass media is a powerful media of socialization in shaping new beliefs or maintaining existing beliefs. The process of socialization through mass media has a wider scope than other socialization media

c. The Form of Socialization

Serjono Soekanto (2012) divides socialization into two forms, namely primary socialization and secondary socialization.

1. Primary socialization

Primary socialization is experienced by everyone at the age of 1-5 years or when a person has not attended school. This socialization process is the first socialization undertaken by individuals when small by learning to become members of society (family). Children begin to know family members and family environment. The role of people who are attached to the child is very important because the pattern of child interaction is limited only within the family only. The color of the child's personality depends on the personality and interaction that occurs between the child and his or her family members.

2. Secondary socialization

   This secondary socialization is a follow-up process after the primary socialization that has introduced individuals into specific groups in society. The forms of secondary socialization are resocialization and desocialization. Resocialization is process where individuals are given a new identity, while desosialisasi is a individuals experience 'deprivation' of the old identity.

B. Relevant Research

1. Research conducted by Nugroho Prihantoro (2013) entitled "*Pengaruh Konsep Diri dan Lingkungan Keluarga terhadap Minat Minat Belajar Siswa Program Studi Teknik Kendaraan Ringan di SMK Piri 1 Yogyakarta*". The results showed that there was influence of self concept and family environment to student learning interest in *Teknik Kendaraan Ringan* at SMK Piri 1 Yogyakarta. This was evidenced by the significance value was smaller than the significance level of 5% (0,000 <0.05) and the F value was greater than the F table (19.050> 3.09).

   The similarity of this research with research that would be done was including the type of research ex post facto, both using independent variables of self concept and dependent variable that is interest. The difference lies in the interest studied, in Nugraha's research the dependent variable was the interest of students learning in *Teknik Kendaraan Ringan* program while research that would be done is the

interest to Enroll the excellent class program. Another difference in this study is on the subject of research and time research.

2. Research conducted by Atipah (2016) entitled "*Faktor yang Berpengaruh Terhadap Minat Masyarakat dalam Keikutsertaan Program Jamkesda di Desa Banjarlor Kecamatan Banjarharjo Kabupaten Brebes*". The results showed that there was no influence between the knowledge of the community towards the participation of *Jamkesda* program in Banjarlor Village (p: 0.064> 0.05), gender (p: 0,347> 0,05), attitude (p: 0,347> 0,05) (p: 0,972> 0,05), free of charge of health (p: 0,333> 0,05), and there is influence between distance of registration to interest of participation of *Jamkesda* program in Banjarlor Banjarharjo Brebes (p: 0,005 <0,05), socialization p: 0,000 <0,05).

   The similarity of this research with the research that would be done was including the type of research ex post facto, both using the independent variables of the program socialization and the dependent variable of interest. The difference lies in the interest studied, in Atipah's research the dependent variable was the interest of the community in the participation of *Jamkesda* program while the research to be conducted by the dependent variable is the interest to enroll the excellent class program. Another difference in this study is on the subject of research and time research.

3. Research conducted by Dewi Cahyani Purwaningsih (2015) entitled *"Pengaruh Fasilitas Perpustakaan dan Pelayanan Perpustakaan*

Terhadap Minat Membaca Siswa Kelas XI di Perpustakaan SMK N 1 Kendal". The results showed that partially library facilities give influence toward interest of reading students of class XI SMK N 1 Kendal of 21.2%. The amount of influence simultaneously between library facilities and library services toward interest of reading grade XI students in SMK N 1 Kendal of 55.1%.

The similarity of this research with the research that would be done was including the type of research ex post facto, both using independent variables i.e. facilities and the dependent variable of interest. The difference lies in the interest studied, in Dewi's research the dependent variable is the interest of reading students while research to be conducted is the interest to enroll the excellent class program. In addition, there is also in the variables of the facility studied, where in Dewi's research the independent variable is a library facility, while research that would be done is a learning facility. Another difference in this study is on the subject of research and time research.

4. Research by Kardiyem et al (2017) entitled "The Factors Analysis of Indonesian Students' Motivation for Being the Members of Bilingual Class at Economics Education Department". The result showed that internal factors gave the positive and significant influence for 53,1% on students' motivation to enter the bilingual class.

The similarity of this research with Kardiyem’s research include the dependent variable. The difference lies in the independent variabel, subject and time of the research.

C. Research Framework

1. Influence of Self Concept toward Interest to Enroll the Excellent Class Program of Faculty Economics UNY student 2017

   Self-concept is an individual's view and feelings about oneself as a person, how individuals judge themselves and how individuals remind themselves to be expected human beings. Students who have good self-concept will have the view that they are able to improve their ability capacity and able to adjust to the condition of new learning environment. Students who have a positive self concept will have a high interest to enroll the excellent class program, while students with negative self-concept will feel inferior and embarrassed to enroll the excellent class program. Therefore, based on these descriptions, it is presumed to some extent that the Self Concept has a positive influence on Students' Interest to Enroll the Excellent Class Program, ie the better one's Self Concept will be the higher one's interest to enroll the excellent class program.

2. The Influence of Learning Facility toward Interest to Enroll the Excellent Class Program of Faculty Economics UNY student 2017

   Learning facility has a role in improving the goals to be achieved in the learning process. Completeness of facilities and infrastructure both physical and non physical will affect a person in learning. The more

complete the facility, then someone will be more interested in enrolling the learning activities. Therefore, based on the description, it is presumed to some extent that the Learning Facility has a positive influence on Students' Interest to Enroll the Excellent Class Program, ie the better the Learning Facility provided, the higher the interest of a person to Enroll the excellent class program.

3. The Influence of Program Socialization toward Interest to Enroll the Excellent Class Program of Faculty Economics UNY student 2017

Socialization is an effort and process of providing information to produce a change of knowledge and attitude of a person to something. By the socialization of the excellent class program, students are expected to know the purpose and the benefits of holding excellent classes, so interested to Enroll the program. The more frequent socialization activities conducted, the students will increasingly know the information related to excellent class, and more interested to Enroll the excellent class program. Therefore, based on the description, it is presumed to some extent that the Program Socialization has a positive influence on Student Interest to Enroll the Excellent Class Program, the better the Program Socialization is done, the higher the interest of someone to Enroll the excellent class program.

4. The Influence of Self Concept, Learning Facility, and Program Socialization toward Interest to Enroll the Excellent Class Program of Faculty Economics UNY student 2017

Self-concept is an individual's view and feelings about oneself as a person, how individuals judge themselves and how individuals remind themselves to be expected human beings. Students who have good self-concept will have the view that they are able to improve their ability capacity and able to adjust to the condition of new learning environment. Students who have a positive self concept will have a high interest to enroll the excellent class program, while students with negative self-concept will feel inferior and embarrassed to enroll the excellent class program.

Learning facility has a role in improving the goals to be achieved in the learning process. Completeness of facilities and infrastructure both physical and non physical will affect a person in learning. The more complete the facility, then someone will be more interested in enrolling the learning activities. Therefore, based on the description, it is presumed to some extent that the Learning Facility has a positive influence on Students' Interest to Enroll the Excellent Class Program, ie the better the Learning Facility provided, the higher the interest of a person to Enroll the excellent class program.

Socialization is an effort and process of providing information to produce a change of knowledge and attitude of a person to something. By

the socialization of the excellent class program, students are expected to know the purpose and the benefits of holding excellent classes, so interested to Enroll the program. The more frequent socialization activities conducted, the students will increasingly know the information related to excellent class, and more interested to Enroll the excellent class program.

Student Class Program class of 2017 Self Concept, Learning Facility, and Program Socialization are important factors that influence the Interest of Enrolling the Excellent Class Program. Based on the description, allegedly to some extent the higher the Self Concept and Learning Facility as well as the better Program Socialization will further increase the Interest to Enroll the Excellent Class Program.

D. Research Paradigm

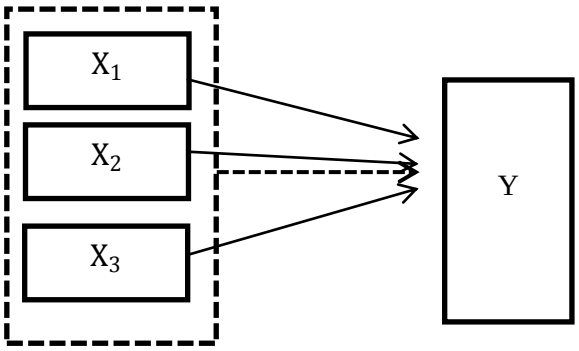

Figure 1. Research Paradigm

Information:

X_1 : Self-Concept
X_2 : Learning Facility
X_3 : Program Socialization
Y : Interest to Enroll Excellent Class Program

⟶ : the influence of independent variables to dependent variale partially

⇢ : the influence of independent variables to dependent variale simultaneously

E. Research Hypothesis

Based on the research framework and research paradigm, the research hypothesis are as follows:

1. There is a positive influence of the Self Concept toward Interest to Enroll the Excellent Class Program on Students of Economics Faculty Yogyakarta State University 2017.
2. There is a positive influence of Learning Facility toward Interest to Enroll the Excellent Class Program on Students of Economics Faculty Yogyakarta State University 2017.
3. There is a positive influence of the Program Socialization toward Interest to Enroll the Excellent Class Program on Students of Economics Faculty Yogyakarta State University 2017.
4. There is a positive influence of Self Concept, Learning Facility, and Program Socialization simultaneously toward Interest to Enroll the Excellent Class Program on Students of Economics Faculty Yogyakarta State University 2017.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research included the type of ex post facto research that belongs to causal research. This study aims to find the influence between independent variables of Self Concept, Learning Facility, and Program Socialization toward Interest to Enroll the Excellent Class Program. The approach used in this research was quantitative approach, because the information was obtained in the form of numbers and analyzed using statistical analysis.

B. Place and Time of the Research

This research was conducted at the Faculty of Economics, Yogyakarta State University, which is located in Karangmalang Caturtunggal Depok Sleman Yogyakarta. The research was conducted in August 2017-February 2018.

C. Population and Sample

1. Population

Population is a generalization region consisting of objects/ subjects that have certain qualities and characteristics that have been determined by researcher to be studied and then drawn conclusions (Sugiyono, 2014: 80). The population in this study was the students of Faculty of Economics, Yogyakarta State University 2017 whose study program held an excellent class program. The number of population in this research is 264 students

consisting of students of Accounting Education, Accounting, Management and Economic Education. Here is the distribution of population numbers in this study:

Table 2. Distribution of the Number of Research Population

No	Study Program	Amount of student
1.	Accounting Education	67 students
2.	Accounting	61 students
3.	Management	74 students
4.	Economic Education	62 students
Total amount		264 students

Source : primer data

2. Sample

According Sugiyono (2014: 81) sample is part of the number and characteristics possessed by the population. In this study, the samples used were some students of FE UNY 2017 obtained by simple random sampling technique. The number of samples is calculated based on the Slovin formula as mentioned by Rahayu Setyaningsih (2016: 64) as follows:

$$n= \frac{N}{1+Ne2}$$

Information:
n = sample size
N = population size
e = Presentation of error tolerated by 5%

Based on the Slovin formula, the calculation of the number of samples is as follows:

$$n= \frac{264}{1+264(0,05)^2}$$

n= 159,03 rounded to 159

Here is a sample data sample of each class.

Table 3. Distribution of Number of Research Samples per Class

No	Study Program	Amount	Sample
1.	Accounting Education	67	$\frac{67}{264}$ x 159 = 40
2.	Accounting	61	$\frac{61}{264}$ x 159 = 37
3.	Management	74	$\frac{74}{264}$ x 159 = 45
4.	Economic Education	62	$\frac{62}{264}$ x 159 = 37
Total		264	159

Source: Primary Data Processed

D. Definition of Operational Variable

1. Self Concept

   Self-concept is an individual's view and feelings about oneself as a person, how individuals judge themselves and how individuals remind themselves to be expected human beings. With the concept of self, the individual will be able to understand what action will be done to realize the image of theirselves in various environments. The better one's self-concept the easier it will be to achieve success. In this study self-concept were measured by using indicators which is modified from Ismail Sofyan Ardi (2013) as follows:

   a. Internal dimensions: self-identity, behavior, and self-assessment / acceptance
   b. External dimension: physical self, ethic-moral, self, family self, and social self.

2. Learning Facility

   Learning facilities are all the needs of students in order to facilitate, accelerate and support in campus learning activities so that students can learn optimally. Learning Facility were measured by using indicators which is modified from Dewi Cahyani Purwaningsih (2015) as follows:

   a. Availability of adequate study space
   b. Availability of learning equipment
   c. Availability of references / other learning resources
   d. Excellent class support program

3. Program Socialization

   The socialization of excellent class program is an effort and process of giving information about the excellent class to the students to produce the change of knowledge and attitude of the students to understand and motivated to want to enroll the excellent class program. This variable were measured by using indicators which is modified from Raja Sakti Putra Harahap (2014) as follows:

   a. Counseling
   b. Information delivery in medias or electronically
   c. Direct information delivery
   d. Definition information from socialization

4. Interest to Enroll the Excellent Class Program

   Interest to enroll the excellent class programs is a self-inclination in the individual to be attracted to an excellent class program that is shown by

greater attention on it and can also be expressed in the form of participation in the activity it is interested in. Interest to Enroll the Excellent Class programs were measured by using indicators which is modified from Dewi Cahyani Purwaningsih (2015) as follows:

a. knowledge and information
b. feelings of pleasure and interest
c. greater attention
d. willingness and passion to enroll in excellent class programs.

E. Data Collection Technique and Instrument

1. Data collection technique

Data collection techniques used in this study was questionnaire. According Sugiyono (2014: 142) questionnaire is a technique of data collection conducted by giving a set of questions or written statement to respondents to answer it. The questionnaire in this research was used to know the influence of Self Concept, Learning Facility, and Program Socialization to Student Interest to Enroll the Excellent Class Program. Researcher used this questionnaire as a primary data collection tool developed on a predetermined lattice. Questionnaires were distributed to students of Accounting Education, Accounting, Management and Economics Education program class of 2017 directly on the campus of Faculty of Economics UNY. In addition, the questionnaires were also used by researcher to collect data from students of the class of 2014, 2015

and 2015 on the underlying reasons about enrolling the excellent grade program.

2. Data Collection Instruments

The research instrument used was a closed questionnaire, which is a questionnaire that has been completed with alternative answers and respondents can directly choose by giving a checklist (√) on one of the answers that have been provided. Researcher use a modified Likert scale with four alternative answers are strongly agree, agree, disagree, and strongly disagree. For positive alternative answers were given a score of 4, 3, 2, 1 respectively, while for alternative answers that were negative given the score of 1, 2, 3, 4 respectively.

Table 4. Alternative Answers Score Questionnaire

Positive Statement		Negative Statement	
Alternative Answer	Score	Alternative Answer	Score
Strongly Agree / Always	4	Strongly Agree / Always	1
Agree / Often	3	Agree / Often	2
Disagree / Rarely	2	Disagree / Rarely	3
Strongly Disagree / Never	1	Strongly Disagree / Never	4

The questionnaire content in this study consists of two parts, those are the respondents identity and the points of statement about the Self Concept, Learning Facility, Program Socialization and Student Interest to Enroll the Excellent Class Program. The instrument grille more clearly can be seen in the following table:

Table 5. Grid of Self Concept Instruments

Variable	Indicator	Numb. Item	Amount	Source	Reference
Self-Concept (X1)	1. Identify the identity	10,15,19	3	Students	Ismail Sofyan Ardi (2013)
	2. Recognize self-behaviour	11,12,22	3		
	3. Recognize self-assesment	4,13,16	3		
	4. Recognize the phisycal self	1,5,8	3		
	5. Identify the moral and ethical self	2*,3*,23	3		
	6. Recognize self-personality	6,9,20,	3		
	7. Recognize in the family	14,17,18	3		
	8. Recognize in social	7,21,24*	3		
Amount			24		

Items marked with an asterisk (*) are negative statements

Table 6. Grid of Learning Facility Instruments

Variable	Indicator	Number item	Amount	Source	Reference
Learning Facility (X2)	1. Availability of adequate learning space	1,2,3,4,5,6	6	Students	Dewi Cahyani Purwaningsih (2015)
	2. Availability of learning equipment	7,8,9,10,11,12	6		
	3. Availability of reference / other learning resources	13,14,16,17	4		
	4. Excellent class support program	19,20,21,22,24	5		
Amount			21		

Items marked with an asterisk (*) are negative statements

Table 7. Grid Instrument Program Socialization

Variable	Indicator	Number item	Amount	Source	Reference
Socialization of Excellent Class	1. Counseling	7, 8, 11, 16, 20	5	Students	Raja Sakti Putra Harahap (2014)
	2. Information delivery	2, 12,	3		

Variable	Indicator	Number item	Amount	Source	Reference
Program (X3)	in medias or electronic	19*			
	3. Direct information delivery	1, 3, 4, 5, 15	5		
	4. Comprehension of information from socialization	6, 9, 10, 14, 17*,	5		
Amount			18		

Items marked with an asterisk (*) are negative statements

Table 8. Grid Instruments Interests to Enroll the Excellent Class Program

Variable	Indicator	Number item	Amount	Source	Reference
Interest in Enrolling the Excellent Class Program (Y)	1. knowledge and information adequate	1, 2, 6, 7, 8, 9	6	Students	Dewi Cahyani Purwaningsih (2015)
	2. feelings of pleasure and attraction	10, 11, 12, 14	4		
	3. greater attention	3, 4, 5, 15, 16*, 17	6		
	4. willingness and passion to Enroll excellent grade program	19, 20, 21, 22, 23, 24	6		
Amount			22		

Items marked with an asterisk (*) are negative statements

F. Instrument Validity and Reliabilty

1. Test Instrument Validity

Calculation of instrument validity was done by using product moment correlation formula. Here is the formula of product moment correlation by Suharsimi Arikunto (2013: 213): (Arikunto, 2013)

$$r_{xy} = \frac{\mathbf{N}\sum\mathbf{XY} - (\sum\mathbf{X})(\sum\mathbf{Y})}{\sqrt{\left\{\mathbf{N}\sum\mathbf{X^2} - (\sum\mathbf{X})^2\right\}\left\{\mathbf{N}\sum\mathbf{Y^2} - (\sum\mathbf{Y})^2\right\}}}$$

Information :

X = Scores obtained by the subject of all items

Y = The total score obtained from all items
ΣX = Total score in distribution X
ΣY = Total score in distribution Y
ΣX^2 = The sum of squares in the distribution scores X
ΣY^2 = The sum of squares in the distribution score Y
N = Number of respondents

Determining criteria for the validity of the research instrument is r_{count} greater than the r_{table} at the significance level of 5%, then the statements are valid, and if the r_{count} is less than the r_{table} then the statement item is invalid. Invalid statement items were not used in research or were considered void. The deceased statement item was subsequently replaced and reexamined to the respondent.

Based on the results of experimental instruments that have been done to 32 students of the Faculty of Economics UNY 2017 then processed by using SPSS obtained validity test results of research instruments as follows:

a. Validity Test of Self Concept (X1)

   Based on the indicators of the Self Concept variable developed into 25 statements, out of 25 there were 17 valid statements and 8 invalid items, those are 2,3,10, 13, 19, 23, 24 and 25. The Invalid items were replaced with valid items that have been tested back to the respondent, that was on item number 2,3,10,13,19,23, and 24.

b. Validity Test of Learning Facility (X2)

Based on the indicators of the Learning Facility variable developed into 24 statements, there were 21 valid statements and 3 invalid items, those are on the number 15, 18, and 23.

c. Validity Test of Program Socialization (X3)

Based on the indicators of the Program Socialization variables developed into 20 statements, there were 18 valid statements and 2 invalid items, those are on number 13 and 18.

d. Validity Test of Interest to Enroll the Excellent Class Program (Y)

Based on the indicators of Interest to Enroll the Excellent Class Program variables developed into 24 statements, there are 22 valid statements and 2 invalid items, those are on numbers 13 and 18.

The following was the summary table of the results of research instrument validity test:

Table 9. Summary of Research Instrument Test Results

Variable	Initial number of items	Amount of invalid items	Number of invalid items	Amount of valid items
X_1	25	8	2,3,10,13,19,23,24,25	17
X_2	24	3	15,18, 23	21
X_3	20	2	13, 18	18
Y	24	2	13, 18	22
Jumlah	93	15		78

Source: Primary Data Processed

2. Test Reliability Instruments

After testing the validity of the instrument, the instrument was tested the reliability. According to Suharsimi Arikunto (2013: 122), to test the reliability can be used Alpha formula as follows:

$$r_{tt} = \alpha = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum S_1^2}{S_{1\,t}^2}\right)$$

Information:

r_{tt} = reliability coefficient of a test

n = number of items

S_1^2 = sum of quadrate S of each item

$S_{1\,t}^2$ = quadrate of the whole items

An instrument is reliable if at 5% significance level the alpha coefficient obtained is greater than or equal to r_{table}. According to Sugiyono (2015: 257), interpeting the results of reliability test, can be used the guidelines as follows:

Table 10. Interpretation Guidance on Correlation Coefficients

Interval coefficient	Interpretation
0,000 – 0,199	Very low
0,200 - 0,399	Low
0,400 - 0,599	Medium
0,600 - 0,799	Strong
0,800 - 1,000	Very Strong

Source: Sugiyono (2015: 257)

From the results of instrument reliability test obtained Cronbach's Alpha value for Self Concept variable (X_1) of 0,763; Learning Facility variables (X_2) is 0,900; Program Socialization variable (X_3) is 0,726; and Interest to Enroll the Excellent Class Program (Y) is 0,889. From these results obtained the value of Cronbach's Alpha of all variables is above 0.600, so it could be concluded that the measuring tool in this study was

reliable. Instrument reliability test results were summarized in the following table:

Table 11. Summary of Instrument Reliability Test Results

Variable	R_{11}	Interpretation
X1	0,763	Strong
X2	0,900	Very Strong
X3	0,726	Strong
Y	0,889	Very Strong

Source : Primary Data Processed

G. Data Analysis Technique

1. Descriptive Analysis

   Descriptive analysis in this research was used to analyze the data obtained from the respondents through questionnaires that have been filled by respondents during the study then presented in the form of data description of each variable (independent variable and dependent variable). Description of data used included:

   a. Mean, Median, and Mode

      Mean or mean value is the total number divided by the number of individuals. The median is a value that limits 50% of the upper frequency distribution and 50% of the lower frequency distribution. Mode is the value of the variable that has the highest frequency in the distribution. Determination of mean, median and mode was done by using SPSS program.

b. Frequency Distribution Table

1) Determine the interval class

To determine the interval class used Sturges Rule formula as follows.

