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The influence of ethnic family and intercultural communication on women's perceptions of higher education

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ABSTRACT

In Betawi families, not all daughters are provided with the opportunity to pursue higher education. The prevailing societal stigma suggests that women do not require higher education due to the presumption that their primary focus should be on domestic responsibilities. This research aims to comprehend and explore the influence of the communicative role of the Betawi ethnic family on the attitudes of female offspring towards pursuing higher education. The participants of this study are 254 females who are presently enrolled in or have completed their education at higher education institutions. They primarily reside in Jakarta, Bogor, Depok, Tangerang, and Bekasi. The analysis is conducted through Spearman-Rank analysis. The results indicate a strong correlation between family communication and the attitudes of female offspring towards pursuing higher education. Based on these findings, it can be concluded that the parental capacity to appreciate and respect a child's decisions, particularly in selecting majors and schools, significantly influences their interest in pursuing higher education. However, the researcher acknowledges several limitations of this study, especially pertaining to the sample size utilized. Hence, future research should utilize more extensive methodologies and measures to obtain a more comprehensive understanding of the motives and attitudes of female descendants towards pursuing higher education. Moreover, it is anticipated that future researchers will be able to devise effective communication strategies involving stakeholders, such as the government and educational institutions, to implement inclusive programs regardless of ethnicity, race, and religion.

Contribution/Originality: This research contributed to demonstrating that families strongly influence the motivation and aspirations of Betawi ethnic girls to pursue higher education through the family communication model.

1. INTRODUCTION

Education is pivotal in elevating the quality of life, especially in developing countries like Indonesia. Education is seen as a means for individuals to achieve a better quality of life. This improvement in quality of life encompasses not only socioeconomic status but also personal growth. Through education, individuals gain diverse perspectives that enable them to think more broadly (Bhat, 2015). Pfeffer and Hertel's research acknowledges the role of education

as a tool for social mobility. The study also suggests that no clear correlation exists between parents' education level and their children's educational achievements (Saranya & Thanuja, 2019). Consequently, education is seen as an opportunity to address social class inequalities within society (Pfeffer & Hertel, 2015).

Education is often regarded as crucial to combating poverty. This statement applies to numerous workers in Indonesia, where education level is considered a crucial factor in determining income, particularly for individuals employed in corporate settings (Razali, 2013). Individuals with a high school education certainly have different wages or incomes than those with a Bachelor's degree (S1). According to data from the Federal Reserve Bank of New York in 2021, the average income of college graduates in the United States reached around $52,000 per year, while for individuals of a similar age but a lower level of education, the income was significantly lower.

Additionally, data from the Central Statistics Agency in 2023 shows that the average monthly wage for Bachelor's degree holders is 4.59 million per month, while high school graduates earn an average wage of 2.73 million per month (Badan Pusat Statistik, 2023). The income disparity based on education level also motivates individuals to pursue higher education to attain a better income. Not only is the desire for higher income a personal motivator for individuals to improve their quality of life, but the family also plays a significant role in their decision to pursue higher education (Ateş, 2021; Keating, Russell, Cornacchione, & Smith, 2013). Additionally, the family is crucial to individuals' academic achievements (Samfira, 2022).

The family's importance stems from its role as an individual's primary environment, where they learn about values, norms, culture, and education (Dingili & Yungungu, 2023). In their research, Koerner and Schrodt (2014) state that the family holds a central position in an individual's life and is fundamentally important for every individual. Until now, the family has remained a source of social, emotional, and instrumental support for young and old individuals (Baxter & Akkoor, 2011). Therefore, the quality of family relationships plays a crucial role in influencing the quality of life for most people (Koerner & Schrodt, 2014). Some parents of lower social status perceive education as the only way to achieve social mobility or improve the quality of their family's life, especially regarding financial well-being. However, it is not uncommon for parents to focus on how education can broaden knowledge and shape good character in their children. They believe education can enhance communication skills, collaboration, creativity, literacy, and critical thinking (McNeal Jr, 2014; Naite, 2021).

Additionally, a variety of factors, such as personal beliefs, cultural influences, and societal stigma, shape perspectives on the importance of education (Zurqoni, Apino, & Anazifa, 2018). For example, there is a stigma regarding the perceived lack of importance for women to pursue higher education, as some believe that a woman's role is to get married and serve her family in the future. According to a report by UNICEF (2023), only about 24 percent of countries have achieved gender equality in secondary education. The reasons for this disparity are diverse, such as economic gaps, gender-based violence, poverty, early marriage, and the perception that boys are a better investment in low-income families, making girls more vulnerable to dropping out of school (UNICEF, 2023).