Class interval = 1 + 3.3 log n

Information:
K : number of data classes
N : amount of observation data
Log : logarithm

2) Calculates a class range

To calculate the length of class used the following formula.

Range of classes = highest score - lowest score

3) Determine the length of the class

To determine the length of the class used the formula as follows.

$$\text{Class length} = \frac{class\ range}{Number\ of\ interval\ classes}$$

4) Create a histogram

The histogram is based on the frequency data in the frequency distribution table.

c. Tables of Variable Trends

The value of the variables trend was used to determine the trend of each independent variable and dependent variable. Categorization of data is distribution the data in several categories so it can be classified in certain groups. In this study, the data were grouped into four categories, namely very good, good, medium and low. Data were

categorized based on ideal mean (Mi) and ideal deviation standard (SDi) formula is as follows:

Mi = $\frac{1}{2}$ (highest score + lowest score)

SDi = $\frac{1}{6}$ (highest score - lowest score)

According to Wagiran (2013: 337) to determine the category of score components can be used the rules in the following table:

Table 12. Data Categorization

No	Interval	Category
1.	Above (Mi + 1,5SD) s.d. (Mi + 3SD)	Very High / Very Good
2.	Above (Mi) s.d. (Mi + 1,5 SD)	High / Good
3.	Above (Mi – 1,5 SD) s.d. (Mi)	Medium
4.	(Mi – 3 SD) s.d. (Mi – 1,5 SD)	Low / Poor

Source : Wagiran (2013: 337)

d. Pie chart

Pie charts are based on frequency data that will be displayed in the variable trend table.

2. Test of Prerequisite Analysis

a. Linearity Test

Linearity test aims to determine whether each independent variable (X) and the dependent variable (Y) has a linear relationship or not. To know this, both variables must be tested F at a significance level of 5%. The formula used is as follows:

F = $\frac{RK\ reg}{RK\ res}$

Information :
F : the price of the number F for the regression line: the
RK_{reg} : square mean of the regression line
RK_{res} : the mean of the residual squares

(Hadi, 2004: 13)

Value of F_{count} is compared with F_{table} value at 5% significance level. If F_{count} smaller or equal to F_{table}, then the independent variable (X) and dependent variable (Y) are linear. Conversely, if F_{count} is greater than F_{table}, then the relation of independent variable (X) and dependent variable (Y) is not linear.

b. Multicolinearity Test

Multicollinearity test is used to find out whether in the regression model found a strong correlation among independent variables. The criteria for determining the presence or absence of multicollinearity among the independent variables are as follows:

1) The tolerance value is the magnitude of the error rate (α), the error rate used in this study is 0.10.
2) The value of Variance Inflation Factor (VIF) is a factor of inflation of raw squared deviations. The value of VIF can be calculated with the formula VIF = 1 / α, so from the formula obtained VIF value of 1 / 0.10 or 10.

The provision of VIF and Tolerance value scoring guidance is that if the value VIF_{count} < VIF and α_{count} > α,, then it is stated that there is no multicollinearity (Sunyoto, 2007).

c. Heteroscedasticity Test

The heteroscedasticity test aims to determine whether in a regression model there is an inequality or variance deviation from the residual of an observation to another observation. If the variance of a

residual observation to another observation is fixed then it is called homoscedasticity, meanwhile, for different variance it is called heteroscedasticity. The regression model is good if there is no heteroscedasticity (Sunyoto, 2007).

This test is used by using the Park test. The Park test states to regress the residual absolute value of the independent variable. Guidelines to determine the occurrence of heteroscedasticity is if the Sign value is greater than 0,05. Heteroscedasticity occurs, if Sign value is less than 0,05.

3. Hypothesis testing

Tests on the hypothesis used simple regression analysis and multiple regression analysis. Simple regression analysis formula used to know the influence of each independent variable to dependent variable, while the formula of multiple regression analysis used to determine the effect of independent variables simultaneously toward the dependent variable.

a. Simple Regression Analysis

Simple regression analysis formula is used to know the influence of Self Concept variable toward Interest to Enroll the Excellent Class Program, the influence of Interest Learning Facility toward Enroll the Excellent Class Program, and the Program Socialization toward Interest to Enroll the Excellent Class Program. The steps in simple regression analysis were as follows:

1) Create a simple linear regression line. The formula used:

Y = aX + K

Information :
Y = criterion
X = predictors
a = predictor coefficient number
K = constant number

(Hadi, 2004: 1)

2) Looking for the coefficient of determination (r^2)

The formula used:

$$r^2(X_1y) = \frac{a_1 \Sigma x1y}{\Sigma y^2}$$

$$r^2(X_2y) = \frac{a_2 \Sigma x2y}{\Sigma y^2}$$

$$r^2(X_3y) = \frac{a_3 \Sigma x3y}{\Sigma y^2}$$

Information:

$r^2(X_1y)$	= coefficient of determination between X_1 and Y
$r^2(X_2y)$	= coefficient of determination between X_2 and Y
$r^2(X_3y)$	= coefficient of determination between X_3 and Y
a_1	= coefficient of Self Concept
a_2	= coefficient of Learning Facility
a_3	= coefficient of Program Socialization
Σx_1y	= number of product X_1 with Y
Σx_2y	= number of product X_2 with Y
Σx_3y	= number of product X_3 with Y
Σy^2	= the sum of squares of criterion Y

(Hadi, 2004: 22)

3) Testing the level of significance with t test

T test is used to know the significance of the constant of any independent variables that affect the dependent variable. The t test is calculated using the formula:

$$t = \frac{r\sqrt{n} - 2}{\sqrt{1} - r^2}$$

Informations :

t = calculated t value
r = correlation coefficient
n = count case
r^2 = quadratic coefficients

Conclusions can be drawn by comparing t_{count} with t_{table} at the 0.05 or 5% significance level. If t_{count} is equal to or greater than t_{table}, then the influence of independent variable to dependent variable is significant. Conversely, if t_{count} is smaller than t_{table} the influence of independent variables on the dependent variable is not significant.

b. Multiple Regression Analysis

The multiple regression analysis was used to test the fourth hypothesis that was the influence of Self Concept, Learning Facility, and Program Socialization simultaneously toward Interest to Enroll the Excellent Class Program. The steps used in this analysis were as follows:

1) Make the equation of regression line with three predictors

$$Y = a_1 X_1 + a_2 X_2 + a_3 X_3 + k$$

Information:

Y = Interest to Enroll the Excellent Class Program Variable
X_1 = Self Concept Variable
X_2 = Learning Facility Variable
X_3 = Program Socialization Variable
$a_1 a_2 a_3$= Coefficient of predictor 1, Predictor coefficient 2, Predictor coefficient 3
k = Constant number

(Hadi, 2004: 28)

2) Finding the determinant coefficient (R^2) between criterion Y with predictors X_1, X_2, and X_3 is by the formula:

$$R_Y^2(1,2,3) = \frac{\boldsymbol{\alpha_{1}\sum x_1 y + \alpha_{2}\sum x_2 y + \alpha_{3}\sum x_3 y}}{\sum y^2}$$

Information:

$R_Y^2(1,2,3)$ = Coefficient of determination between Y with X_1, X_2 and X_3

α1 = Coefficient of Self Concept Variable

α2 = Coefficient of Learning Facility Variable

α3 = Coefficient of Program Socialization Variable

$\sum x_1 y$ = Number of products between X_1 and Y

$\sum x_2 y$ = Number of products between X_2 and Y

$\sum x_3 y$ = Number of products between X_3 and Y

$\sum y^2$ = The sum of squares of criteria

(Hadi, 2004: 29)

3) Test the significance of multiple regression with F test

$$F_{reg} = \frac{R^2(N-m-1)}{m\left(1-R^2\right)}$$

Information:

F_{reg} = Value F regression line

N = Counter case

m = Count predictors

R = Coefficient correlation between criterium with predictors

(Hadi, 2004: 23)

After the calculation was obtained, then F_{count} is compared with F_{table} at 5% significance level. If F_{count} is equal to or greater than F_{table}, then there is a significant influence of independent variable (predictor) with dependent variable (criterium). Conversely, if F_{count} is smaller than F_{table} at 5% significance

level, then the influence of independent variable to dependent variable is not significant.

4. Seeking Relative Contribution (SR) and Effective Contribution (SE)

   a. Relative Contributions (SR)

      The relative contribution is the percentage of the relativity ratio given by one independent variable to the dependent variable with the other variable being studied. The formula used to calculate relative donations is as follows:

$$SR\ \% = \frac{a\ XY}{JK_{reg}} \text{ x } 100\%$$

$$JK_{reg} = a_1X_1y + a_2X_2y + a_3X_3y$$

Information:

SR% = Relative contribution from a predictor
a = Predictor coefficient
xy = Number of products between X and Y
JK_{reg} = Number of squares of regression

(Hadi, 2004: 37)

b. Effective Contribution (SE)

Effective contribution is the comparison percentage of the effectiveness given by one independent variable to one dependent variable with other independent variable being studied or not examined. The formula is as follows.

$$SE\ \% = SR\% \text{ x } R^2$$

Information:

SE% = Effective contribution of a predictor
SR% = The relative contribution of a predictor
R^2 = Coefficient of determination

(Hadi, 2004: 39)

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. General Data Description

Yogyakarta State University (UNY) is one of the state universities located in Yogyakarta, precisely located in Colombo Street, Karang Malang, Depok, Sleman, Yogyakarta. At the beginning of its establishment, UNY which was named the Institute of Teacher Training and Education Yogyakarta or IKIP Yogyakarta was established on May 21, 1964. Currently there are seven faculties that stand in UNY consist of Faculty of Education (FIP), Faculty of Engineering (FT), Faculty of Social Sciences (FIS)), Faculty of Languages and Arts (FBS), Faculty of Mathematics and Natural Sciences (FMIPA), Faculty of Sport Science (FIK), and Faculty of Economics (FE).

Faculty of Economics, Yogyakarta State University (FE UNY) was originally a joint of the Faculty of Social and Economic Sciences (FISE) which later developed into two faculties namely the Faculty of Economics (FE) and the Faculty of Social Sciences (FIS). FE UNY was established on June 22nd, 2011 based on the Regulation of the Minister of National Education No. 23 of 2011 on Organization and Work Procedures. There are four majors that stand in FE UNY, those are Accounting Education Department, Management Department, Economic Education Department, and Office Administration Education

Department. Accounting Education Department has three study programs, those are Accounting Education, Accounting, and Accounting D3. Management Department and Office Administration Education have two study program, those are Management S1 and D3 Marketing Management; and Office Administration Education and Secretary D3. Economic Education Department has one study program that is Economic Education. The department at FE UNY accepts new students with varying amounts, this is adjusted to the existing quota and also the policy of the campus. In 2017, every study program in the Faculty of Economics accepts new students with an average of 80 students, which was then divided into two classes namely class A, and B.

2. Specific Data Description

This study aimed to examine the influence of Self Concept, Learning Facility, and Program Socialization toward Interest to Enroll the Excellent Class Program. The population in this study were students of class of 2017 study program of Accounting Education, Accounting, Economic Education, and Management. The number of research samples were 159 students consisting of 67 students of Accounting Education, 61 Accounting students, 74 Management students and 62 Economics Education students. Questionnaires distributed to respondents could be processed entirely or by 100%. The details of the respondents in this study were as follows:

Table 13. Recapitulation Result of Respondents Data Collection

Number	Study Program	Amount	Precentage
1.	Accounting Education	40	25%
2.	Accounting	37	23%
3.	Management	45	29%
4.	Economic Education	37	23%
	Total	159	100%

Source: Pirmary Data Processed

3. Research Variable Description

This section is presented data description of each variable based on the data processed to test the influence of independent variables to the dependent variable,. The data descriptions include Mean (M), Median (Me), Mode (Mo), Frequency Distribution Table, Histogram, Variable Trend Table and Pie Chart. The following is the statistic descriptive of the research variable:

Table 14. Statistic Descriptive of Research Variable

		Konsep Diri	Fasilitas Belajar	Sosialisasi Program	Minat Mengikuti Kelas Unggulan
N	Valid	159	159	159	159
	Missing	0	0	0	0
Mean		75,32	62,38	47,69	62,86
Median		75,00	62,00	47,00	63,00
Mode		70[a]	61	47	60[a]
Std. Deviation		7,144	5,504	5,108	7,740
Variance		51,042	30,289	26,088	59,905
Skewness		,102	,565	,546	,217
Std. Error of Skewness		,192	,192	,192	,192
Range		42	38	29	47
Minimum		51	45	36	41
Maximum		93	83	65	88
Sum		11976	9919	7583	9995

a. Multiple modes exist. The smallest value is shown

a. Interests to Enroll the Excellent Class Program Variable

The result of the data analysis showed that the highest score of the Interest to Enroll Excellent Class Program Variable (Y), obtained by the students was 88 and the lowest score obtained by the students was 41. Furthermore, the analysis using SPSS Statistics 23 program results the data Mean (M) of 62,86; Median (Me) of 63; Mode (Mo) of 60 and Deviation Standard (SD) of 7.740. The data could be summarized in the following table:

Table 15. Research Data Summary of Interest to Enroll Excellent Class Program Variable

Description	Value
Mean	62,86
Median	63
Mode	60
Deviation Standard	7,74
Maximum Score	88
Minimum Score	41

Source: Primary Data Processed

To arrange the frequency distribution of Interest to Enroll the Excellent Class Program Variable, the following steps were taken:

1) Determine the number of interval classes

Class interval = 1 + 3.3 log n
= 1 + 3.3 log 159
= 1 + 3.3 (2.20139)
= 1 + 7,264587
= 8.264587 writes up to 9

2) Calculates a class range

Range of classes = highest score - lowest score
= 88 - 41
= 47

3) Determines the length of the class

$$\text{Class length} = \frac{Class\ range}{Number\ of\ interval\ classes}$$
$$= 47/9$$
$$= 5{,}222 \text{ rounded to } 6$$

Frequency Distribution of Interest to Enroll the Excellent Class Program can be seen in the following table:

Table 16. Frequency Distribution Table of Interest to Enroll the Excellent Program Class

Number	Interval Class	Frequency	F (%)	Cumulative Frequency (CF)	CF (%)
1.	41-46	3	1,89%	3	1,89%
2.	47-52	12	7,55%	15	9,43%
3.	53-58	21	13,21%	36	22,64%
4.	59-64	59	37,11%	95	59,75%
5.	65-70	42	26,42%	137	86,16%
6.	71-76	12	7,55%	149	93,71%
7.	77-82	9	5,66%	158	99,37%
8.	83-88	1	0,63%	159	100,00%
9.	89-94	0	0,00%	159	100,00%
Total		159			

Source: Primary Data Processed

Based on the frequency distribution table of Interest to Enroll the Excellent Program Class Variable could be described in the histogram as follows:

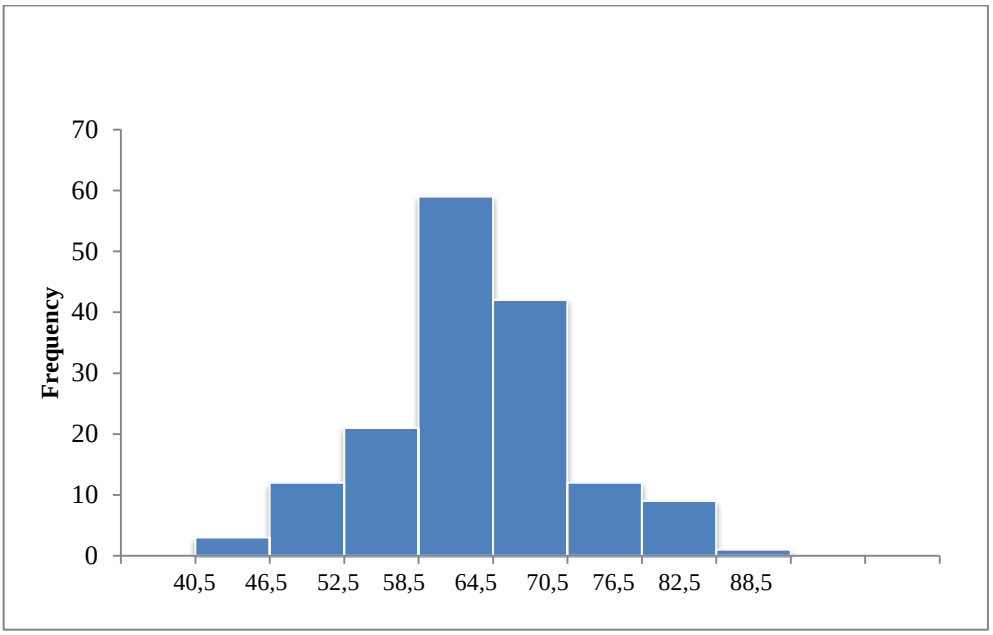

Figure 2. Frequency Distribution Histogram of Interest to Enroll the Excellent Class Program

Based on the frequency distribution table, then determined the categorization of the Interest to Enroll the Excellent Class Program variable. The categorization of the variable used ideal score criteria by first calculating the ideal mean (Mi) and ideal deviation standard (SDi). The calculation are as follow:

The number of statements = 22 items

Highest Score = 22 x 4 = 88

Lowest Score = 22 x 1 = 22

Mi = 1/2 (highest score + lowest score)
= 1/2 (88 + 22)
= 55

SDi = 1/6 (highest score - lowest score)
= 1/6 (88-22)
= 11

Based on the above calculation, the categorization of Interest to Enroll the Excellent Class Ptogram is as follows:

Very High	= > (Mi + 1.5SD) up to. (Mi + 3SD)	= > 71,5 up to 88
High	= > (Mi) up to (Mi + 1.5 SD)	= > 55 up to 71,5
Medium	= > (Mi - 1.5 SD) up to (Mi)	= > 38,5 up to 55
Low	= (Mi - 3 SD) up to (Mi - 1.5 SD)	= 22 up to 38,5

Based on these categories, it could be made identification table of the variable category of Interest to Enroll the Excellent Program Class as follows:

Table 17. Variable Category of Interest to Enroll the Excellent Class Program

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1.	> 71,5 up to 88	19	11,95%	19	11,95%	Very High
2.	> 55 up to 71,5	120	75,47 %	139	87,42%	High
3.	> 38,5 up to 55	20	12,58 %	159	100%	Medium
4.	22 up to 38,5	0	0,00 %	159	100%	Low
Total		159	100%	159	100%	

Source: Primary Data Processed

Based on the table of Variable Category of Interest to Enroll the Excellent Class Program showed that the tendency of this variable in the very high category as many as 19 students or 11,95%, high category as many as 120 students or 75,47%, and medium category as many as 20 students or 12,58%. So it could be concluded that the trend of Interest to Enroll the Excellent Class Program of students of Economics Faculty 2017 was in the high category.

Based on the table of Variable Category of Interest to Enroll the Excellent Class Program above could be described Pie Chart as follows:

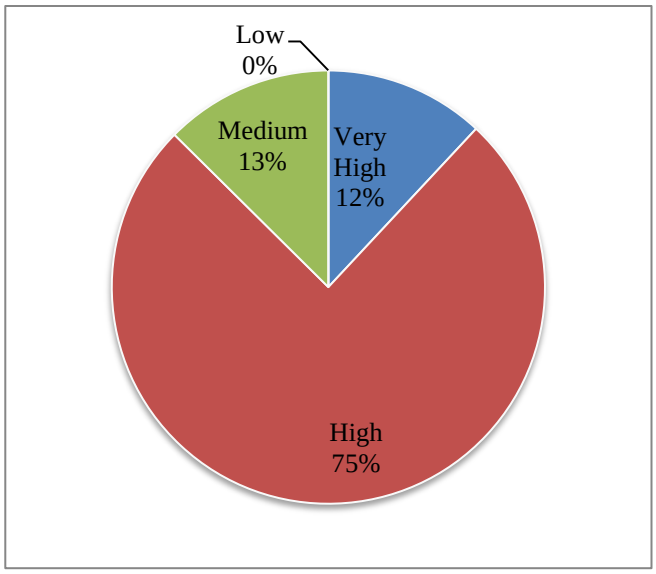

Figure 3. Pie Chart Interest to Enroll the Excellent Class Program Variable

b. Self Concept Variable

The result of data analysis showed that the highest score of Self Concept variable (X_1) obtained by students was 93 and the lowest score obtained by the students was 51. Furthermore, the analysis using SPSS Statistics 23 program resulted the data Mean (M) of 75,32; Median (Me) of 75; Mode (Mo) of 70 and Deviation Standard (SD) of 7.144. The data could be summarized in the following table:

Table 18. Research Data Summary of Self Concept Variable

Description	Value
Mean	75,32
Median	75
Mode	70
Deviation Standard	7,144
Maximum Score	93
Minimum Score	51

Source: Primary Data Processed

To arrange the distribution frequency of Self-concept variable, the following steps were taken:

1) Determine the number of interval classes

   Class interval = 1 + 3.3 log n
   = 1 + 3.3 log 159
   = 1 + 3.3 (2.20139)
   = 1 + 7,264587
   = 8.264587 rounded to 9

2) Calculates a class range

   Range of classes = highest score - lowest score
   = 93 - 51
   = 42

3) Determine the length of the class

   Class length = $\frac{class\ range}{number\ of\ interval\ classes}$
   = 42/9
   = 4.66 rounded up to 5

Frequency Distribution of Self Concept could be seen in the following table:

Table 19. Frequency Distribution Table of Self Concept Variable

Number	Interval Class	Frequency	F (%)	Cumulative Frequency (CF)	CF (%)
1.	51-55	1	0,63%	1	0,63%
2.	56-60	1	0,63%	2	1,26%
3.	61-65	6	3,77%	8	5,03%
4.	66-70	35	22,01%	43	27,04%
5.	71-75	43	27,04%	86	54,09%

Number	Interval Class	Frequency	F (%)	Cumulative Frequency (CF)	CF (%)
6.	76-80	34	21,38%	120	75,47%
7.	81-85	24	15,09%	144	90,57%
8.	86-90	11	6,92%	155	97,48%
9.	91-95	4	2,52%	159	100,00%
Total		159			

Source: Primary Data Processed

Based on the frequency distribution table of Self Concept (X_1) above it could be described in the histogram as follows:

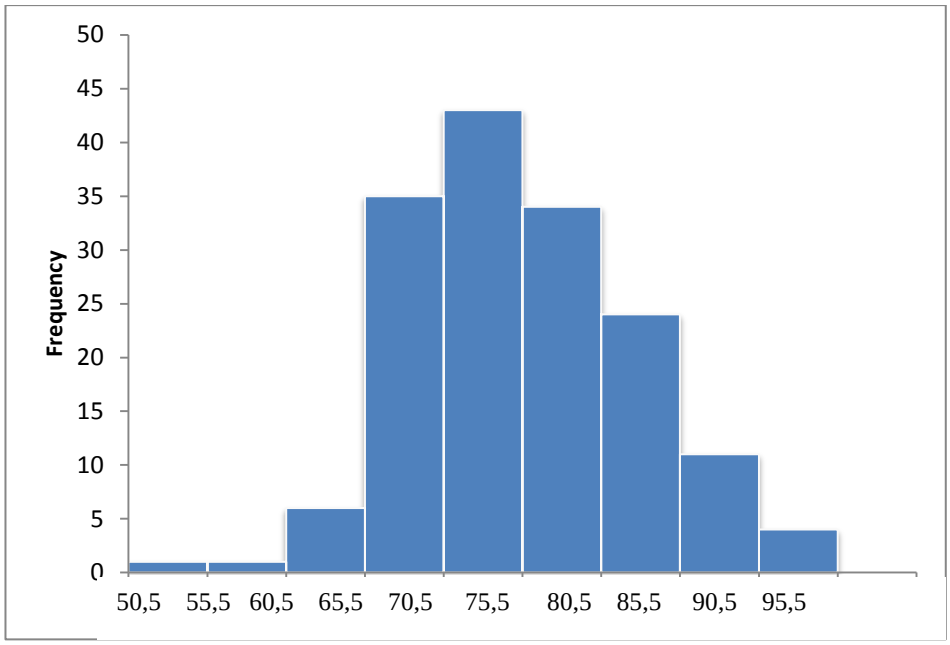

Figure 4. Frequency Distribution Histogram of Self Concept Variable

Based on the frequency distribution table, then determined the categorization of the Self Concept variable. The categorization of the variable used ideal score criteria by first calculating the ideal mean (Mi) and ideal deviation standard (SDi). The calculation are as follow:

The number of statements = 24 items

Highest Score = 24 x 4 = 96

Lowest Score = 24 x 1 = 24

Mi = 1/2 (highest score + lowest score)
= 1/2 (96 + 24)
= 60

SDi = 1/6 (highest score - lowest score)
= 1/6 (96-24)
= 12

Based on the above calculation, the categorization of Interest to Enroll the Excellent Class Ptogram is as follows:

Very High	= > (Mi + 1.5SD) up to. (Mi + 3SD)	= > 78 up to 96
High	= > (Mi) up to (Mi + 1.5 SD)	= > 60 up to 78
Medium	= > (Mi - 1.5 SD) up to (Mi)	= > 42 up to 60
Low	= (Mi - 3 SD) up to (Mi - 1.5 SD)	= 24 up to 42

Based on these categories, it could be made identification table of the variable category of Self Concept as follows:

Table 20. Variable Category of Self Concept

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1.	> 78 up to 96	49	30,82%	49	30,82%	Very High
2.	> 60 up to 78	108	67,92%	157	98,74%	High
3.	> 42 up to 60	2	1,26%	159	100%	Medium
4.	24 up to 42	0	0%	159	100%	Low
Total		159	100%	159	100%	

Source: Primary Data Processed

Based on the table of Variable Category of Self Concept showed that the tendency of this variable in the very high category as many as 49

students or 30,82%, high category as many as 108 students or 67,92%, and medium category as many as 2 students or 1,26%. So it could be concluded that the trend of Self Concept of Economics Faculty students 2017 was in the high category.

Based on the table of variable category of Self Concept above could be described Pie Chart as follows:

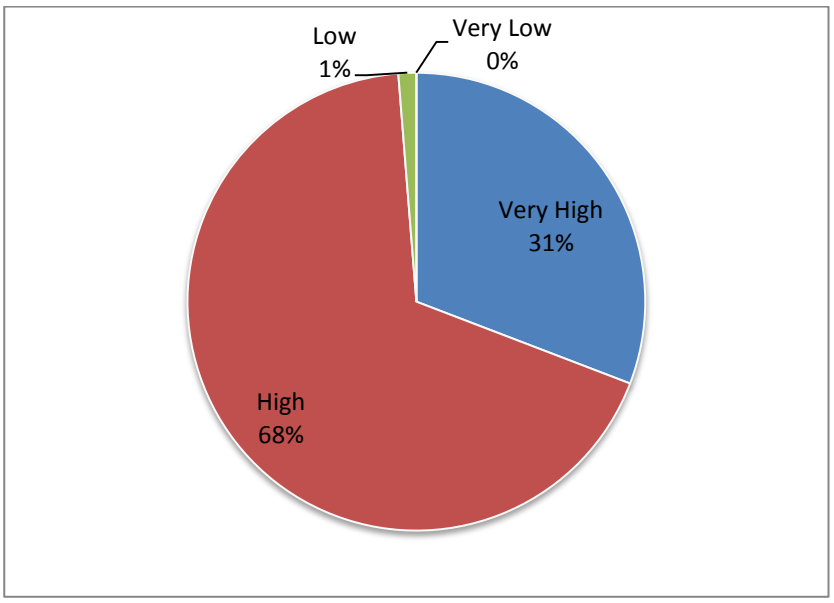

Figure 5. Pie Chart of Self Concept Variable

c. Learning Facility Variable

The result of data analysis shows that the highest score of the Learning Facility (X_2) obtained by the students was 83 and the lowest score was 45. Furthermore, the analysis using SPSS Statistics 23 program results the data Mean (M) of 62,38; Median (Me) of 62; Mode (Mo) of 61 and Deviation Standard (SD) of 5.504. The data could be summarized in the following table:

Table 21. Research Data Summary of Learning Facility Variable

Description	Value
Mean	62,38
Median	62
Mode	61
Deviation Standart	5,504
Maximum Score	83
Minimum Score	45

Source: Primary Data Processed

To arrange the frequency distribution of Learning Facility, the following steps were taken:

1) Determine the number of interval classes

   Class interval = 1 + 3.3 log n

   = 1 + 3.3 log 159

   = 1 + 3.3 (2.20139)

   = 1 + 7,264587

   = 8.264587 rounded to 9

2) Calculates a class range

   Range of classes = highest score - lowest score

   = 83 - 45

   = 38

3) Determine the length of the class

   Class length = $\frac{class\ range}{Number\ of\ interval\ classes}$

   = 38/9

   = 4.22 rounded to 5

Frequency Distribution of Learning Facility could be seen in the following table:

Table 22. Frequency Distribution Table of Learning Facility Variable

Number	Interval Class	Frequency	F (%)	Cumulative Frequency (CF)	CF (%)
1.	45-49	3	1,89%	3	1,89%
2.	50-54	2	1,26%	5	3,14%
3.	55-59	25	15,72%	30	18,87%
4.	60-64	93	58,49%	123	77,36%
5.	65-69	24	15,09%	147	92,45%
6.	70-74	5	3,14%	152	95,60%
7.	75-79	4	2,52%	156	98,11%
8.	80-84	3	1,89%	159	100,00%
9.	85-89	0	0,00%	159	100%
Jumlah		159			

Source: Primary Data Processed

Based on the frequency distribution table of Learning Facility above could be described in the histogram as follows:

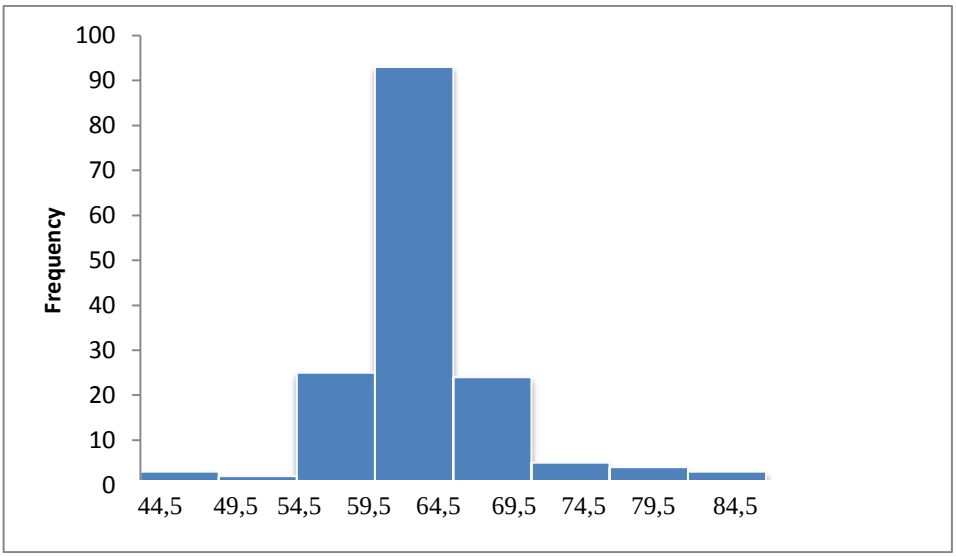

Figure 6. Frequency Distribution Histogram of Learning Facility Variable

Based on the frequency distribution table, then determined the categorization of the Learning Facility variable. The categorization of the variable used ideal score criteria by first calculating the ideal

mean (Mi) and ideal deviation standard (SDi). The calculation are as follow:

The number of statements = 21 items

Highest Score = 21 x 4 = 84

Lowest Score = 21 x 1 = 21

Mi = 1/2 (highest score + lowest score)
= 1/2 (84 + 21)
= 52,5

SDi = 1/6 (highest score - lowest score)
= 1/6 (84-21)
= 10,5

Based on the above calculation, the categorization of Learning Facility is as follows:

Very Good => (Mi + 1.5SD) up to. (Mi + 3SD) = > 68,25 up to 84
Good = > (Mi) up to (Mi + 1.5 SD) = > 52,5 up to 68,25
Enough = > (Mi - 1.5 SD) up to (Mi) = > 36,75 up to 52,5
Bad = (Mi - 3 SD) up to (Mi - 1.5 SD) = 21 up to 36,75

Based on these categories, it could be made identification table of the variable category of Learning Facility as follows:

Table 23. Variable Category of Learning Facility

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1.	> 68,25 up to 84	15	9,43%	15	9,43%	Very Good
2.	> 52,5 up to 68,25	140	88,05%	155	97,48%	Good
3.	>36,75 up to 52,5	4	2,52%	159	100%	Enough
4.	21 up to 36,75	0	0%	159	100%	Bad
Total		159	100%	159	100%	

Source: Primary Data Processed

Based on the table of Variable Category of Learning Facility showed that the tendency of this variable in the very good category as many as 10 students or 9,43%, good category as many as 140 students or 88,05%, and enough category as many as 4 students or 2,52%. So it could be concluded that the trend of Learning Facility of Economics Faculty students of 2017 was in the good category.

Based on the table of variable category of Learning Facility above could be described Pie Chart as follows:

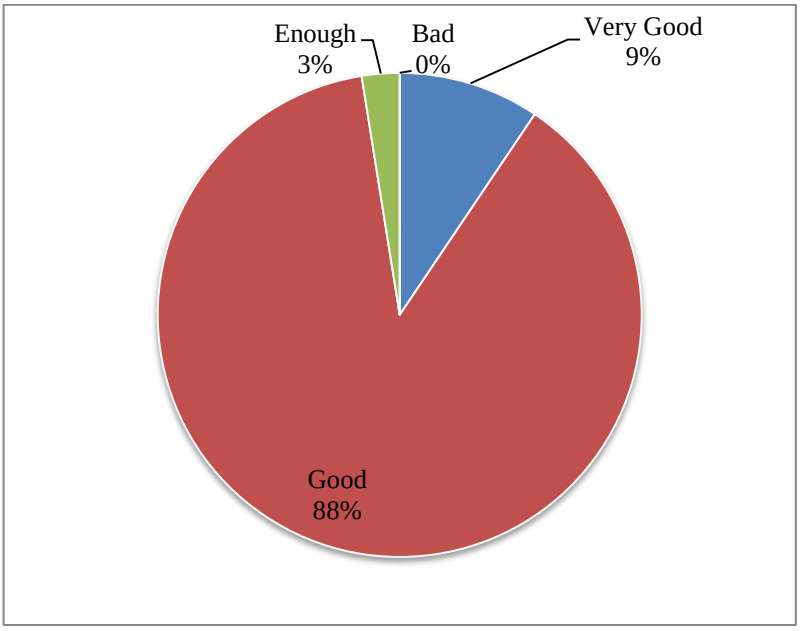

Figure 7. Pie Chart of Learning Facility Variable

d. Program Socialization Variable

The result of data analysis showed that the highest score of the Program Socialization (X_3) obtained by the students was 65 and the lowest score was 36. Furthermore, the analysis using SPSS Statistics 23 program resulted the data Mean (M) of 47.69; Median (Me) of

47; Mode (Mo) of 47 and Standard Deviation (SD) of 5.108. The data could be summarized in the following table:

Table 24. Research Data Summary of Program Socialization Variable

Description	Nilai
Mean	47,69
Median	47
Mode	47
Deviation Standart	5,108
Maximum Score	65
Minimum Score	36

Source: Primary Data Processed

To arrange the distribution of frequency Program Socialization variable performed the following steps:

1) Determine the number of interval classes

   Class interval = 1 + 3.3 log n
   = 1 + 3.3 log 159
   = 1 + 3.3 (2.20139)
   = 1 + 7,264587
   = 8.264587 rounded to 9

2) Calculates a class range

   Range of classes = highest score - lowest score
   = 65-36
   = 29

3) Determine the length of the class

   Class length = $\frac{Class\ range}{Number\ of\ interval\ classes}$
   = 29/9
   = 3.22 rounded up to 4

Frequency Distribution of Program Socialization could be seen in the following table:

Table 25. Frequency Distribution Table of Program Socialization Variable

Number	Interval Class	Frequency	F (%)	Cumulative Frequency (CF)	CF (%)

1.	36-39	7	4,40%	7	4,40%
2.	40-43	23	14,47%	30	18,87%
3.	44-47	61	38,36%	91	57,23%
4.	48-51	33	20,75%	124	77,99%
5.	52-55	20	12,58%	144	90,57%
6.	56-59	12	7,55%	156	98,11%
7.	60-63	2	1,26%	158	99,37%
8.	64-67	1	0,63%	159	100,00%
9.	68-71	0	0%	159	100,00%
Jumlah		159			

Source: Primary Data Processed

Based on the frequency distribution table of Program Socialization above could be described in the histogram as follows:

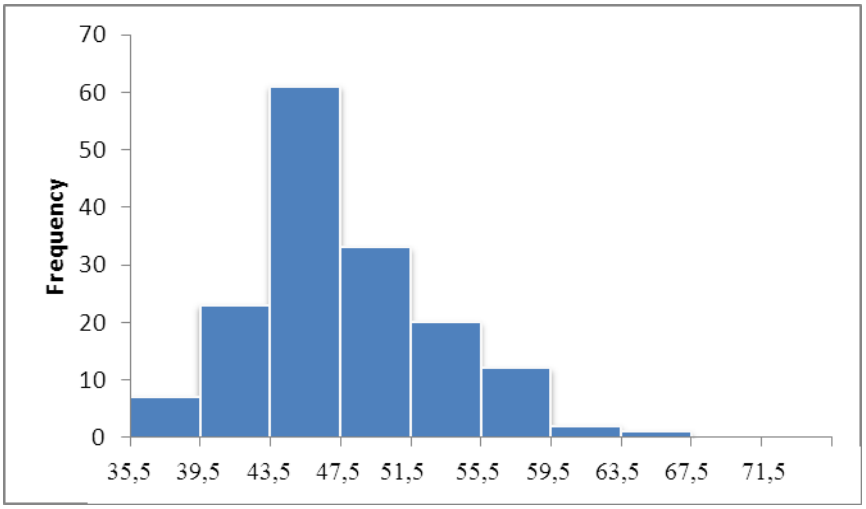

Figure 8. Frequency Distribution Histogram of Program Socialization Variable

Based on the frequency distribution table, then determined the categorization of the Program Socialization variable. The categorization of the variable used ideal score criteria by first calculating the ideal mean (Mi) and ideal deviation standard (SDi). The calculation are as follow:

The number of statements = 18 items

Highest Score = 18 x 4 = 72

Lowest Score = 18 x 1 = 18

Mi = 1/2 (highest score + lowest score)
= 1/2 (72 + 18)
= 45

SDi = 1/6 (highest score - lowest score)
= 1/6 (72-18)
= 9

Based on the above calculation, the categorization of Program Socialization is as follows:

Very High = > (Mi + 1.5SD) up to. (Mi + 3SD) = > 58,5 up to 72
High = > (Mi) up to (Mi + 1.5 SD) = > 45 up to 58,5
Medium = > (Mi - 1.5 SD) up to (Mi) = >31,5 up to 45
Low = (Mi - 3 SD) up to (Mi - 1.5 SD) = 18 up to 31,5

Based on these categories, it could be made identification table of the variable category of Program Socialization as follows:

Table 26. Variable Category of Program Socialization

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1.	> 58,5 up to 72	52	32,71%	52	32,71%	Very High
2.	> 45 up to 58,5	101	63.52%	153	96,23%	High
3.	> 31,5 up to 45	6	3,77%	159	100%	Medium
4.	18 up to 31,5	0	0%	159	100%	Low
Total		159	100%	159	100%	

Source: Primary Data Processed

Based on the table of Variable Category of Variable Category of Program Socialization showed that the tendency of this variable in the very high category as many as 52 students or 32,71%, high category as many as 101 students or 63,52%, and medium category as many as 6 students or 3,77%. So it could be concluded that the

trend of Variable Category of Program Socialization of Faculty of Economics students of 2017 was in the high category.

Based on the table of variable category of Variable Category of Program Socialization above could be described Pie Chart as follows:

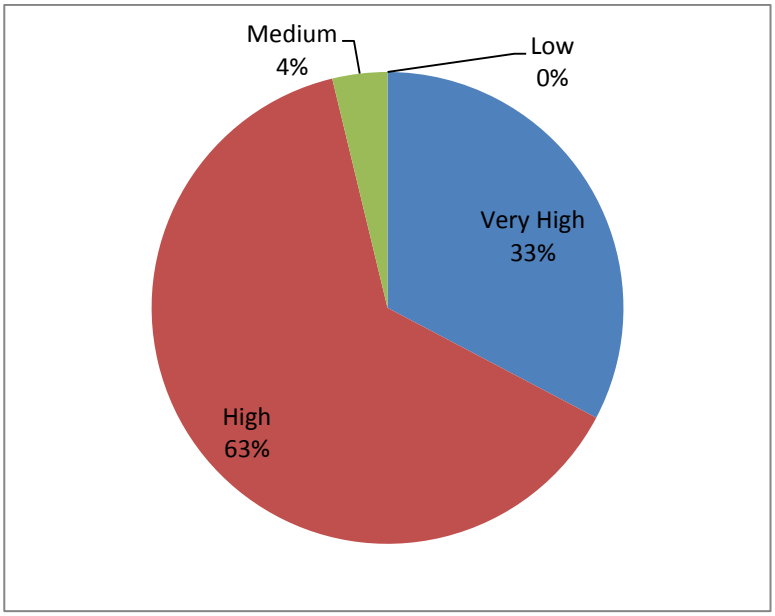

Figure 9. Pie Chart of Program Socialization Variable

B. Data Analysis

1. The Result of Prerequisite Anaylisis Test

a. Linearity Test

Linearity test is a procedure used to determine whether there is a linear relationship on the distribution of research data. Results obtained through linearity test would determine the technique of regression analysis used, if the results of linearity test obtained the conclusion that the distribution of research data categorized as linear

hence the research can be solved by linear regression analysis technique.