In some countries in the United States that still adhere to the traditional division of household chores, women bear significantly more responsibility and time spent at home than men. They are burdened with housework, including full-time childcare (Ferrant, Pesando, & Nowacka, 2014). This stigma disadvantages women who aspire to pursue their studies. Abuya et al. found in their study in Nairobi that family support is an important factor in supporting the basic education of girls. The involvement and presence of parents are considered to enhance the quality of girls' education at the primary level (Abuya, Ngware, Mutisya, & Nyariro, 2017).

In general, education should not depend on gender and societal roles. Education is essential regardless of beliefs, stigma, and cultural norms prevalent in society. It serves as a means of social mobility and supports individuals. Formal and non-formal education can provide individuals with knowledge that benefits their lives (Pfeffer & Hertel, 2015). According to the book "Profil Perempuan Indonesia" (Profile of Indonesian Women), published in collaboration with the Ministry of Women's Empowerment and Child Protection and the Central Statistics Agency (Badan Pusat Statistik, 2023), the percentage of women aged 15 and above who continue their education to higher

education is 8.27 percent, which is 0.23 percent higher than men. However, the percentage of women aged 15 and above who have never attended school or completed primary education is still higher than that of men.

According to the data published on the Ministry of Women's Empowerment and Child Protection website, based on the Community Participation Rate (CPR) in 2015, women have a higher level than men. The Community Participation Rate indicates the number of children in a certain age group attending the appropriate level of education according to their school age. In 2015, in urban areas, the CPR for women in higher education was higher by 26.86% compared to men. However, in rural areas, the CPR for women in higher education is still lower than for men. Based on the data published on the website of the Ministry of Women's Empowerment and Child Protection, the ministry concluded that it can be said that women are no longer lacking in education.

Yohana Yembise, as the Minister of Women's Empowerment and Child Protection at the time, stated that education is the main weapon for women to explore better career opportunities. Besides career prospects, Yembise also mentioned that education is a supporting factor for being a mother. According to her, as a mother, women can be the primary educators for their children and spouses. Consequently, women can raise a younger generation that is competent, creative, innovative, and productive. As explained earlier, the family plays an important role in instilling values, including the importance of education for girls.

Family support is crucial for girls' educational achievement (Karaagac, Bilecen, & Veenstra, 2022). Parental involvement influences a child's academic performance at school (Halim, Abd Rahman, Zamri, & Mohtar, 2018). Research conducted by the National Coalition for Parent Involvement in Education also states that parents' involvement in their children's education enables them to achieve higher grades, develop social skills, exhibit positive behaviour, and have good adaptation levels (Lara & Saracostti, 2019). Regardless of parents' background and social status, parental involvement can support children's success in the academic world (Bi et al., 2018).

In the theory of family communication patterns, there are two distinct orientations in communication: conversation orientation and conformity orientation. (Sillars et al., 2014) explain conversation orientation as the extent to which a family creates a communication environment where every family member is encouraged to interact on diverse topics. In conversation orientation, parents recognize the importance of open communication to teach and socialize their children (Schrodt & Shimkowski, 2017). On the other hand, conformity orientation refers to the extent to which communication in the family emphasizes attitudes, values, and beliefs (Omar, Mohamad, Mukhtar, & Paimin, 2019). In other words, conformity orientation emphasizes the obedience of children to parental authority, and parents often make decisions without involving their children.

Conversation orientation and conformity orientation can influence conflict and communication between children and their families. Because high conformity orientation is associated with pressure and confrontation from parents as well as avoidance and confrontation by children (Sillars et al., 2014). Therefore, this orientation prioritizes the family's interests over those of individuals within the family (Schrodt & Shimkowski, 2017). To fulfil its role, good communication between parents and children is necessary. Therefore, this research aims to determine the role of communication in Betawi ethnic families in shaping the attitudes of female children towards pursuing higher education.

2. LITERATURE REVIEW

2.1. Attitude

According to Cooper, Blackman, and Keller (2016), attitude is defined as a categorization of certain object stimuli along with evaluative dimensions. Furthermore, evaluation is the result of information about affective, cognitive, and behavioral components, or a combination of the three (Cooper et al., 2016). As we know, attitude is the mental disposition of individual humans to act or fight something in their environment (Cooper et al., 2016). They explained that individual attitudes are recorded in memory and can be used again when interacting with particular objects.