Linearity test is known by using F test. The relationship between independent variables and dependent variable is said to be linear if the value of $F_{count} \leq Ft_{able}$ at 5% significance level. F_{table} in this research was equal to 2,66 with df1 equal to 3 (k-1) and df2 equal to 155 (nk) where k is amount of research variable i.e. three independent variables and one dependent variable, while n is number of respondents in research that is 159 respondents. Based on the data analysis, then obtained the results of linearity test as summarized in the following table:

Table 27. Summary of Linearity Test Results

Variable Relation	F_{count}	F_{table}	Conclusion
X_1-Y	0,785	2,66	Linear
X_2-Y	1,586		Linear
X_3-Y	1,032		Linear

Source: Primary Data Processed

Based on table above, it could be seen that the value of $F_{count} < F_{table}$, so it could be concluded that all independent variables have a linear relationship with the dependent variable.

b. Multicolinearity Test

The multicollinearity test is intended to determine whether there is multicollinearity among the independent variables as a condition of the use of multiple regression in testing the hypothesis. The multicollinearity test is performed by calculating the magnitude of the independent variable intercoleration with the basis of decision making on the tolerance value and the Variance Inflation Factor (VIF) value. If tolerance value > 0,10 and Variance Inflation Factor value (VIF) <10, then concluded there is no multicollinearity, vice versa if tolerance value <0,10 and Variance Inflation Factor (VIF)> 10 is concluded there is multicollinearity. The results of multicollinearity test were summarized in the following table:

Table 28. Summary of Multicollinearity Test Results

Variable	Tolerance	VIF	Interpretation
X_1	0,800	1,250	There is no multicolinearity
X_2	0,716	1,397	There is no multicolinearity
X_3	0,694	1,442	There is no multicolinearity

Source: Primary Data Processed

The result of multicollinearity test above, showed that the Tolerance value of each variable was more than 0,1. Self Concept Variable (X_1) showed Tolerance value of 0,800, Learning Facility variable (X_2) showed Tolerance value of 0,716 value and Program Socialization (X_3) showed Tolerance value of 0,694. In addition to the valuation based on Tolerance values, it also uses the Variance Inflation Factor (VIF) value < 10. The Self Concept variable (X_1) showed the VIF

value of 1,250, the Learning Facility variable (X_2) showed the VIF value of 1.397 and the Program Socialization variable (X_3) showed the VIF value of 1,442. Thus, it could be concluded that the multicollinearity test did not cause indications of multicollinearity among the independent variables. Data analysis could be proceed to hypothesis testing.

c. Heteroscedasticity Test

Heteroscedasticity is a state in which the residual variance inequality occurs for all observations in the regression model. Heteroscedasticity test is used to determine whether there is the variance dissimilarity of the residuals in the regression model. The preconditions that have to be done in the regression model are the absence of heteroscedasticity problems. This study used Park test to test the heteroscedasticity with the following considerations:

1) No heteroscedasticity occurs, if Sig. value is greater than 0.05.

2) Heteroscedasticity occurs, if Sig. value is less than 0.05.

The results of the heteroscedasticity test could be briefly seen in the following table:

Table 29. Summary of Heteroscedasticity Test Results

Model	F	Sig.
Regression	1,743	0,160
Residual		
Total		

Source: Primary data processed

From the results of heteroscedasticity test with Park test above, it was known that the value of Sig. in Self Concept Variables (X_1), Learning Facility (X_2) and Program Socialization (X_3) is greater than 0.05. It could be concluded that the regression model did not find any heteroscedasticity problem.

2. The Result of Hypothesis Test

Research hypothesis is a temporary answer from the formulation of the problem. To prove the truth reliably of the hypothesis need to be tested first. Hypothesis testing in this research is used to test the influence of independent variables to dependent variable. The first, second, and third hypothesis test used simple regression analysis, while the fourth hypothesis test used multiple regression analysis.

a. First Hypothesis Test

The first hypothesis states that there is a positive influence of Self Concept toward Interest to Enroll the Excellent Class Program on FE UNY students 2017. Here was a summary of the results of simple regression tests of Self Concept Variable toward Interest to Enroll the Excellent Class Program:

Table 30. Summary of Simple Regression Analysis Results (X_1-Y)

Variable		r & r^2 value		T value		Koef.	Konst.	Sig
		r_{X_1Y}	r^2x$_1$y	t_{count}	t_{table}			
X1	Y	0,381	0,145	5,160	1,975	0,413	31,788	0,000

Source: Primary Data Processed

1) Creating simple linear regression line equations

Based on the table above, the regression equation of one predictor can be expressed in terms of the following equation:

$Y = 0{,}413\ X1 + 31{,}788$

The equation showed that the value of regression coefficient was positive value of 0.413 which means that if Self Concept (X_1) increased 1 point, then Interest to Enroll Program of Excellent Class (Y) would increase 0,413 points. From the explanation, it could be concluded that there is a positive influence of Self Concept (X_1) to Student Interest to Enroll Excellent Class Program.

2) The coefficient of determination (r^2)

The value of coefficient of determination is used to calculate the amount of contribution or the influence of Self Concept variable (X_1) on Student Interest to Enroll in Excellent Class Program (Y). The coefficient of determination (r^2x_1y) of 0.145 indicated that the Self Concept has the influence contribution on the Student Interest to Enroll the Excellent Class Program of 14.5%. From the description, it could be concluded that one of the factors that influence the Student Interest to Enroll the Excellent Class Program was Self Concept, which was of 14.5% and there were 85.5% other factors that influence it.

3) Testing of simple regression significance with t test

Testing significance aims to determine the significance of the influence of Self Concept (X_1) to Student Interest to Enroll Excellent Class Program (Y). Based on t test result with significance level of 5%, obtained significant value of 0,000 (<0,05) and t_{count} value 5,160 while t_{table} value equal to 1,975. This indicated that t_{count} was bigger than t_{table} so that hypothesis express positive and significant influence of Self Concept to Student Interest to Enroll the Excellent Class Program is acceptable.

b. Second Hyphotesis Test

The second hypothesis states that there is a positive influence of Learning Facility toward Interest to Enroll the Excellent Class Program on FE UNY students of 2017. Here is a summary of the results of simple regression test of Learning Facility Variable toward Interest to Enroll the Excellent Class Program:

Table 31. Summary of Simple Regression Analysis Results (X_2-Y)

Variable		Harga r & r^2		Harga t		Koef.	Konst.	Sig
		r_{X_2Y}	r^2x$_2$y	t_{count}	t_{table}			
X2	Y	0,442	0,178	5,826	1,975	0,593	25,874	0,000

Source: Primary Data Processed

1) Creating simple linear regression line equations

Based on the table above, the regression equation of one predictor can be expressed in terms of the following equation:

Y = 0,593 X1 + 25,874

The equation showed that the value of the positive regression coefficient was 0,593 which means if the Learning Facility (X_2) increases 1 point, then the Interest to Enroll the Excellent Class Program (Y) would increase 0,593 points. From the explanation, it could be concluded that there is a positive effect of Learning Facility (X_2) on Student Interest to Enrolling the Excellent Class Program.

2) The coefficient of determination (r^2)

The coefficient of determination value is used to calculate the amount of contribution or influence of Learning Facility Variable (X_2) toward Interest to Enroll in Excellent Class Program (Y). The coefficient of determination (r^2x_2y) of 0.178 indicated that the Learning Facility (X_2) has an influence contribution on Student Interest to Enroll the Excellent Class Program of 17.8%. From the description, it could be concluded that one of the factors that influence the Interest to Enroll the Excellent Class Program was Learning Facility, which was 17.8% and there were still 82.2% other factors that influence it.

3) Testing of simple regression significance with t test

Testing significance aims to determine the significance of the infulence of Learning Facility (X_2) toward Interest to Enroll the Excellent Class Program (Y). Based on t test result with significance level 5%, obtained significant value 0,000 (<0,05)

and t_{count} value 5,286 while t_{table} value equal to 1,975. This indicated that t_{count} is bigger than t_{table} so hypothesis that there is positive influence and significant Learning Facility to Student Interest to Enroll of Excellent Class Program is acceptable.

c. Third Hypothesis Test

The third hypothesis states that there is a positive influence of Program Socialization on Student Interest to Enroll the Excellent Class Program at FE UNY 2017 students. Here is a summary of the results of simple regression tests of Program Socialization variable on Student Interest to Enroll the Excellent Class Program:

Table 32. Summary of Simple Regression Analysis Results (X3-Y)

Variable		Harga r & r^2		Harga t		Koef.	Konst.	Sig
		r_{X_3Y}	r^2x3y	t_{count}	t_{table}			
X3	Y	0,609	0,371	9,630	1,975	0,923	18,822	0,000

Source: Primary Data Processed

1) Creating simple linear regression line equations

Based on the above table, the regression equation of one predictor can be expressed in terms of the following equation:

Y = 0.923 X1 + 18,822

The equation showed that the value of the regression coefficient was positive value of 0.923 which means that if the Program Socialization (X_3) increased 1 point, the Interest to Enroll the Excellent Class Program (Y) would increase by 0.923 points. From the explanation, it could be concluded that there is a positive

influence on Student Interest to Enroll the Excellent Class Program.

2) The coefficient of determination (r^2)

The coefficient of determination value used to calculate the amount of contribution or influence Program Socialization variable (X_3) on Student Interest to Enroll The Excellent Class Program (Y). The coefficient of determination (r^2X_3Y) of 0.371 indicated that the Program Socialization has the influence contribution to the Student Interest to Enroll the Excellent Class Program of 37.1%. From the description, it could be concluded that one of the factors that influence the Student Interest to Enroll the Excellent Class Program was the Program Socialization, which was 37.1% and there were still 62.9% other factors that influence it.

3) Testing of simple regression significance with t test

Testing significance aims to determine the significance of the influence of Program Socialization (X_3) on Student Interest to Enroll the Excellent Class Program (Y). Based on t test result at significance level 5%, obtained significant value 0,000 (<0,05) and t_{count} equal to 9,630 while t_{table} value equal to 1,975. This indicated that t_{count} is bigger than t_{table} so hypothesis that there is a positive and significant influence of Program Socialization to Student Interest to Enroll Excellent Class Program is acceptable.

d. Fourth Hypothesis Test

The fourth hypothesis states that there is a positive influence of Self Concept, Learning Facility, and Program Socialization simultaneously toward Student Interest to Enroll the Excellent Class Program on FE UNY students of 2017. Here is a summary of simple regression test results of Self Concept, Learning Facility, and Program Socialization toward Interest to Enroll the Excellent Class Program:

Table 33. Summary of Multiple Regression Analysis

Variable		r & r^2		F		Koef.	Konst.
		$r_{(1,2,3)Y}$	$r^2_{(1,2,3)y}$	F_{count}	F_{table}		
X_1	Y	0,636	0,404	35,057	2,66	0,147	5,242
X_2						0,176	
X_3						0,745	

Source: Primary data processed

1) Creating multiple regression line equations

Based on the table above, three predictor regression equations can be expressed in the following equation.

$Y = 0.147X_1 + 0.176X_2 + 0.745X_3 + 5,242$

The equation showed that if:

a) The value of Self Concept (X_1) rose 1 point and was assumed that the value of other variables (X_2 and X_3) remained, then the Student Interest to Enroll the Excellent Class Program score would increase by 0.147 points.

b) The value of the Learning Facility (X_2) rose 1 point and was assumed the value of the other variables (X_1 and X_3) remained,

then the Student Interest to Enroll the Excellent Class Program score would increase by 0.176 points.

c) The Value of the Program Socialization (X_3) rose 1 point and was assumed the value of other variables (X_1 and X_2) remained, then the Student Interest to Enroll the Excellent Class Program score would increase by 0.745 points.

From the explanation above, it can be concluded that there is a positive influence of Self Concept, Learning Facility, and Program Socialization simultaneously toward Interest to Enroll the Excellent Class Program on FE UNY students 2017.

2) Coefficient of determination (R^2)

The value of determination coefficient was used to calculate the amount of influence contribution of Self Concept, Learning Facility, and Program Socialization simultaneously on Student Interest to Enroll the Excellent Class Program. The coefficient of determination ($R^2X_{1,2,3}Y$) of 0.404 indicated that the Self Concept, Learning Facility, and Program Socialization simultaneously had influence contribution on Student Interest to Enroll in Class Program which was equal to 40.4%. From the description, it could be concluded that the factors that influence the Student Interest to Enrolling the Excellent Class Program were Self Concept, Learning Facility, and Program Socialization that was 40.4% and there were 59.6% other factors that influence.

3) Testing of multiple regression significance with F test

The significance test aims to find out the significance of the influence of Self Concept, Learning Facility, and Program Socialization simultaneously toward Interest to Enroll the Excellent Class Program. Based on the result of F test at significance level of 5% obtained that F_{count} value was equal to 35,057 while F_{table} value was equal to 2,66. It showed that F_{count} was bigger than F_{table} so the hypothesis that states there is a positive and significant influence of Self Concept, Learning Facility, and Program Socialization simultaneously toward Interest to Enroll the Excellent Class Program is accepted.

e. Relative Contributions (SE) and Effective Contribution (SE)

The relative contribution showed how much the relative contribution of each predictor to the criterion for predictive purposes is. Effective contributions were used to determine the effectiveness of each criterion to the criterion by considering the other independent variables that were not examined.

Based on the results of multiple regression analysis could be known the amount of relative contribution (SR) and effective contribution (SE) of each independent variable that were Self Concept, Learning Facility, and Program Socialization toward the dependent variable that is Student Interest to Enroll the Excellent

Class Program. The relative contribution of each variable was presented on the table below:

Table 34. Summary of Variable Coefficients and Total Results

No	Variable	Coefficient	Total Results
1.	Self Concept	0,147	11.976
2.	Learning Facility	0,176	9.919
3.	Program Socialization	0,745	7.583

Source: Primary Data Processed

JK_{reg} = $a_1\Sigma X_1$ + $a_2\Sigma X_2$+ $a_3\Sigma X_3$

= (0,147 x 11.976) + (0,176 x 9.919) + (0,745 x 7.583)

= 1.760,472 + 1.745,744 + 5.649,335

= 9.155,551

Predictor X_1

SR% = $\frac{a_1\Sigma X_1 Y}{JK_{reg}}$ x 100%

SR% = $\frac{1.760,472}{9.155,551}$ x 100%

SR% = 19,23%

Predictor X_2

SR% = $\frac{a_2\Sigma X_2 Y}{JK_{reg}}$ x 100%

SR% = $\frac{1.745,744}{9.155,551}$ x 100%

SR% = 19,07%

Predictor X_3

SR% = $\frac{a_3\Sigma X_3 Y}{JK_{reg}}$ x 100%

SR% = $\frac{5.649,335}{9.155,551}$ x 100%

SR% = 61,70%

To know the Effective Contribution of each variable, the steps were as follows:

JK_{total} = SR%X_1 + SR%X_2 + SR%X_3

= 19,23% + 19,07% + 61,70% = 100%

$SE\%X_1 = SR\%X_1 \times R^2$

$= 19{,}23\% \times 0{,}404$

$= 7{,}77$

$SE\%X_2 = SR\%X_2 \times R^2$

$= 19{,}07\% \times 0{,}404$

$= 7{,}70$

$SE\%X_3 = SR\%X_3 \times R^2$

$= 61{,}7\% \times 0{,}404$

$= 24{,}93$

The results of calculations relative contributions and effective contributions could be seen in the following table:

Table 35. Summary of Relative Contributions and Effective Contributions

Variable	**Contribution**	
	Relative (%)	**Effective (%)**
Self Concept	19,23	7,77
Learning Facility	19,07	7,70
Program Socialization	61,70	24,93
Total	100	40,4

Source: Primary Data Processed

From the table above, it could be seen that Self Concept gives relative contribution of 19.23%; Learning Facility of 19.07%; and Program Socialization of 61.7%. The effective contribution of Self Concept variable was 7.77; Learning Facility was 7.70; and the Program Socialization was 24.93. Total effective contribution was 40.4% which means that Self Concept variable, Learning Facility, and Program Socialization simultaneously made effective contribution of 40,4% and 59,5% influenced by other variables which were not examined in this research.

C. Discussion

Interest to Enroll the Excellent Class Program on FE UNY Students of 2017 was generally influenced by various factors. This study aimed to determine the influence of Self Concept, Learning Facility, and Program Socialization toward Interest to Enroll the Excellent Class Program on FE UNY students of 2017. The results of this research could be described in the following explanation:

1. The Influence of Self Concept (X_1) toward Interest to Enroll the Excellent Class Program on FE UNY Students of 2017 (Y)

Indicators of Self Concept variable were recognizing self-identity, self-behavior, self-assessment, self-physical, moral and self-ethics, self-identity, family, and social. Based on the description of research data, it could be seen that Self Concept variable was in the trend of high category with the frequency of 75 students or equal to 47.17%. So it can be said that most of FE UNY students of 2017 have high self concept.

Based on the results of regression analysis in the first hypothesis, obtained that the coefficient of Self Concept variable was 0.413 and constant numbers was 31.788 so that obtained model regression equation $Y = 0.413X_1 + 31.788$. The equation showed that the value of X_1 coefficient of 0.413 which means if the Self Concept (X_1) increased 1 point, then the Interest to Enroll the Excellent Class Program would be increase by 0.413 points. From the equation it can be concluded that the higher the Self Concept, the higher the Interest to Enroll the Excellent

Class Program and vice versa, the lower the Self Concept of students, the lower the Interest to Enroll the Excellent Class Program.

The results of this study indicated that there was a positive influence of the Self Concept of Interest to Enroll the Excellent Class Program shown by the value of correlation coefficient (rx_1y) of 0.381 and the coefficient of determination (r^2x_1y) was 0.145 which means Self Concept has a positive influence influence Interest The Excellent Class Program by 14.5%. After the significance test obtained the value of t_{count} of 5.160 was greater than t_{table} that was 1.975 at a significance level of 5% which means the influence of Self Concept toward Interest to Enroll the Program of the Excellent Class was significant. In addition, the value of Self Concept significance was 0.000 where the value is smaller than 0.05, it can be stated that the Self Concept has a significant effect on the Interest to Enroll the Excellent Class Program on FE UNY Students of 2017, so the first hypothesis was supported with 95% confidence level. From these results it could be concluded that there was a positive and significant influence of Self Concept toward Interest to Enroll the Excellent Class Program. The amount of contribution of the Self Concept Interest Interest to Enroll the Excellent Class Program was shown by the results of multiple regression analysis with relative donation of 19.23% and effective contribution 7, 77%.

The results of this study was consistent with the results of previous research, conducted by Kardiyem, et al (2017) entitled "The

Factors Analysis of Indonesian Students' Motivation for Being the Member of Bilingual Class at the Economics Education Department." The results showed that the internal factors affected on the students motivation for being the member of the bilingual class. The internal factors students form a motivation that then rose interest to enroll in bilingual class. The results of this study were also consistent with research conducted by Ismail Sofyan Ardi (2013) which showed that the self concept affects entrepreneurship interests.

Based on the results of the research, it was known that the statement item that has the highest score in the Self Concept questionnaire was on item 2 that was equal to 596 of the highest possible score of 636 (159 x 4). The content of the revelation was "I use bad ways to move forward". The statement was a negative statement on moral and ethical indicators. The average student responded disagreeing or strongly disagreeing with the statement. This showed that students have good moral and ethical values and show a positive Self Concept. With the positive self concept, students were expected to have an interest to move forward and improve their ability and capacity by enrolling the excellent class program.

The statement item that had the lowest score of the Self Concept questionnaire was on item 19 which was 407 of the lowest possible score of 159 (159 x 1). The content of the statement is "I'm satisfied with myself now". This showed that students have low satisfaction with

themselves. According to Fitz cited by Ardi (2013) low satisfaction will cause low self-esteem as well and will develop a fundamental distrust on him. Conversely, for individuals who have high self-esteem, self-consciousness was more realistic, allowing more individuals to focus their energy and attention outwardly and ultimately to function more constructively. Students judged themselves not satisfied with themselves, so they do not have enough confidence to enroll the excellent class program.

From the above information, it could be concluded that one of the causes of the low self-concept of students was a sense of self-satisfaction that was still low. Therefore, it should be identified what causes a low self-satisfaction. The student's self-esteem needed to be improved, so that the student could judge themself as a more realistic person and able to know their potentials. If the student was able to recognize their potential then the student would be more interested to enroll the excellent class program.

2. The Influence of Learning Facility (X_2) toward Interest to Enroll the Excellent Class Program at FE UNY Students 2017 (Y)

Indicators of Learning Facility variable was the availability of adequate learning spaces, the availability of learning tools, the availability of references/ other learning resources and Excellent grade support programs. Based on the description of research data, it can be seen that the Learning Facility variable is in the trend of good category with the

frequency of 118 students or equal to 74.21%. So it can be said that most of FE UNY students of 2017 judge that the Learning Facility of excellent class was good.

Based on the results of regression analysis in the first hypothesis, obtained coefficient of Learning Facility variable equal to 0,593 and constant number equal to 25,874 so that obtained model regression equation $Y = 0{,}593X_2 + 25{,}874$. The equation showed that the value of X_2 coefficient was 0,593 which means if the Learning Facility (X_2) increased 1 point, the Interest to Enroll the Excellent Class Program would increase by 0,593 points. From the equation it could be concluded that the higher the Learning Facility, the higher the Interest to Enroll the Excellent Class Program and vice versa, the lower the Student Learning Facility, the lower the Interest to Enroll the Excellent Class Program.

The results of this study indicated that there was a positive influence of Learning Facility toward Interest to Enroll Excellent Class Program shown by the value of correlation coefficient (rx_2y) of 0.442 and the coefficient of determination (r^2x_2y) of 0.178 which means Learning Facility has a positive influence toward Interest the Excellent Class Program by 17.8%. After the significance test obtained the t_{count} value of 5.826 was greater than t_{table} that was 1.975 at the level of significance 5% which means the influence of Learning Facility toward Interest to Enroll the Excellent Class Program was significant. In addition, the significance of the Learning Facility was 0,000 that was less than 0.05, it could be

stated that the Learning Facility has a significant influence on the Interest to Enroll the Excellent Class Program on FE UNY students of 2015, so the second hypothesis is supported with 95% confidence level. From these results it could be concluded that there is a positive and significant influence of Learning Facility toward Interest to Enroll the Excellent Class Program. The contribution of Learning Facility variable toward Interest to Enroll the Excellent Class Program was shown by the results of multiple regression analysis with relative contribution of 19.07% and effective contribution was 7, 70%.

The results from analysis above are strengthened by the theory from Reber in Muhibbin Shah (2005: 151) related interests that there are two factors that affect the interest of internal and external factors. External factors are something that attracts people from outside, such as: encouragement from parents, encouragement from teachers, peers, availability of infrastructure and facilities or environmental conditions. The results of this study were also consistent by research conducted by Purwaningsih (2015) which showed that library facility affect reading interest of students. The better the library facility would increase the reading interest of students.

Based on the results of the research, it was known that the statement item that has the highest score on the questionnaire of Learning Facility was on item 7 that was 498 of the highest possible score of 636 (159 x 4). The contents of the revelation are "LCD projectors in the

classroom can be used to support the learning activities of excellent class students". The statement was a statement on the indicator of the availability of learning tools. This indicated that the availability of good learning tool could increase the interest of students to enroll the excellent class program. With the availability of adequate learning tools, learning activities in the excellent class could run effectively, so that excellent classes would attract many students.

The statement item that has the lowest score of the Learning Facility questionnaire was on item 4 which is 396 of the lowest possible score of 159 (159 x 1). The contents of the statement are "Classroom for excellent class is narrower than regular classroom". The statement was on the indicator of the availability of adequate study space. Adequate classrooms could accommodate the number of students. With adequate classrooms, students would feel comfortable in joinning the learning activities.

From the information above, it could be concluded that the availability of tools and adequate learning space was needed so that learning activities could run effectively. The better the availability of tools and learning space, then the interest of students to enroll the excellent class program was also increasing.

3. Influence of Program Socialization (X_3) toward Interest to Enroll the Excellent Class Program at FE UNY Students 2017 (Y)

Indicators of Program Socialization variable were counseling, the information delivery in medias and electronicly, the delivery of information directly, and the understanding of information from the socialization. Based on the description of research data, it could be seen that the Program Socialization variable was in good category with 89 students or 55.97%. So it could be said that the most of FE UNY students of 2017 stated that Program Socialization was good.

Based on the results of regression analysis in the first hypothesis, obtained the coefficient of Program Socialization variable of 0.923 and constant numbers of 18.822 so that obtained regression equation Y = 0.923X1 + 18.822. The equation showed that the value of X_3 coefficient was 0,593 meaning that if Program Socialization (X_3) increased 1 point, then Interest to Enroll the Excellent Class Program would increase equal to 0,923 points. From the equation it could be concluded that the higher the Program Socialization, the higher the Interest to Enroll the Excellent Class Program and vice versa, the lower the Program Socialization of the students, the lower the Interest to Enroll the Excellent Class Program.

The results of this study indicated that there was a positive influence of Program Socialization toward Interest to Enroll the Excellent Class Program shown by the value of correlation coefficient (rx_3y) was 0.609 and the coefficient of determination (r^2x_3y) was 0.371 which means

that Program Socialization has a positive influence toward Interest to enroll the Excellent Class Program by 37.1%. After the significance test obtained t_{count} value of 9.630 was greater than t_{table} that was 1.975 at the level of significance 5% which means the influence of Program Socialization of Interest to Enroll the Excellent Class Program is significant. In addition, the significance value of the Program Socialization was 0.000 where the value was smaller than 0.05, it could be stated that the Program Socialization has a significant influence on the Interest to Enroll the Excellent Class Program on FE UNY Student of 2017, so the tird hypothesis was supported with 95% confidence level. From these results it could be concluded that there was a positive and significant influence of Program Socialization toward Interest to Enroll the Excellent Class Program. The contribution of Program Socialization variable toward Interest to Enroll the The Excellent Class Program was shown by the results of multiple regression analysis with a relative contribution of 61.7% and effective contribution of 24, 93%.

The results of this research was consistent with the previous research, conducted by Samosir (2015) entitled "*Pengaruh Sosialisasi Media Ruang KPU Kota Pematangsiantar Terhadap Minat Kelompok Pemilu pada Pemilu Legislatif*". The results showed that the process of forming interest in the participants of socialization could not be separated from how the presentation of communicators in socializing. Interest rose because of stimulus (S) motives that generate motivation. Attention to

something would generate interest, with the information and knowledge it possesses would build understanding to achieve acceptance as a change of attitude that describes the response (R) within the self due to the exposure of socialization spread through various media. The results of this study were also consistent with the research conducted by Atipah (2015) which shows that there are several factors that influence the public interest in the participation of Jamkesda program in Banjarharjo Brebes Banjar, one of the factors was the Program Socialization.

Based on the results of the research, it was known that the statement item that has the highest score in the Program Socialization questionnaire was on item 7 that was 512 of the highest score that may be achieved at 636 (159 x 4). The contents of the clarification point is "Socialization of Excellent class program for new students is important to be implemented". The statement was on the counseling indicator. This showed that according to the student, the socialization was important to do, especially when new students entered the college. With the socialization at the beginning, students would know what programs and activities could be joined later, so the interest of students to enroll the excellent class program increased.

The statement item that has the lowest score of the Program Socialization questionnaire was on item 20 which was 366 of the lowest possible score of 159 (159 x 1). The contents of the statement was "I ever participate in the socialization of the excellent class program held by the

faculty". The statement was on the counseling indicator. Based on the statement, the most of student has never participated in the socialization of the excellent class program. Faculty should hold socialization specifically to increase students' interest in enrolling the excellent class program. With the socialization, students could find information related to the excellent class.

From the above information, it could be concluded that socialization was needed so that students could obtain information related to excellent classes, such as goals, benefits and requirements to enroll the excellent class program. Effective socialization could provide sufficient information for students, so as to increase student interest to enroll the excellent class program.

4. Influence of Self Concept (X_1), Learning Facility (X_2), and Program Socialization (X_3) toward Interest to Enroll Excellent Class Program at FE UNY Students 2017 (Y)

Based on the result of multiple regression analysis in the fourth hypothesis test, the coefficient value of Self Concept was 0,147, Learning Facility was 0,176, Program Socialization 0,745, and constant number was 5,242, so obtained regression model $Y = 0{,}147X_1 + 0{,}176X_2 + 0{,}745\ X_3 + 5{,}242$.

The equation showed that if:

a) The value of Self Concept (X_1) rose 1 point and was assumed that the value of other variables (X_2 and X_3) remained, then the Student

Interest to Enroll the Excellent Class Program score would increase by 0.147 points.

b) The value of the Learning Facility (X_2) rose 1 point and was assumed the value of the other variables (X_1 and X_3) remained, then the Student Interest to Enroll the Excellent Class Program score would increase by 0.176 points.

c) The Value of the Program Socialization (X_3) rose 1 point and was assumed the value of other variables (X_1 and X_2) remained, then the Student Interest to Enroll the Excellent Class Program score would increase by 0.745 points.

From the explanation above, it could be concluded that the higher the value of Self Concept, Learning Facility, and Program Socialization, the higher the Student Interest to Enroll the Excellent Class Program.

The result of the research also showed that there was a positive influence of Self Concept, Learning Facility, and Program Socialization simultaneously toward Interest to Enroll Excellent Class Program shown by multiple regression analysis with the number of respondents 159 students, who got the value of correlation coefficient $rx_{123}y$ of 0.636 and coefficient of determination ($R^2X_{(1,2,3)}Y$) of 0.404. The data indicated that the Self Concept, Learning Facility, and Program Socialization simultaneously have a positive influence on the Interest to Enroll the Excellent Class Program of 40.4%.

The significance test obtained the result F_{count} value of 35,057 was higher than F_{table} that was 2,66 at 5% significance level which means the influence of Self Concept, Learning Facility, and Program Socialization simultaneously toward Interest to Enroll the Excellent Class Program was significant. From these results, it could be concluded that there was a positive and significant influence of Self Concept, Learning Facility, and Program Socialization simultaneously toward Interest to Enroll the Excellent Class Program. The amount of effective contribution Self Concept, Learning Facility, and Program Socialization simultaneously toward Interest to Enroll the Excellent Class Program was equal to 40,4% while 59,5% influenced by other variable which were not examined in this research.

The results of this study were in line with the opinions stated by Djaali (2012) which reveal that factors that may influence interest are (1) internal factors that include health, intelligence and motivation and (2) external factors that include family, school and community. In addition, the opinion of Reber in Muhibbin Shah (2005: 151) is also in line with the results of this study related factors that affect the interest of internal factors consisting of concentration, curiosity, and needs; and external factors consisting of parents' encouragement, teacher incentives, peer support, availability of infrastructure and facility or environmental conditions.

This study supported the results of research conducted by Kardiyem et al (2017) entitled "The Factors Analysis of Indonesian

Students' Motivation for Being the Member of Bilingual Class at the Economics Education Department". The results showed that the internal factors affected the motivation of students to enroll the bilingual class. Internal factors formed a motivation that then rose interest for being the member of bilingual class. Internal factor gave positive influence equal to 53,1% which was higher than external influence that was equal to 25,1%. Internal factors include the explanation of knowledge and self-development, while external factors include course materials, teaching methods, learning room conditions, library facilities and lecturer quality.

The fourth hypothesis proves to provide information that the Self Concept, Learning Facility, and Program Socialization simultaneously could influence the Interest to Enroll the Excellent Class Program. Students who have positive self-concept will consider and assess themselves more realistically and able to explore their potential and their ability to be more developed. Excellent Class Programs supported by adequate learning facilities could enhance and accommodate students' potential. Campus parties needed to socialize the excellent class program, so that students could know the information clearly. With the availability of adequate information, students could develop their potenty.

D. Research Limitation

This research has been conducted in accordance with scientific procedures, but still has limitations such as:

1. This study only discusses the influence of Self Concept, Learning Facility, and Program Socialization toward Interest to Enroll Excellent Class Program, so as not to explain other factors that influence the Interest to Enroll the Competitive Class Program as a whole.
2. The study population is taken from the Faculty of Economics only, so it can not be generalized at the university level.
3. Respondents only come from students, so the data obtained is still a single view from the students only.
4. The time of data collection in this study is January-February, so that students have not so understand related to the Excellent grade program. Selection of Excellent class program is conducted in July-August range, so ideally the data collection time is around June-July, where students have high willingness to register Excellent grade or not.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data obtained from the analysis, it can be concluded that:

1. There is a positive and significant influence of Self Concept toward Interest to Enroll the Excellent Class Program on Economics Faculty UNY students of 2017. This is shown by the value of the correlation coefficient (rx_1y) of 0.381 and the coefficient of determination (r^2x_1y) of 0.145, t_{count} of 5.160 is greater than t_{table} 1.975 at 5% significance level..
2. There is a positive and significant influence of Learning Facility toward Interest to Enroll the Excellent Class Program on Economics Faculty UNY students of 2017. This is shown by the value of correlation coefficient (rx_2y) of 0.442 and the coefficient of determination (r^2x_2y) of 0.178, t_{count} of 5.826 which is greater than t_{table} 1.975 at 5% significance level.
3. There is a positive and significant impact of the Program Socialization toward Interest to Enroll the Excellent Class Program on Economics Faculty UNY students of 2017. This is shown by the value of correlation coefficient (rx_3y) of 0.609 and the coefficient of determination (r^2x_3y) of 0.371, t_{count} 9.639 is greater than t_{table} 1.975 at 5% significance level. The simple regression equation obtained is $Y = 0.923X_3 + 18.822$.
4. There is a positive and significant influence of Self Concept, Learning Facility, and Program Socialization simultaneously toward Interest to

Enroll the Excellent Class Program on Economics Faculty UNY students of 2017. This is indicated by the value of correlation coefficient ($rx_{123}y$) of 0.636 and the coefficient of determination ($R^2X_{(1, 2,3)}Y$) equal to 0,404, F_{count} 35,057 bigger than F_{table} 2,66 at 5% significance level. The simple regression equation obtained is $Y = 0.147X_1 + 0.176X_2 + 0.745X_3 + 5,242$.

B. Implication

Based on the results of the discussion and conclusions from this study, it can be presented the following implications:

1. This research indicates that there is a positive and significant influence of Self Concept of Interest to Enroll Excellent Class Program on the students of Faculty of Economics UNY 2017. This shows that the higher the self-concept of students the higher the interest of students to enroll the excellent class program. Students are expected to have positive self-concept, who is able to recognize their own potential and see themselves as a person who is able to develop their own potential through excellent class program, so that with positive self-concept, student's Interest to Enroll excellent grade program will be high.
2. This research indicates that there is a positive and significant influence of Learning Facility toward Interest to Enroll the Excellent Class Program on the students of Faculty of Economics UNY 2017. This indicates that the more availability of learning facilities required by students, the higher the students FE UNY 2017 to be interested in enrolling the program

excellent class. A good physical and non physical learning facility will help the learning activities so that they can run effectively and the purpose of the excellent grade program can be achieved.

3. This research indicates that there is a positive and significant impact of Program Socialization toward Interest to Enroll the Excellent Class Program on the students of Faculty of Economics UNY 2017. This shows that the more intense socialization done, the students will understand more related to the excellent class program, so that students' Interest to Enroll Excellent grade programs will also be higher.

C. Suggestion

Based on the results of the discussion and the conclusion above, the authors provide some suggestions as follows:

1. Students

   Based on the data obtained students should be more confident and have more willingness to be able to develop their potency. Students should see themselves well and positively, so they can develop themselves.

2. Faculty of Economics UNY

   Based on the data obtained Faculty of Economics UNY should socialize excellent grade programs specifically to provide information related to the goals and benefits of excellent classes for students. In addition, the Economics Faculty UNY should provide adequate learning facility, such as classrooms.

3. Further researcher

   This research gives information that Self Concept, Learning Facility, and Program Socialization have an influence toward Interest to Enroll Excellent Class Program on Students of Economics Faculty of UNY 2017. The effective contribution from Self Concept is 7,77%, Learning Facility is 7,70%, Program Socialization is 24,93% toward Interest to Enroll the Excellent Class, but there is 59,6 % comes from another variable of factors that does not mention in this research. Therefore, it is expected in the next research can be found other factors that affect the Interest to Enroll the Excellent Class Program. In addition, it takes the right time in the process of taking data that is the range of April-May so that the data obtained is the ideal data related Interest Enrolld Program Class.

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APPENDICES

Appendix 1. Questionnaire of Trial Test

ANGKET UJI COBA PENELITIAN

Nama :……..

Kelas **:.....**

Salam,

Adik-adik yang saya sayangi, mohon adik-adik mengisi angket berikut ini. Data tersebut selanjutnya akan digunakan untuk menyelesaikan Tugas Akhir Skripsi saya yang berjudul "Pengaruh Konsep Diri, Fasilitas Belajar dan Sosialisasi Program Terhadap Minat Mahasiswa untuk Mengikuti Program Kelas Unggulan pada Mahasiswa FE UNY angkatan 2017" Saya mohon kesediaan Anda untuk memberikan jawaban sesuai dengan kondisi yang Anda rasakan, bukan kondisi yang Anda harapkan.

Sebagai peneliti, saya akan menjaga kerahasiaan tentang identitas diri Anda. Atas perhatian dan kesediaan adik-adik dalam pengisian angket ini, saya ucapkan terima kasih.

Berikanlah jawaban atas pernyataan di bawah ini dengan **memberikan tanda checklist (√)** pada alternatif pilihan jawaban yang telah tersedia, di mana:

SS : Sangat Setuju	**SL : Selalu**
S : Setuju	**SR : Sering**
TS : Tidak Setuju	**JR : Jarang**
STS : Sangat Tidak Setuju	**TP : Tidak Pernah**

Yogyakarta, Desember 2017

Peneliti

KONSEP DIRI

NO	Pernyataan nomor 1-5	SL	SR	JR	TP
1.	Saya memperhatikan penampilan saya setiap hari				
2.	Saya adalah orang yang berfikir negatif				
3.	Saya mampu menghadapi kesulitan selama perkuliahan ini				
4.	Saya mengevaluasi kelebihan dan kekurangan pada diri saya				
5.	Saya suka tampil rapi dan menarik				
NO	Pernyataan nomor 6-25	SS	S	TS	STS
6.	Saya memahami diri saya dalam segala hal				
7.	Saya adalah orang yang mudah bersahabat				
8.	Saya menjaga dengan baik keadaan fisik yang saya miliki				
9.	Pujian dari orang lain merupakan motivasi bagi saya				
10.	Saya percaya dengan kemampuan yang saya miliki akan membuat saya menjadi orang sukses				
11.	Saya paham hal-hal yang akan saya lakukan ketika di bangku perkuliahan				
12.	Saya berani mencoba hal yang baru di masa perkuliahan ini				
13.	Saya ragu dengan kemampuan saya untuk mencoba hal baru di perkuliahan				
14.	Saya merupakan bagian dari keluarga yang bahagia				
15.	Saya terlihat baik jika menjadi diri saya sendiri				
16.	Saya mudah mempelajari hal-hal baru yang akan mendorong kesuksesan saya				
17.	Saya orang yang dapat dipercaya oleh keluarga saya				
18.	Saya mengerti baik tentang keluarga saya				
19.	Saya mengeluarkan bahan lelucon yang jorok				
20.	Saya memiliki tujuan hidup yang jelas				
21.	Saya mudah berkomunikasi dengan orang yang baru dikenal				
22.	Saya dapat menyesuaikan diri dengan baik di lingkungan belajar yang baru				
23.	Saya menjalanan ibadah sesuai dengan keyakinan agama				
24.	Saya melakukan hal yang benar sesuai dengan norma dan agama				

25.	Saya merasa rendah diri/ kurang percaya diri jika melihat kemampuan teman saya lebih baik dari pada saya				

FASILITAS BELAJAR

NO		SS	S	TS	STS
1.	Luas ruang kelas unggulan cukup untuk menampung mahasiswa				
2.	Ruang kelas untuk mahasiswa program kelas unggulan nyaman				
3.	Ruang belajar bagi mahasiswa unggulan dibedakan dari kelas reguler sehingga lebih kondusif				
4.	Ruang belajar mahasiswa kelas unggulan lebih sempit dari ruang kelas reguler				
5.	Ruang belajar kelas unggulan memiliki jendela yang cukup				
6.	Ruang belajar kelas unggulan memiliki penerangan yang baik				
7.	LCD proyektor di kelas dapat digunakan untuk menunjang kegiatan pembelajaran mahasiswa kelas unggulan				
8.	Meja dan kursi di kelas memadai untuk digunakan mahasiswa kelas unggulan				
9.	Ruang belajar mahasiswa unggulan dilengkapi area hotspot wifi				
10.	Papan tulis dan alat tulis dapat digunakan dengan baik				
11.	Buku penunjang perkuliahan tersedia di perpustakaan untuk mahasiswa kelas unggulan				
12.	Terdapat buku penunjang khusus bagi mahasiswa kelas unggulan				
13.	Dosen pengampu memberikan referensi buku berbahasa inggris sebagai pendukung belajar bagi mahasiswa kelas unggulan				
14.	Mahasiswa kelas unggulan menggunakan jurnal asing sebagai sumber pendukung belajar				
15.	Perpustakaan menyediakan referensi belajar (buku) yang berbahasa inggris secara memadai				
16.	Perkuliahan akan dibersamai oleh dosen tamu dari negara lain				
17.	Dosen akan menyampaikan perkuliahan secara bilingual (dua bahasa: Indonesia & Inggris)				
18.	Buku penunjang perkuliahan mahasiswa kelas				

NO		SS	S	TS	STS
	ungggulan sama dengan mahasiswa kelas reguler				
19.	Terdapat program pelatihan bahasa inggris bagi mahasiswa kelas unggulan				
20.	Mahasiswa kelas unggulan mendapat fasilitas belajar pendukung yang lebih dari kelas reguler				
21.	Mahasiswa kelas unggulan memiliki kesempatan *student exchange*				
22.	Mahasiswa kelas unggulan mendapat kesempatan untuk sit in ke luar negeri sebagai bagian dari program kelas unggulan				
23.	Program pendukung untuk kelas unggulan tidak menarik bagi saya				
24.	Dengan kelas unggulan, saya berkesempatan untuk mendapatkan fasilitas belajar lebih baik dari mahasiswa reguler				

SOSIALISASI PROGRAM

NO	Pernyataan nomor 1-5	SL	SR	JR	TP
1.	Saya memperhatikan setiap ada sosialisasi/ penyampaian informasi mengenai kelas unggulan yang dilakukan oleh dosen				
2.	Saya *update* informasi melalui web fakultas/jurusan terkait pendaftaran kelas unggulan				
3.	Saya membaca artikel/ majalah/ jurnal/ media cetak lain tentang program kelas unggulan				
4.	Saat perkuliahan, dosen menyampaikan informasi terkait program kelas unggulan				
5.	Kakak tingkat memberi tahu saya terkait pendaftaran kelas unggulan				
NO	Pernyataan nomor 6-25	SS	S	TS	STS
6.	Adanya sosialisasi program kelas unggulan, saya menjadi mengerti manfaat diadakanya program kelas unggulan				
7.	Sosialisasi program kelas unggulan bagi mahasiswa baru penting untuk dilaksanakan				
8.	Penyampaian informasi terkait kelas unggulan dilakukan saat saya menjalani masa orientasi mahasiswa baru				
9.	Saya tidak tahu syarat-syarat untuk masuk kelas unggulan				
10.	Adanya sosialisasi program kelas unggulan, saya menjadi paham tujuan diadakanya program kelas unggulan				
11.	Saya mendapat sosialisasi manfaat kelas unggulan dari dosen saya				
12.	Saya mengetahui informasi kelas unggulan dari pamflet				
13.	Saya mengetahui adanya program kelas unggulan sejak saya mendaftar sebagai mahasiswa di UNY				
14.	Saya mempersiapkan diri untuk persyaratan pendaftaran kelas unggulan				
15.	Saya diajak teman saya untuk mendaftar kelas unggulan				
16.	Saya pernah mengikuti sosialisasi program kelas unggulan yang diadakan pihak jurusan				

17.	Saya tidak mengetahui bahwa di FE terdapat program kelas unggulan				
18.	Saya belum pernah menemukan pamflet yang berisikan informasi terkait kelas unggulan di FE				
19.	Saya tidak pernah membuka website fakultas hanya untuk mencari informasi kelas unggulan.				
20.	Saya pernah mengikuti sosialisasi program kelas unggulan yang diadakan pihak fakultas				

MINAT MENGIKUTI ROGRAM KELAS UNGGULAN

NO	Pernyataan nomor 1-5	SL	SR	JR	TP
1.	Saya menyimak berita atau informasi yang berkaitan dengan program kelas unggulan				
2.	Saya mencari tahu informasi apa saja tentang kelas unggulan kepada kakak tingkat yang sudah mengikuti program kelas unggulan				
3.	Saya mencari informasi terkait cara masuk program kelas unggulan				
4.	Saya bertanya kepada teman saya terkait informasi pendaftaran program kelas unggulan				
5.	Saya meluangkan waktu untuk *update* informasi terkait pendaftaran kelas unggulan				
NO	Pernyataan nomor 6-25	SS	S	TS	STS
6.	Kelas unggulan adalah program UNY dalam rangka menuju *World Class University*				
7.	Saya tahu persyaratan untuk masuk kelas unggulan				
8.	Saya mengetahui adanya program kelas unggulan sejak saya masih menjadi mahasiswa baru				
9.	Persyaratan untuk masuk kelas unggulan mudah dan jelas				
10.	Saya tertarik dengan program kelas unggulan yang ada di prodi Pendidikan Akuntansi				
11.	Saya senang ketika keluarga saya mendukung saya untuk masuk program kelas unggulan				
12.	Saya tertarik masuk kelas unggulan karena dapat mendukung UNY menjadi *world class university*				
13.	Saya mengikuti program kelas unggulan bukan atas kemauan saya sendiri				
14.	Saya yakin dengan mengikuti program kelas unggulan akan membantu kesuksesan karier di masa depan				
15.	Saya memperhatikan apabila ada teman yang membicarakan tentang program kelas unggulan				
16.	Saya tertarik mengikuti sosialisasi program kelas unggulan yang akan diadakan oleh jurusan pendidikan akuntansi				
17.	Ketika di kelas, saya selalu memperhatikan dosen terlebih saat membicarakan tentang kelebihan kelas				

	unggulan				
18.	Saya ragu masuk kelas unggulan karena banyak teman saya yang tidak tertarik mengikuti program kelas unggulan				
19.	Dengan mengikuti program kelas unggulan, saya membantu menyukseskan UNY menuju *world class university*				
20.	Saya meningkatkan kemampuan bahasa inggris saya, agar bisa lolos seleksi kelas unggulan				
21.	Saya berniat masuk kelas unggulan supaya bisa menjadi lulusan Pendidikan akuntansi yang kompeten				
22.	Adanya program kelas unggulan akan mencetak generasi yang siap bersaing di era global				
23.	Kelas unggulan akan memberikan kesempatan saya untuk *student exchange* ke luar negeri				
24.	Saya belajar dengan giat agar IPK saya memenuhi syarat untuk masuk kelas unggulan				

Appendix 2. Tabulation of Trial Test Data

TABULASI DATA PENELITIAN UJI COBA INSTRUMEN X1

Responden	Nomor butir Pernyataan : Konsep Diri (X1)																									Skor Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	3	2	3	3	3	3	3	4	3	4	4	3	3	3	2	2	4	4	3	3	2	3	4	4	1	74
2	4	2	3	3	4	3	4	3	4	3	3	3	2	4	4	4	4	4	3	3	4	4	4	3	2	84
3	4	2	4	4	3	3	3	3	3	3	3	3	2	4	4	3	3	4	4	4	3	3	4	3	1	80
4	3	2	3	3	3	3	3	4	3	4	3	3	2	4	3	3	3	3	3	3	3	3	4	4	2	77
5	3	3	3	3	4	3	2	3	3	3	3	3	2	4	4	3	3	3	3	2	2	2	3	3	2	72
6	2	3	3	3	3	2	2	2	3	4	2	2	3	2	2	3	2	2	3	2	2	3	2	3	2	62
7	4	2	4	4	4	3	3	3	4	4	2	3	2	4	3	3	3	4	4	4	3	4	3	3	1	81
8	3	1	3	3	2	3	4	3	2	3	3	3	2	4	4	3	3	3	4	3	3	3	3	3	4	75
9	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	4	3	3	3	3	3	2	73
10	4	2	3	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	2	93
11	3	2	3	2	3	3	3	3	3	4	3	3	2	4	3	2	3	3	1	3	3	3	4	3	3	72
12	4	2	3	3	4	3	3	3	3	3	3	3	2	3	2	2	3	3	2	3	2	2	3	3	2	69
13	4	2	3	4	3	3	4	4	3	4	3	3	2	3	3	3	3	4	2	4	3	3	4	3	3	80
14	3	2	3	3	2	3	3	2	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3	3	3	68
15	3	3	4	3	4	3	3	2	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	2	76
16	4	2	4	4	4	3	3	3	3	3	3	4	2	3	3	3	3	3	2	3	4	4	4	3	3	80
17	4	2	3	3	4	3	3	3	3	4	3	3	2	3	3	3	3	3	3	3	3	3	4	3	2	76
18	4	2	2	3	2	3	4	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	4	3	2	76
19	4	2	2	2	2	3	3	3	3	4	3	3	3	3	4	3	3	3	4	3	3	3	3	3	2	74
20	3	2	4	3	3	3	2	4	3	3	3	3	2	3	3	3	3	3	4	3	4	4	3	3	3	77
21	3	2	4	2	3	2	3	3	3	4	2	3	2	4	4	3	3	3	4	3	3	3	4	4	3	77
22	3	2	3	2	2	3	3	3	3	3	3	3	2	3	3	3	3	3	2	3	3	3	3	3	3	70

23	3	2	3	3	3	3	3	3	3	4	3	3	2	4	3	3	3	4	3	4	3	3	4	4	2	78
24	3	3	3	2	2	2	2	3	3	3	2	3	2	3	3	2	3	3	3	2	2	3	4	3	2	66
25	3	2	3	3	2	2	3	3	3	4	3	3	2	3	3	2	3	3	2	3	3	3	4	3	3	71
26	3	2	3	3	3	3	3	4	3	3	3	3	2	3	3	3	3	3	4	3	3	3	3	3	3	75
27	2	1	2	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	4	4	2	71
28	3	2	2	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	4	3	3	3	3	3	2	72
29	3	2	3	4	4	4	3	3	3	4	3	3	2	2	4	3	3	3	4	3	2	3	3	3	3	77
30	4	1	3	3	4	3	3	3	3	3	3	3	2	3	4	3	3	3	2	4	4	3	3	3	3	76
31	4	2	3	4	4	3	2	4	3	4	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	76
32	4	2	4	3	4	3	3	3	3	4	3	3	2	4	4	3	3	3	3	3	3	3	4	3	3	80
Total	107	65	99	98	99	94	96	101	98	111	94	97	69	106	102	90	98	102	100	100	95	98	112	102	75	2408

Keterangan

:Pernyataan negatif

TABULASI DATA PENELITIAN UJI COBA INSTRUMEN X2

Responden	Nomor butir Pernyataan : Fasilitas Belajar (X2)																								Skor Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	3	3	4	2	3	3	2	3	2	3	2	2	2	3	4	3	4	2	3	4	3	3	3	3	69
2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	70
3	3	3	3	4	2	3	3	3	3	4	3	3	3	4	2	3	4	2	4	3	4	4	3	3	76
4	2	3	3	4	2	3	4	4	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	4	73
5	3	3	3	3	2	3	3	3	3	3	2	2	2	2	2	3	3	3	3	3	3	3	3	3	66
6	3	2	3	2	2	3	3	3	2	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3	66
7	3	3	2	2	3	4	3	3	4	3	3	4	3	3	3	3	4	2	4	3	3	4	2	3	74
8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3	70
9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	71
10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	1	4	4	4	4	1	4	90
11	2	3	3	3	2	3	3	3	2	3	2	2	3	3	3	2	2	3	3	3	3	3	2	3	64
12	2	2	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	2	3	2	3	3	3	3	60
13	3	3	3	3	3	3	4	4	4	4	4	4	3	4	3	4	4	3	4	4	4	4	3	4	86
14	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	70
15	3	3	2	3	2	2	2	2	3	2	3	3	3	3	3	3	3	2	2	3	2	2	3	2	61
16	3	2	2	2	2	3	3	2	3	3	3	3	3	3	3	3	3	2	3	3	4	4	3	4	69
17	3	3	2	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	69
18	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	69
19	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	70
20	3	3	3	4	4	3	3	3	3	3	4	3	3	3	3	3	3	2	3	3	4	4	3	4	77
21	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	4	3	3	69
22	3	3	2	2	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	66

23	3	3	2	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	67
24	2	3	2	3	3	3	3	2	3	3	3	3	3	4	3	3	3	3	3	3	3	4	1	3	69
25	2	3	1	2	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	2	3	3	2	3	64
26	3	4	3	2	3	3	3	2	4	3	3	3	3	3	3	3	3	2	4	2	3	3	3	3	71
27	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3	2	3	3	4	4	2	3	70
28	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	70
29	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	3	4	4	3	4	76
30	3	3	2	3	4	3	2	2	3	3	3	3	3	3	3	4	3	3	2	3	3	3	2	4	70
31	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	69
32	3	3	3	3	3	3	3	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72
Total	92	93	87	83	86	96	96	90	96	98	95	93	92	99	96	97	101	76	100	94	102	105	85	101	2253

Keterangan

:Pernyataan negatif

TABULASI DATA PENELITIAN UJI COBA INSTRUMEN X3

Responden	Nomor butir Pernyataan : Sosialisasi Program (X3)																				Skor Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	3	4	2	3	3	2	3	2	3	2	2	2	3	4	3	4	2	3	4	69
2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	70
3	3	3	3	4	2	3	3	3	3	4	3	3	3	4	2	3	4	2	4	3	76
4	2	3	3	4	2	3	4	4	3	3	3	3	3	3	3	3	3	2	3	3	73
5	3	3	3	3	2	3	3	3	3	3	2	2	2	2	2	3	3	3	3	3	66
6	3	2	3	2	2	3	3	3	2	3	3	3	3	3	3	3	3	2	3	3	66
7	3	3	2	2	3	4	3	3	4	3	3	4	3	3	3	3	4	2	4	3	74
8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	70
9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	71
10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	1	4	4	90
11	2	3	3	3	2	3	3	3	2	3	2	2	3	3	3	2	2	3	3	3	64
12	2	2	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	2	3	2	60
13	3	3	3	3	3	3	4	4	4	4	4	4	3	4	3	4	4	3	4	4	86
14	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	70
15	3	3	2	3	2	2	2	2	3	2	3	3	3	3	3	3	3	2	2	3	61
16	3	2	2	2	2	3	3	2	3	3	3	3	3	3	3	3	3	2	3	3	69
17	3	3	2	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	69
18	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	69
19	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	70
20	3	3	3	4	4	3	3	3	3	3	4	3	3	3	3	3	3	2	3	3	77
21	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	69
22	3	3	2	2	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3	3	66

23	3	3	2	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	67
24	2	3	2	3	3	3	3	2	3	3	3	3	3	4	3	3	3	3	3	3	69
25	2	3	1	2	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	2	64
26	3	4	3	2	3	3	3	2	4	3	3	3	3	3	3	3	3	2	4	2	71
27	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3	2	3	3	70
28	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	70
29	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	3	76
30	3	3	2	3	4	3	2	2	3	3	3	3	3	3	3	4	3	3	2	3	70
31	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	69
32	3	3	3	3	3	3	3	2	4	3	3	3	3	3	3	3	3	3	3	3	72
Total	92	93	87	83	86	96	96	90	96	98	95	93	92	99	96	97	101	76	100	94	2253

Keterangan

:Pernyataan negatif

Appendix 3. The Result of Validity & Reliability Test

HASIL UJI VALIDITAS UJI COBA INSTRUMEN

a. Variabel Konsep Diri (X1)

Butir	r hitung	r tabel	Keterangan
1	,608**	0,349	Valid
2	,446*	0,349	Valid
3	,479*	0,349	Valid
4	,529**	0,349	Valid
5	,438*	0,349	Valid
6	,582**	0,349	Valid
7	,552**	0,349	Valid
8	,418*	0,349	Valid
9	,524**	0,349	Valid
10	,535**	0,349	Valid
11	,412*	0,349	Valid
12	,658**	0,349	Valid
13	,701**	0,349	Valid
14	,515**	0,349	Valid
15	,434*	0,349	Valid
16	,697**	0,349	Valid
17	,620**	0,349	Valid
18	,683**	0,349	Valid
19	,656**	0,349	Valid
20	,648**	0,349	Valid
21	,625**	0,349	Valid
22	,627**	0,349	Valid
23	,558**	0,349	Valid
24	,432*	0,349	Valid
25	-,079	0,349	Tidak Valid

b. Variabel Fasilitas Belajar (X2)

c.

Butir	r hitung	r tabel	Keterangan
1	,530**	0,349	Valid
2	,409*	0,349	Valid
3	,420*	0,349	Valid
4	,402*	0,349	Valid
5	,449*	0,349	Valid
6	,508**	0,349	Valid
7	,598**	0,349	Valid
8	,539**	0,349	Valid
9	,520**	0,349	Valid
10	,762**	0,349	Valid
11	,627**	0,349	Valid
12	,656**	0,349	Valid
13	,447*	0,349	Valid
14	,602**	0,349	Valid
15	,254	0,349	Tidak Valid
16	,638**	0,349	Valid
17	,659**	0,349	Valid
18	-,222	0,349	Tidak Valid
19	,659**	0,349	Valid
20	,584**	0,349	Valid
21	,690**	0,349	Valid
22	,630**	0,349	Valid
23	-,192	0,349	Tidak Valid
24	,636**	0,349	Valid

d. Variabel Sosialisasi Program (X3)

Butir	r hitung	r tabel	Keterangan
1	,351*	0,349	Valid
2	,620**	0,349	Valid
3	,608**	0,349	Valid
4	,638**	0,349	Valid
5	,607**	0,349	Valid
6	,483**	0,349	Valid
7	,491	0,349	Valid
8	,492**	0,349	Valid
9	,363*	0,349	Valid
10	,481	0,349	Valid
11	,528**	0,349	Valid
12	,747**	0,349	Valid
13	,291	0,349	Tidak Valid
14	,556**	0,349	Valid
15	,624**	0,349	Valid
16	,612*	0,349	Valid
17	,617	0,349	Valid
18	-,118	0,349	Tidak Valid
19	,361	0,349	Valid
20	,500**	0,349	Valid

e. Variabel Minat Mengikuti Program Kelas Unggulan (Y)

Butir	r hitung	r tabel	Keterangan
1	,597**	0,349	Valid
2	,659**	0,349	Valid
3	,748**	0,349	Valid
4	,612**	0,349	Valid
5	,765**	0,349	Valid
6	,483**	0,349	Valid
7	,431*	0,349	Valid
8	,538**	0,349	Valid
9	,511**	0,349	Valid
10	,415*	0,349	Valid
11	,714**	0,349	Valid
12	,682**	0,349	Valid
13	-,126	0,349	Tidak Valid
14	,673**	0,349	Valid
15	,560**	0,349	Valid
16	-,378*	0,349	Valid
17	,784**	0,349	Valid
18	,093	0,349	Tidak Valid
19	,525**	0,349	Valid
20	,611**	0,349	Valid
21	,602**	0,349	Valid
22	,668**	0,349	Valid
23	,601**	0,349	Valid
24	,565**	0,349	Valid

HASIL UJI RELIABILITAS INSTRUMEN

1. Hasil Uji Reliabilitas Variabel Konsep Diri

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	27	84,4
	Excluded[a]	5	15,6
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,763	24

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	68,89	24,641	,399	,749
Item2	69,48	23,105	,336	,758
Item3	69,48	25,182	,346	,753
Item4	69,22	24,487	,356	,752
Item5	69,11	24,026	,342	,754
Item6	69,30	25,370	,372	,753
Item7	69,19	25,080	,330	,754
Item8	69,11	26,333	,141	,764
Item9	69,19	24,695	,616	,743
Item10	69,56	26,641	,030	,774
Item11	69,33	25,769	,328	,755
Item12	69,19	25,926	,442	,754
Item13	69,26	27,276	-,066	,777
Item14	68,89	24,487	,428	,747
Item15	68,93	25,687	,214	,761
Item16	69,33	24,077	,622	,738
Item17	69,19	25,234	,707	,746
Item18	69,04	23,883	,758	,734

Item19	70,00	26,231	,101	,769
Item20	69,07	24,379	,456	,746
Item21	69,22	24,564	,394	,749
Item22	69,15	24,823	,420	,749
Item23	69,07	27,687	-,155	,776
Item24	69,78	26,103	,085	,773

2. Hasil Uji Reliabilitas Variabel Fasilitas Belajar

Case Processing Summary

		N	%
Cases	Valid	30	93,8
	Excluded[a]	2	6,3
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,900	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	59,97	34,378	,422	,898
Item2	59,87	34,809	,362	,899
Item3	60,13	33,430	,364	,901
Item4	60,27	32,754	,393	,902
Item5	60,10	33,541	,359	,901
Item6	59,87	34,120	,525	,896
Item7	59,87	33,223	,592	,894
Item8	60,07	32,409	,540	,895
Item9	59,87	33,016	,470	,897
Item10	59,80	33,131	,778	,891
Item11	59,90	32,783	,625	,893
Item12	59,87	33,016	,633	,893
Item13	59,90	34,645	,474	,897

Item14	59,77	33,564	,602	,894
Item16	59,83	33,385	,623	,894
Item17	59,70	33,045	,618	,893
Item19	59,73	32,616	,631	,893
Item20	59,90	33,541	,485	,896
Item21	59,67	32,644	,661	,892
Item22	59,57	32,599	,597	,893
Item24	59,70	32,700	,585	,894

3. Hasil Uji Reliabilitas Variabel Sosialisasi Program

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	93,8
	Excluded[a]	2	6,3
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,726	18

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	45,63	19,482	,301	,714
Item2	46,30	17,666	,571	,685
Item3	46,40	18,179	,536	,691
Item4	46,23	17,771	,555	,687
Item5	46,17	20,489	,097	,733
Item6	45,80	19,752	,460	,708
Item7	45,60	20,110	,245	,719
Item8	45,87	19,361	,291	,715
Item9	46,17	19,247	,235	,723
Item10	45,77	20,806	,171	,724
Item11	45,93	19,375	,397	,707
Item12	46,43	17,702	,643	,681
Item14	46,00	18,690	,444	,701

Item15	46,17	18,282	,522	,693
Item16	46,37	18,102	,492	,694
Item17	45,97	25,413	-,678	,798
Item19	46,50	20,190	,136	,730
Item20	46,30	18,631	,355	,709

4. Hasil Uji Reliabilitas Variabel Minat Mengikuti Kelas Unggulan

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded[a]	0	,0
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,889	22

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	61,25	48,645	,537	,883
Item2	61,25	48,129	,650	,880
Item3	61,41	47,668	,716	,878
Item4	61,19	48,673	,561	,882
Item5	61,53	46,386	,739	,876
Item6	60,59	50,249	,449	,885
Item7	61,38	50,113	,423	,886
Item8	61,16	50,136	,511	,884
Item9	61,41	49,023	,501	,884
Item10	61,31	48,931	,351	,891
Item11	60,72	48,983	,666	,880
Item12	60,91	49,378	,600	,882
Item14	60,72	48,983	,591	,882
Item15	60,88	50,694	,543	,884
Item16	62,00	58,645	-,457	,913

Item17	61,00	47,935	,747	,878
Item19	60,94	50,125	,461	,885
Item20	60,97	50,096	,492	,884
Item21	61,25	48,000	,525	,884
Item22	60,75	50,065	,622	,882
Item23	60,69	50,157	,562	,883
Item24	60,72	49,757	,492	,884

Appendix 4. Research Questionnaire

ANGKET PENELITIAN

Nama :……..

Prodi **:.....**

Salam,

Adik-adik yang saya sayangi, mohon adik-adik mengisi angket berikut ini. Data tersebut selanjutnya akan digunakan untuk menyelesaikan Tugas Akhir Skripsi saya yang berjudul "Pengaruh Konsep Diri, Fasilitas Belajar dan Sosialisasi Program Terhadap Minat Mahasiswa untuk Mengikuti Program Kelas Unggulan pada Mahasiswa FE UNY angkatan 2017" Saya mohon kesediaan Anda untuk memberikan jawaban sesuai dengan kondisi yang Anda rasakan, bukan kondisi yang Anda harapkan.

Sebagai peneliti, saya akan menjaga kerahasiaan tentang identitas diri Anda. Atas perhatian dan kesediaan adik-adik dalam pengisian angket ini, saya ucapkan terima kasih.

Berikanlah jawaban atas pernyataan di bawah ini dengan **memberikan tanda checklist (√)** pada alternatif pilihan jawaban yang telah tersedia, di mana:

SS : Sangat Setuju	**SL : Selalu**
S : Setuju	**SR : Sering**
TS : Tidak Setuju	**JR : Jarang**
STS : Sangat Tidak Setuju	**TP : Tidak Pernah**

Yogyakarta, Januari 2018

Peneliti

KONSEP DIRI

NO	Pernyataan nomor 1-5	SL	SR	JR	TP
1.	Saya memperhatikan penampilan saya setiap hari				
2.	Saya mengunakan cara—cara yang tidak baik untuk bergerak maju				
3.	Saya berbohong demi kebaikan diri saya				
4.	Saya mengevaluasi kelebihan dan kekurangan pada diri saya				
5.	Saya suka tampil rapi dan menarik				
NO	Pernyataan nomor 6-25	SS	S	TS	STS
6.	Saya memahami diri saya dalam segala hal				
7.	Saya adalah orang yang mudah bersahabat				
8.	Saya menjaga dengan baik keadaan fisik yang saya miliki				
9.	Pujian dari orang lain merupakan motivasi bagi saya				
10.	Saya adalah orang yang tenang dan mudah untuk berteman				
11.	Saya paham hal-hal yang akan saya lakukan ketika di bangku perkuliahan				
12.	Saya berani mencoba hal yang baru di masa perkuliahan ini				
13.	Saya mengetahui bakat dan kemampuan yang saya miliki				
14.	Saya merupakan bagian dari keluarga yang bahagia				
15.	Saya terlihat baik jika menjadi diri saya sendiri				
16.	Saya mudah mempelajari hal-hal baru yang akan mendorong kesuksesan saya				
17.	Saya orang yang dapat dipercaya oleh keluarga saya				
18.	Saya mengerti baik tentang keluarga saya				
19.	Saya puas dengan diri saya sekarang				
20.	Saya memiliki tujuan hidup yang jelas				
21.	Saya mudah berkomunikasi dengan orang yang baru dikenal				
22.	Saya dapat menyesuaikan diri dengan baik di lingkungan belajar yang baru				
23.	Saya adalah orang yang sopan di segala tempat				
24.	Saya merasa sulit mengembangkan kedekatan dengan orang lain				

FASILITAS BELAJAR

NO	Pernyataan	SS	S	TS	STS
1.	Luas ruang kelas unggulan cukup untuk menampung mahasiswa				
2.	Ruang kelas untuk mahasiswa program kelas unggulan nyaman				
3.	Ruang belajar bagi mahasiswa unggulan dibedakan dari kelas reguler sehingga lebih kondusif				
4.	Ruang belajar mahasiswa kelas unggulan lebih sempit dari ruang kelas reguler				
5.	Ruang belajar kelas unggulan memiliki jendela yang cukup				
6.	Ruang belajar kelas unggulan memiliki penerangan yang baik				
7.	LCD proyektor di kelas dapat digunakan untuk menunjang kegiatan pembelajaran mahasiswa kelas unggulan				
8.	Meja dan kursi di kelas memadai untuk digunakan mahasiswa kelas unggulan				
9.	Ruang belajar mahasiswa unggulan dilengkapi area hotspot wifi				
10.	Papan tulis dan alat tulis dapat digunakan dengan baik				
11.	Buku penunjang perkuliahan tersedia di perpustakaan untuk mahasiswa kelas unggulan				
12.	Terdapat buku penunjang khusus bagi mahasiswa kelas unggulan				
13.	Dosen pengampu memberikan referensi buku berbahasa inggris sebagai pendukung belajar bagi mahasiswa kelas unggulan				
14.	Mahasiswa kelas unggulan menggunakan jurnal asing sebagai sumber pendukung belajar				
16.	Perkuliahan akan dibersamai oleh dosen tamu dari negara lain				
17.	Dosen akan menyampaikan perkuliahan secara bilingual (dua bahasa: Indonesia & Inggris)				
19.	Terdapat program pelatihan bahasa inggris bagi mahasiswa kelas unggulan				
20.	Mahasiswa kelas unggulan mendapat fasilitas				

NO	Pernyataan	SS	S	TS	STS
	belajar pendukung yang lebih dari kelas reguler				
21.	Mahasiswa kelas unggulan memiliki kesempatan *student exchange*				
22.	Mahasiswa kelas unggulan mendapat kesempatan untuk sit in ke luar negeri sebagai bagian dari program kelas unggulan				
24.	Dengan kelas unggulan, saya berkesempatan untuk mendapatkan fasilitas belajar lebih baik dari mahasiswa reguler				

SOSIALISASI PROGRAM

NO	Pernyataan nomor 1-5	SL	SR	JR	TP
1.	Saya memperhatikan setiap ada sosialisasi/ penyampaian informasi mengenai kelas unggulan yang dilakukan oleh dosen				
2.	Saya *update* informasi melalui web fakultas/jurusan terkait pendaftaran kelas unggulan				
3.	Saya membaca artikel/ majalah/ jurnal/ media cetak lain tentang program kelas unggulan				
4.	Saat perkuliahan, dosen menyampaikan informasi terkait program kelas unggulan				
5.	Kakak tingkat memberi tahu saya terkait pendaftaran kelas unggulan				
NO	Pernyataan nomor 6-25	SS	S	TS	STS
6.	Adanya sosialisasi program kelas unggulan, saya menjadi mengerti manfaat diadakanya program kelas unggulan				
7.	Sosialisasi program kelas unggulan bagi mahasiswa baru penting untuk dilaksanakan				
8.	Penyampaian informasi terkait kelas unggulan dilakukan saat saya menjalani masa orientasi mahasiswa baru				
9.	Saya tidak tahu syarat-syarat untuk masuk kelas unggulan				
10.	Adanya sosialisasi program kelas unggulan, saya menjadi paham tujuan diadakanya program kelas unggulan				
11.	Saya mendapat sosialisasi manfaat kelas unggulan dari dosen saya				
12.	Saya mengetahui informasi kelas unggulan dari pamflet				
14.	Saya mempersiapkan diri untuk persyaratan pendaftaran kelas unggulan				
15.	Saya diajak teman saya untuk mendaftar kelas unggulan				
16.	Saya pernah mengikuti sosialisasi program kelas unggulan yang diadakan pihak jurusan				
17.	Saya tidak mengetahui bahwa di FE terdapat program kelas unggulan				

NO	Pernyataan nomor 6-25	SS	S	TS	STS
19.	Saya tidak pernah membuka website fakultas hanya untuk mencari informasi kelas unggulan.				
20.	Saya pernah mengikuti sosialisasi program kelas unggulan yang diadakan pihak fakultas				

MINAT MENGIKUTI ROGRAM KELAS UNGGULAN

NO	Pernyataan	SL	SR	JR	TP
1.	Saya menyimak berita atau informasi yang berkaitan dengan program kelas unggulan				
2.	Saya mencari tahu informasi apa saja tentang kelas unggulan kepada kakak tingkat yang sudah mengikuti program kelas unggulan				
3.	Saya mencari informasi terkait cara masuk program kelas unggulan				
4.	Saya bertanya kepada teman saya terkait informasi pendaftaran program kelas unggulan				
5.	Saya meluangkan waktu untuk *update* informasi terkait pendaftaran kelas unggulan				
NO	Pernyataan	SS	S	TS	STS
6.	Kelas unggulan adalah program UNY dalam rangka menuju *World Class University*				
7.	Saya tahu persyaratan untuk masuk kelas unggulan				
8.	Saya mengetahui adanya program kelas unggulan sejak saya masih menjadi mahasiswa baru				
9.	Persyaratan untuk masuk kelas unggulan mudah dan jelas				
10.	Saya tertarik dengan program kelas unggulan yang ada di prodi Pendidikan Akuntansi				
11.	Saya senang ketika keluarga saya mendukung saya untuk masuk program kelas unggulan				
12.	Saya tertarik masuk kelas unggulan karena dapat mendukung UNY menjadi *world class university*				
14.	Saya yakin dengan mengikuti program kelas unggulan akan membantu kesuksesan karier di masa depan				
15.	Saya memperhatikan apabila ada teman yang membicarakan tentang program kelas unggulan				
16.	Saya tertarik mengikuti sosialisasi program kelas unggulan yang akan diadakan oleh jurusan pendidikan akuntansi				
17.	Ketika di kelas, saya selalu memperhatikan dosen terlebih saat membicarakan tentang kelebihan kelas unggulan				

NO	Pernyataan	SS	S	TS	STS
19.	Dengan mengikuti program kelas unggulan, saya membantu menyukseskan UNY menuju *world class university*				
20.	Saya meningkatkan kemampuan bahasa inggris saya, agar bisa lolos seleksi kelas unggulan				
21.	Saya berniat masuk kelas unggulan supaya bisa menjadi lulusan Pendidikan akuntansi yang kompeten				
22.	Adanya program kelas unggulan akan mencetak generasi yang siap bersaing di era global				
23.	Kelas unggulan akan memberikan kesempatan saya untuk *student exchange* ke luar negeri				
24.	Saya belajar dengan giat agar IPK saya memenuhi syarat untuk masuk kelas unggulan				

Appendix 5. Tabulation of Research Data

TABULASI DATA PENELITIAN VARIABEL KONSEP DIRI (X1)

Resp	Nomor butir Pernyataan : Konsep Diri (X1)																							Skor Total
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7	4	3	3	3	4	4	2	4	3	3	3	4	4	4	4	4	4	4	3	4	3	3	4	3	84
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158	4	4	4	3	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4	4	93
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Total	553	596	519	474	519	481	491	519	500	493	490	496	461	531	533	497	524	554	407	488	463	478	494	415	11976

Keterangan

: Pernyataan negatif

TABULASI DATA PENELITIAN VARIABEL FASILITAS BELAJAR (X2)

Responden	Nomor butir Pernyataan : Fasilitas Belajar (X2)																					Skor Total
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151	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	62
152	3	3	3	2	3	3	3	3	3	3	3	3	4	3	3	3	4	4	4	4	4	68
153	3	3	3	2	2	3	4	4	4	4	4	3	3	3	3	3	3	4	4	3	3	68
154	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	64
155	3	3	3	2	3	3	4	4	4	4	3	2	3	4	3	2	3	3	4	3	3	66
156	3	3	4	4	4	4	4	4	4	4	2	3	3	3	4	3	4	4	4	4	4	76
157	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	61
158	2	2	4	4	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	72
159	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	61
Total	466	466	441	396	454	478	498	489	484	488	473	460	483	475	462	482	483	461	495	497	488	9919

TABULASI DATA PENELITIAN VARIABEL SOSIALISASI PROGRAM (X3)

Responden	Nomor butir Pernyataan : Sosialisasi Program (X3)																				Skor Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
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2	3	2	2	3	2	3	3	3	2	3	3	2	2	2	3	3	3	2	46	3	74
3	3	3	2	2	3	3	4	3	3	3	3	3	3	3	3	3	3	2	52	3	79
4	2	1	1	1	2	3	3	2	3	3	3	2	3	2	2	3	2	3	41	3	69
5	3	2	1	2	2	3	3	3	2	2	3	2	2	2	3	4	2	3	44	3	67
6	3	2	2	3	3	3	3	3	2	3	3	2	3	2	2	3	2	2	46	3	81
7	3	2	2	3	2	3	3	4	2	3	3	2	2	2	3	3	3	2	47	3	84
8	2	2	2	2	2	3	3	3	3	3	3	2	2	2	2	4	3	3	46	3	69
9	2	1	1	2	2	3	3	4	3	3	3	3	3	3	3	2	2	2	45	3	81
10	2	2	2	2	2	3	3	3	2	3	3	2	2	2	2	3	2	3	43	3	71
11	2	2	2	2	2	4	4	3	2	3	3	2	2	2	2	3	2	3	45	3	68
12	2	2	2	2	2	3	3	3	2	3	3	3	2	2	3	3	3	2	45	3	70
13	3	2	2	2	2	3	3	3	3	3	2	2	2	2	2	3	3	2	44	3	82
14	4	4	4	3	3	3	4	4	2	3	3	3	3	3	3	4	4	3	60	3	83
15	3	3	3	3	3	3	3	2	3	3	3	2	3	3	2	3	3	2	50	3	76
16	2	2	2	2	2	3	3	3	3	3	2	2	2	2	2	3	2	2	42	3	78
17	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	2	2	3	57	3	82
18	3	2	2	2	1	4	4	2	3	4	3	3	3	2	3	3	3	2	49	3	79
19	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	50	3	77
20	2	2	2	3	3	3	4	3	3	3	3	1	2	3	2	4	2	1	46	3	76

21	4	3	3	3	4	4	4	2	2	3	3	3	4	1	2	4	2	2	53	3	72
22	2	2	2	2	3	3	3	3	2	3	2	2	2	2	2	3	2	2	42	3	70
23	2	2	2	2	3	3	3	2	2	3	2	2	2	3	2	3	2	2	42	3	70
24	4	4	4	3	2	3	3	3	3	4	4	3	3	4	2	3	3	2	57	4	84
25	4	4	4	3	2	3	3	3	3	3	3	2	3	3	2	3	3	2	53	3	71
26	4	4	4	3	2	3	3	3	2	3	3	3	3	3	3	3	3	3	55	3	71
27	3	2	2	2	3	3	3	3	3	3	3	2	3	2	2	3	3	2	47	3	70
28	2	2	2	2	2	3	3	2	3	3	2	2	2	2	2	3	2	2	41	3	69
29	3	3	2	2	3	3	3	2	2	2	3	2	3	2	3	3	3	2	46	3	62
30	3	2	3	3	3	3	3	2	2	3	3	3	3	2	3	4	2	2	49	3	79
31	2	2	2	3	3	3	4	3	3	3	3	2	2	3	2	4	2	1	47	3	76
32	3	2	2	2	3	3	3	3	3	3	3	3	3	2	2	3	2	2	47	3	59
33	2	2	2	3	3	3	4	3	3	3	3	1	2	3	2	4	2	1	46	3	76
34	2	2	2	3	3	3	4	4	3	3	3	1	2	2	2	4	2	1	46	3	77
35	3	2	2	2	3	3	4	3	2	3	3	2	3	2	2	3	3	2	47	3	80
36	3	2	2	2	3	3	4	3	2	3	3	2	3	2	2	3	3	2	47	3	77
37	2	2	2	2	2	3	3	2	3	3	3	2	2	3	2	3	2	2	43	3	65
38	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	52	3	69
39	2	2	2	2	2	2	3	3	2	3	3	2	2	3	1	4	3	1	42	2	81
40	4	4	3	3	3	2	4	4	2	2	1	1	2	1	2	4	3	2	47	3	84
41	3	2	2	2	3	3	3	3	3	3	3	3	2	3	2	3	2	2	47	3	73
42	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	2	2	50	3	86
43	2	2	1	2	1	3	3	3	3	2	2	2	2	2	2	3	3	1	39	3	78
44	3	2	2	2	1	3	3	3	3	2	2	2	2	2	2	3	3	2	42	4	65

45	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	59	3	73
46	2	2	2	2	3	4	4	4	3	3	3	2	3	2	2	3	3	2	49	3	85
47	3	2	2	3	2	3	3	3	4	3	3	3	2	3	2	3	2	3	49	3	82
48	2	2	2	2	2	3	3	2	2	3	2	2	3	2	2	3	2	2	41	2	62
49	3	3	3	3	3	3	3	3	2	3	3	2	3	2	3	3	3	3	51	3	68
50	3	2	2	3	2	3	3	3	2	3	3	2	2	2	3	4	2	2	46	3	71
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52	2	1	2	2	2	3	3	3	3	3	3	2	3	2	2	4	2	2	44	3	74
53	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	53	3	89
54	2	2	2	3	3	3	3	3	2	3	3	2	2	2	2	3	2	3	45	2	74
55	3	2	2	2	2	3	4	3	2	3	3	2	2	2	3	4	2	3	47	3	67
56	2	2	2	2	2	3	3	4	1	3	3	1	2	2	2	4	3	1	42	3	51
57	2	2	3	3	2	3	3	3	2	3	2	1	2	3	2	4	1	2	43	3	73
58	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	2	48	3	71
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61	3	2	2	3	3	3	3	2	2	3	3	2	3	3	3	2	3	3	48	3	75
62	3	2	2	2	2	3	3	3	2	3	3	2	2	3	3	3	3	2	46	3	70
63	3	1	1	1	3	3	3	3	3	3	2	2	2	2	2	4	2	2	42	4	77
64	3	2	2	3	3	3	3	3	2	3	3	2	2	3	3	4	3	2	49	2	77
65	3	2	2	2	2	3	3	3	2	3	3	2	3	2	2	3	3	2	45	3	72
66	2	2	2	3	3	3	3	3	2	3	3	2	3	3	2	3	2	3	47	3	70
67	2	2	2	2	2	3	3	3	3	3	2	2	3	2	2	4	2	1	43	3	66
68	4	2	2	3	3	3	3	2	3	2	2	2	3	2	2	4	2	1	45	3	71

69	3	2	2	3	2	3	4	3	4	3	3	3	2	3	3	3	2	2	50	3	66
70	3	2	3	2	3	3	3	3	3	4	2	2	3	2	2	3	2	2	47	3	66
71	3	2	1	2	2	3	3	3	3	4	2	2	3	2	2	3	2	2	44	4	86
72	3	2	1	2	2	3	3	3	3	4	2	2	3	2	2	3	2	2	44	4	73
73	2	2	2	2	3	3	3	3	2	3	3	2	3	3	2	3	2	3	46	4	82
74	2	2	2	3	3	3	3	3	2	3	3	2	3	3	2	3	2	3	47	3	76
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77	4	4	4	4	4	4	4	4	3	4	4	4	4	2	3	3	3	3	65	3	87
78	3	2	2	2	2	3	3	3	3	3	3	3	3	3	3	2	2	3	48	3	73
79	2	2	2	1	1	2	4	2	3	3	2	2	3	2	2	3	3	2	39	3	68
80	2	2	2	2	2	3	3	1	3	3	2	2	2	2	2	3	2	2	40	1	74
81	3	3	3	3	3	3	3	1	3	3	2	2	2	2	2	3	2	2	45	1	68
82	2	2	2	2	2	3	4	4	3	3	3	3	3	3	1	2	2	1	45	4	80
83	3	2	2	2	2	3	3	3	3	3	3	3	3	3	3	2	2	3	48	3	75
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85	2	2	2	2	2	2	3	2	3	2	2	2	2	2	2	3	3	2	40	3	86
86	2	2	2	2	2	2	3	2	3	2	2	2	2	2	2	3	3	2	40	3	68
87	3	2	2	3	3	2	3	3	3	3	2	2	3	1	2	3	3	3	46	3	78
88	3	2	2	3	2	2	3	3	3	3	2	2	3	1	2	3	3	3	45	3	71
89	3	2	2	2	2	3	3	3	3	3	3	3	3	3	3	2	2	3	48	3	81
90	3	3	3	3	3	2	3	3	3	2	2	2	2	2	2	3	3	2	46	2	74
91	4	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	53	4	83
92	2	1	2	2	2	3	3	3	4	3	2	2	2	2	2	2	3	2	42	3	77

93	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	2	2	3	53	4	78
94	2	2	2	2	2	4	4	4	4	4	4	4	4	4	4	1	1	4	56	3	89
95	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	2	2	3	58	4	80
96	3	3	2	2	2	4	4	3	3	3	3	3	3	2	2	3	3	2	50	4	78
97	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	4	3	3	53	3	76
98	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	52	3	65
99	4	3	3	3	2	3	3	3	2	3	3	2	4	2	2	2	3	3	48	4	83
100	3	1	1	2	2	3	3	3	2	3	2	2	2	2	2	3	3	2	41	3	67
101	3	2	2	2	2	3	3	3	2	3	3	2	3	3	3	3	2	3	47	3	71
102	3	2	2	3	2	3	4	4	3	3	3	2	4	3	2	3	3	2	51	4	67
103	2	2	2	3	3	3	3	3	2	3	3	2	3	2	2	3	3	2	46	3	86
104	3	2	2	2	1	3	3	3	2	3	3	2	2	2	2	3	3	2	43	3	62
105	3	2	1	3	3	3	3	4	3	3	3	3	3	2	1	3	2	1	46	4	70
106	3	2	2	3	2	3	3	3	2	3	2	2	3	3	2	3	2	2	45	3	80
107	3	2	3	2	3	3	3	2	3	3	2	3	3	3	2	3	3	2	48	4	72
108	1	1	1	2	2	3	3	3	4	4	3	1	1	1	1	4	2	1	38	3	79
109	4	3	2	2	2	3	4	4	3	3	2	2	3	3	2	3	3	2	50	3	85
110	4	4	3	3	3	4	3	3	1	4	3	4	3	1	3	2	2	4	54	3	73
111	3	2	2	3	4	4	3	2	3	4	3	2	3	2	3	4	4	1	52	4	73
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113	3	3	2	2	2	3	3	3	3	2	3	3	3	3	2	2	3	2	47	3	69
114	3	1	1	2	2	3	3	2	2	3	2	2	2	2	2	3	2	2	39	3	74
115	3	1	1	2	2	3	3	2	2	3	2	2	2	2	2	3	2	2	39	3	74
116	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	2	2	3	54	3	74

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118	4	3	3	4	3	3	4	4	2	3	3	3	4	3	2	3	3	2	56	3	76
119	3	3	3	3	3	4	3	3	3	3	4	3	3	4	4	3	3	2	57	4	75
120	3	2	2	2	2	3	4	3	2	3	3	2	3	3	2	3	3	2	47	3	73
121	3	3	3	3	3	3	3	3	2	3	4	2	3	3	2	3	3	2	51	4	70
122	3	4	3	3	2	2	3	2	2	2	3	2	3	3	2	3	3	2	47	3	75
123	4	4	3	3	4	4	4	3	2	3	2	2	2	2	2	3	3	2	52	3	88
124	2	1	1	2	1	3	3	3	3	3	3	3	3	3	3	3	2	2	44	3	67
125	3	3	3	2	2	3	3	3	4	3	3	2	3	2	2	2	2	2	47	3	84
126	3	2	2	2	2	3	2	2	3	2	2	2	1	1	1	3	2	1	36	3	72
127	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	52	3	74
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132	4	3	3	3	2	4	4	4	2	3	3	3	3	3	2	4	3	3	56	4	82
133	3	2	1	2	3	4	3	2	2	3	3	2	2	2	2	3	3	2	44	4	73
134	3	2	2	2	3	3	3	3	2	3	3	2	2	3	2	3	2	2	45	3	69
135	2	2	2	3	3	3	3	2	2	3	3	2	3	3	2	3	2	2	45	3	73
136	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	2	2	3	47	3	71
137	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	50	4	92
138	2	2	2	3	2	2	2	2	2	2	3	1	1	1	1	4	3	1	36	3	69
139	4	4	4	4	4	4	4	4	2	3	3	2	4	2	2	3	1	4	58	4	89
140	3	2	2	2	2	3	4	2	3	3	2	2	2	2	2	3	2	2	43	3	81

141	3	3	3	3	3	3	3	3	2	2	3	3	3	2	2	2	4	1	48	3	76
142	3	2	2	2	2	3	3	3	2	3	3	2	2	2	2	3	2	2	43	3	73
143	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	2	2	3	47	3	70
144	2	2	3	2	2	3	3	3	3	3	3	3	3	3	2	3	3	2	48	3	70
145	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	52	3	81
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147	3	3	3	2	2	3	4	3	3	3	3	3	3	2	2	3	2	2	49	4	87
148	2	2	2	2	2	3	3	3	3	3	3	2	2	3	3	4	3	3	48	3	77
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150	3	3	3	2	2	3	3	2	2	3	3	2	2	2	2	3	2	3	45	3	72
151	3	2	2	3	3	3	3	3	3	3	3	2	3	2	2	3	2	2	47	3	67
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153	4	3	3	3	3	3	4	2	2	3	3	2	3	2	1	4	4	1	50	3	84
154	3	3	3	3	2	4	4	3	4	3	3	3	3	3	3	3	3	3	56	3	91
155	3	3	3	3	3	3	4	3	4	4	3	3	4	3	3	4	3	3	59	3	81
156	3	3	3	3	3	3	4	3	4	4	3	3	4	3	3	4	3	3	59	4	89
157	3	2	2	2	2	3	3	3	2	3	3	2	2	2	2	3	2	2	43	3	66
158	3	2	3	2	2	3	3	3	4	3	3	3	3	3	3	2	2	3	50	4	93
159	2	2	2	2	1	2	4	2	4	3	2	3	3	3	2	3	2	2	44	3	75
Total	445	379	369	399	398	484	512	461	424	474	445	375	424	393	370	475	390	366	7583	497	11976

TABULASI DATA PENELITIAN VARIABEL MINAT MENGIKUTI PROGRAM KELAS UNGGULAN (Y)

Responden	Nomor butir Pernyataan : Minat Mengikuti Program Kelas Unggulan (Y)																								Skor Total
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154	2	2	2	2	2	4	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	4	62	3	91
155	3	3	4	3	4	4	3	4	3	4	4	4	4	3	3	4	3	4	4	4	3	4	79	3	81
156	2	3	3	4	4	4	4	4	4	4	4	4	4	3	3	4	3	4	4	4	4	4	81	1	89
157	2	2	2	2	2	3	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	59	3	66
158	3	3	2	2	3	4	4	3	3	2	4	3	2	2	2	4	3	3	3	3	3	3	64	4	93
159	2	2	2	2	2	3	2	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	58	3	75
Total	402	385	392	395	358	534	412	469	414	461	471	477	487	460	463	465	490	467	487	504	504	498	9995	415	11976

Appendix 6. Tabulation of Primary Data

TABULASI DATA POKOK

Responden	Konsep Diri	Fasilitas Belajar	Sosialisasi Program	Minat Mengikuti Kelas Unggulan
1	75	64	50	63
2	74	60	46	54
3	79	62	52	65
4	69	63	41	58
5	67	55	44	50
6	81	58	46	65
7	84	60	47	66
8	69	68	46	57
9	81	61	45	64
10	71	55	43	59
11	68	59	45	60
12	70	69	45	56
13	82	55	44	60
14	83	73	60	72
15	76	62	50	73
16	78	60	42	54
17	82	60	57	54
18	79	64	49	71
19	77	63	50	66
20	76	61	46	65
21	72	62	53	79
22	70	55	42	60
23	70	55	42	61
24	84	69	57	77
25	71	63	53	65
26	71	63	55	66
27	70	62	47	59
28	69	57	41	45
29	62	56	46	57
30	79	65	49	76
31	76	61	47	66
32	59	61	47	63
33	76	61	46	65
34	77	64	46	65
35	80	57	47	65

36	77	57	47	65
37	65	59	43	59
38	69	63	52	65
39	81	45	42	69
40	84	65	47	66
41	73	63	47	51
42	86	65	50	60
43	78	62	39	58
44	65	61	42	54
45	73	61	59	71
46	85	59	49	68
47	82	61	49	62
48	62	52	41	58
49	68	61	51	63
50	71	59	46	60
51	77	58	48	59
52	74	63	44	65
53	89	63	53	70
54	74	55	45	51
55	67	61	47	50
56	51	58	42	56
57	73	60	43	48
58	71	62	48	60
59	70	66	51	63
60	84	63	46	58
61	75	59	48	60
62	70	62	46	58
63	77	67	42	61
64	77	58	49	57
65	72	63	45	64
66	70	61	47	60
67	66	60	43	62
68	71	63	45	62
69	66	58	50	71
70	66	63	47	64
71	86	65	44	63
72	73	64	44	64
73	82	66	46	66
74	76	62	47	59

75	78	63	52	66
76	77	62	47	64
77	87	63	65	88
78	73	62	48	49
79	68	61	39	69
80	74	45	40	60
81	68	45	45	60
82	80	63	45	65
83	75	61	48	61
84	80	56	47	61
85	86	62	40	49
86	68	62	40	49
87	78	62	46	68
88	71	62	45	68
89	81	62	48	61
90	74	60	46	59
91	83	80	53	81
92	77	54	42	48
93	78	68	53	64
94	89	63	56	65
95	80	69	58	66
96	78	65	50	64
97	76	63	53	64
98	65	63	52	66
99	83	67	48	67
100	67	61	41	58
101	71	62	47	64
102	67	73	51	75
103	86	62	46	81
104	62	62	43	50
105	70	60	46	59
106	80	57	45	60
107	72	65	48	62
108	79	61	38	55
109	85	80	50	76
110	73	61	54	68
111	73	71	52	72
112	91	78	61	69
113	69	61	47	63

114	74	63	39	62
115	74	61	39	62
116	74	68	54	72
117	80	61	45	59
118	76	65	56	68
119	75	76	57	68
120	73	60	47	70
121	70	65	51	64
122	75	65	47	72
123	88	64	52	78
124	67	56	44	52
125	84	61	47	59
126	72	61	36	47
127	74	62	52	66
128	81	70	47	41
129	72	63	52	65
130	75	61	48	68
131	74	63	52	66
132	82	64	56	79
133	73	61	44	58
134	69	60	45	59
135	73	61	45	60
136	71	63	47	61
137	92	75	50	67
138	69	63	36	57
139	89	83	58	78
140	81	57	43	56
141	76	61	48	46
142	73	60	43	56
143	70	63	47	61
144	70	60	48	61
145	81	63	52	66
146	67	60	47	65
147	87	65	49	66
148	77	61	48	65
149	78	55	53	60
150	72	68	45	60
151	67	62	47	60
152	67	68	51	61

153	84	68	50	76
154	91	64	56	62
155	81	66	59	79
156	89	76	59	81
157	66	61	43	59
158	93	72	50	64
159	75	61	44	58
TOTAL	11.976	9.919	7.583	9.995

Appendix 7. Frequency Distribution

1. Distribusi Frekuensi Minat Mengikuti Program Kelas Unggulan

		Minat Mengikuti Kelas Unggulan
N	Valid	159
	Missing	0
Mean		62,86
Median		63,00
Mode		60[a]
Std. Deviation		7,740
Variance		59,905
Skewness		,217
Std. Error of Skewness		,192
Range		47
Minimum		41
Maximum		88
Sum		9995

		Minat Mengikuti Kelas Unggulan
N	Valid	159
	Missing	0
Mean		62,86
Median		63,00
Mode		60[a]
Std. Deviation		7,740
Variance		59,905
Skewness		,217
Std. Error of Skewness		,192
Range		47
Minimum		41

Maximum	88
Sum	9995

a. Multiple modes exist. The smallest value is shown

Minat Mengikuti Kelas Unggulan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41	1	,6	,6	,6
	45	1	,6	,6	1,3
	46	1	,6	,6	1,9
	47	1	,6	,6	2,5
	48	2	1,3	1,3	3,8
	49	3	1,9	1,9	5,7
	50	3	1,9	1,9	7,5
	51	2	1,3	1,3	8,8
	52	1	,6	,6	9,4
	54	4	2,5	2,5	11,9
	55	1	,6	,6	12,6
	56	4	2,5	2,5	15,1

57	4	2,5	2,5	17,6
58	8	5,0	5,0	22,6
59	11	6,9	6,9	29,6
60	15	9,4	9,4	39,0
61	9	5,7	5,7	44,7
62	7	4,4	4,4	49,1
63	6	3,8	3,8	52,8
64	11	6,9	6,9	59,7
65	15	9,4	9,4	69,2
66	13	8,2	8,2	77,4
67	2	1,3	1,3	78,6
68	7	4,4	4,4	83,0
69	3	1,9	1,9	84,9
70	2	1,3	1,3	86,2
71	3	1,9	1,9	88,1
72	4	2,5	2,5	90,6
73	1	,6	,6	91,2
75	1	,6	,6	91,8
76	3	1,9	1,9	93,7
77	1	,6	,6	94,3
78	2	1,3	1,3	95,6
79	3	1,9	1,9	97,5
81	3	1,9	1,9	99,4
88	1	,6	,6	100,0
Total	159	100,0	100,0	

2. Distribusi Frekuensi Konsep Diri

Statistics

		Konsep Diri
N	Valid	159
	Missing	0
Mean		75,32
Median		75,00
Mode		70[a]
Std. Deviation		7,144
Variance		51,042
Skewness		,102
Std. Error of Skewness		,192
Range		42
Minimum		51
Maximum		93
Sum		11976

a. Multiple modes exist. The smallest value is shown

Konsep Diri

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51	1	,6	,6	,6
	59	1	,6	,6	1,3
	62	3	1,9	1,9	3,1
	65	3	1,9	1,9	5,0
	66	4	2,5	2,5	7,5
	67	8	5,0	5,0	12,6
	68	5	3,1	3,1	15,7
	69	7	4,4	4,4	20,1
	70	11	6,9	6,9	27,0
	71	9	5,7	5,7	32,7
	72	6	3,8	3,8	36,5
	73	11	6,9	6,9	43,4
	74	10	6,3	6,3	49,7

	75	7	4,4	4,4	54,1
	76	8	5,0	5,0	59,1
	77	9	5,7	5,7	64,8
	78	7	4,4	4,4	69,2
	79	4	2,5	2,5	71,7
	80	6	3,8	3,8	75,5
	81	8	5,0	5,0	80,5
	82	5	3,1	3,1	83,6
	83	3	1,9	1,9	85,5
	84	6	3,8	3,8	89,3
	85	2	1,3	1,3	90,6
	86	4	2,5	2,5	93,1
	87	2	1,3	1,3	94,3
	88	1	,6	,6	95,0
	89	4	2,5	2,5	97,5
	91	2	1,3	1,3	98,7
	92	1	,6	,6	99,4
	93	1	,6	,6	100,0
	Total	159	100,0	100,0	

3. Distribusi Frekuensi Fasilitas Belajar

Statistics

		Fasilitas Belajar
N	Valid	159
	Missing	0
Mean		62,38
Median		62,00
Mode		61
Std. Deviation		5,504
Variance		30,289
Skewness		,565
Std. Error of Skewness		,192
Range		38
Minimum		45
Maximum		83
Sum		9919

a. Multiple modes exist. The smallest value is shown

Fasilitas Belajar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	3	1,9	1,9	1,9
	52	1	,6	,6	2,5
	54	1	,6	,6	3,1
	55	7	4,4	4,4	7,5
	56	3	1,9	1,9	9,4
	57	5	3,1	3,1	12,6
	58	5	3,1	3,1	15,7
	59	5	3,1	3,1	18,9
	60	13	8,2	8,2	27,0
	61	28	17,6	17,6	44,7
	62	20	12,6	12,6	57,2
	63	25	15,7	15,7	73,0
	64	7	4,4	4,4	77,4

65	10	6,3	6,3	83,6
66	3	1,9	1,9	85,5
67	2	1,3	1,3	86,8
68	6	3,8	3,8	90,6
69	3	1,9	1,9	92,5
70	1	,6	,6	93,1
71	1	,6	,6	93,7
72	1	,6	,6	94,3
73	2	1,3	1,3	95,6
75	1	,6	,6	96,2
76	2	1,3	1,3	97,5
78	1	,6	,6	98,1
80	2	1,3	1,3	99,4
83	1	,6	,6	100,0
Total	159	100,0	100,0	

4. Distribusi Frekuensi Sosialisasi Program

Statistics

		Sosialisasi Program
N	Valid	159
	Missing	0
Mean		47,69
Median		47,00
Mode		47
Std. Deviation		5,108
Variance		26,088
Skewness		,546
Std. Error of Skewness		,192
Range		29
Minimum		36
Maximum		65
Sum		7583

a. Multiple modes exist. The smallest value is shown

Sosialisasi Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	2	1,3	1,3	1,3
	38	1	,6	,6	1,9
	39	4	2,5	2,5	4,4
	40	3	1,9	1,9	6,3
	41	4	2,5	2,5	8,8
	42	8	5,0	5,0	13,8
	43	8	5,0	5,0	18,9
	44	8	5,0	5,0	23,9
	45	14	8,8	8,8	32,7
	46	15	9,4	9,4	42,1
	47	24	15,1	15,1	57,2
	48	12	7,5	7,5	64,8
	49	6	3,8	3,8	68,6
	50	10	6,3	6,3	74,8

	51	5	3,1	3,1	78,0
	52	10	6,3	6,3	84,3
	53	7	4,4	4,4	88,7
	54	2	1,3	1,3	89,9
	55	1	,6	,6	90,6
	56	4	2,5	2,5	93,1
	57	3	1,9	1,9	95,0
	58	2	1,3	1,3	96,2
	59	3	1,9	1,9	98,1
	60	1	,6	,6	98,7
	61	1	,6	,6	99,4
	65	1	,6	,6	100,0
	Total	159	100,0	100,0	

Appendix 8. Prerequisite Analysis Test

1. **Uji Linieritas**

a. Konsep Diri

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Minat Mengikuti Kelas Unggulan * Konsep Diri	Between Groups	(Combined)	2595,023	30	86,501	1,612	,036
		Linearity	1372,573	1	1372,573	25,574	,000
		Deviation from Linearity	1222,450	29	42,153	,785	,772
	Within Groups		6869,933	128	53,671		
	Total		9464,956	158			

b. Fasilitas Belajar

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Minat Mengikuti Kelas Unggulan * Fasilitas Belajar	Between Groups	(Combined)	3480,082	26	133,849	2,952	,000
		Linearity	1682,354	1	1682,354	37,105	,000
		Deviation from Linearity	1797,728	25	71,909	1,586	,051
	Within Groups		5984,874	132	45,340		
	Total		9464,956	158			

c. Sosialisasi Program

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Minat Mengikuti Kelas Unggulan * Sosialisasi Program	Between Groups	(Combined)	4449,202	25	177,968	4,719	,000
		Linearity	3514,717	1	3514,717	93,198	,000
		Deviation from Linearity	934,485	24	38,937	1,032	,431
	Within Groups		5015,754	133	37,712		
	Total		9464,956	158			

2. **Uji Multikolineritas**

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5,242	6,480		,809	,420		
	Konsep Diri	,147	,075	,136	1,964	,051	,800	1,250
	Fasilitas Belajar	,176	,103	,125	1,706	,090	,716	1,397
	Sosialisasi Program	,745	,113	,492	6,606	,000	,694	1,442

a. Dependent Variable: Minat Mengikuti Kelas Unggulan

3. **Uji Heteroskedastisitas dengan Uji Park**

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	82,041	3	27,347	1,743	,160[b]
	Residual	2431,632	155	15,688		
	Total	2513,673	158			

a. Dependent Variable: AbsolutResidu

b. Predictors: (Constant), Sosialisasi Program, Konsep Diri, Fasilitas Belajar

Appendix 9. Hypothesis Test

1. Uji Regresi Sederhana Konsep Diri

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,381[a]	,145	,140	7,179

a. Predictors: (Constant), Konsep Diri

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1372,573	1	1372,573	26,629	,000[b]
	Residual	8092,383	157	51,544		
	Total	9464,956	158			

a. Dependent Variable: Minat Mengikuti Kelas Unggulan

b. Predictors: (Constant), Konsep Diri

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	31,788	6,048		5,256	,000		
	Konsep Diri	,413	,080	,381	5,160	,000	1,000	1,000

a. Dependent Variable: Minat Mengikuti Kelas Unggulan

2. Uji regresi Sederhana Fasilitas Belajar

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,422[a]	,178	,173	7,041

a. Predictors: (Constant), Fasilitas Belajar

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1682,354	1	1682,354	33,938	,000[b]
	Residual	7782,602	157	49,571		
	Total	9464,956	158			

a. Dependent Variable: Minat Mengikuti Kelas Unggulan

b. Predictors: (Constant), Fasilitas Belajar

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	25,874	6,374		4,059	,000		
	Fasilitas Belajar	,593	,102	,422	5,826	,000	1,000	1,000

a. Dependent Variable: Minat Mengikuti Kelas Unggulan

3. Uji Regresi Sederhana Sosialisasi Program

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,609[a]	,371	,367	6,156

a. Predictors: (Constant), Sosialisasi Program

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3514,717	1	3514,717	92,738	,000[b]
	Residual	5950,239	157	37,900		
	Total	9464,956	158			

a. Dependent Variable: Minat Mengikuti Kelas Unggulan

b. Predictors: (Constant), Sosialisasi Program

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	18,822	4,599		4,093	,000		
	Sosialisasi Program	,923	,096	,609	9,630	,000	1,000	1,000

a. Dependent Variable: Minat Mengikuti Kelas Unggulan

4. Uji Regresi Ganda

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,636[a]	,404	,393	6,032

a. Predictors: (Constant), Sosialisasi Program, Konsep Diri, Fasilitas Belajar

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3826,100	3	1275,367	35,057	,000[b]
	Residual	5638,856	155	36,380		
	Total	9464,956	158			

a. Dependent Variable: Minat Mengikuti Kelas Unggulan

b. Predictors: (Constant), Sosialisasi Program, Konsep Diri, Fasilitas Belajar

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	5,242	6,480		,809	,420
	Konsep Diri	,147	,075	,136	1,964	,051
	Fasilitas Belajar	,176	,103	,125	1,706	,090
	Sosialisasi Program	,745	,113	,492	6,606	,000

a. Dependent Variable: Minat Mengikuti Kelas Unggulan