Cooper et al. (2016) explain that individual attitudes can be stored in an individual's memory and later used when interacting with specific objects of attitude. However, for some individuals, attitudes are not stored in their memory. Attitudes stored in memory make an individual more stable and consistent, leading to quick reactions. In contrast, attitudes not stored in memory require individuals to weigh them when confronted with a specific object of attitude (Cooper et al., 2016). Attitudes are typically stored in long-term memory and involve three components: First, the knowledge of an individual about a specific object. Each individual's knowledge can come from personal experiences, information from others, the surrounding environment, and other supporting sources. Second, feelings, or emotions, refers to how someone feels and responds when directly encountering a particular object. The emotional response varies among individuals and depends on their perceptions and beliefs about a specific object, resulting in positive, negative, or neutral feelings.

Third, behaviour or actions refers to the form of response or action taken by an individual when confronted with a particular object (Smith, Mackie, & Claypool, 2015). This action can be direct behaviour (action) or simply the intention to act. To elaborate further, attitudes can also be described through three components: knowledge about the object (cognitive), which includes beliefs and ideas; feelings about the object (affective), such as likes or dislikes; and the individual's inclination to act (conative) (Smith et al., 2015). When individuals acquire information about an object of attitude, they form a mental representation of the object and everything associated with it.

This representation consists of cognitive, affective, and behavioural aspects related to the object (Smith et al., 2015). First is the cognitive component. Cognitive information can include facts that an individual knows and believes about a specific object. For example, if someone believes that a cellphone is a communication device that uses data to send and receive messages quickly, they would consider it a valuable tool. Second, effective. Affective information consists of an individual's feelings and emotions towards a specific attitude. Third, behavioural information refers to an individual's knowledge of their interactions with others in the past, present, or future with a particular object of Smith et al. (2015). An individual's feelings, knowledge, and beliefs regarding a particular object or attitude influence these decisions. For example, conative information can dominate attitudes, especially concerning behaviour and habits.

2.2. Family

According to Galvin, Braithwaite, and Bylund (2016), when an individual considers themselves part of a family and functions as a family member, they can be considered part of the family. Based on this perspective, Galvin et al. (2016) and Bylund define family as a group of individuals who share their lives for a long period, whether bound by marriage, blood, law, or commitment, whether legal or not, who consider each other as family, share a common origin, and function as a family (Galvin et al., 2016). On the other hand, the U.S. Census Bureau defines family as a group of people who have relationships through birth, marriage, or adoption and live together.

In other words, as long as individuals have a blood or legal relationship and live together, they are considered a family (Segrin & Flora, 2011). Although families with diverse structures may not be considered families according to some structural definitions, Peterson and Steinmetz, as cited in Segrin and Flora (2011), state that a group of individuals can be considered a family if they function as an emotionally significant unit, particularly based on love and affection, providing psychological security and nurturing for its members (Segrin & Flora, 2011).

2.3. Communication in the Family

Communication is a transactional process where individuals create, share, and manage meaning (Devito, 2015). In this process, Watzlawick, Beavin, and Jackson state that people can use analog and digital codes in communication. Digital code refers to the meaning conveyed symbolically. Symbols have meanings that can change, while digital code takes the form of verbal communication. Families typically develop their own symbols. Only those who are a part of

the family can comprehend the meanings attributed to these symbols. For example, within a family, specific nicknames, inside jokes, or references may only be understood by family members (Segrin & Flora, 2011).

Analog code communicates meaning to align with what they intend to convey or mean. Analog code can also be understood as nonverbal communication. Within a family, parents often try to understand their children through their expressions, such as recognizing when a child is feeling stressed based on their facial expressions (Segrin & Flora, 2011). The success of communication depends on the presence of feedback or responses. Feedback indicates that there may be disagreement about the meaning of a symbol (Segrin & Flora, 2011). Communication within a family is continuous and based on the past, present, and unique future. Past experiences influence interactions in the present within a family.

2.4. Family Communication Patterns

According to Schrodt and Shimkowski (2017), the family communication pattern suggests that families serve as the primary socializing agents for children and have long-lasting influences, even when children decide to live on their own or leave their families. In other words, each family member contributes to creating their social reality through interactions and develops shared understandings used by family members to convey and interpret messages through communication patterns (Schrodt & Shimkowski, 2017).

2.5. Family Function Model

From a technical perspective, "function" refers to how a family strives to prevent dysfunction. Olson, Russel, and Sprenke introduced the Family Functioning Model to manage these family functions. This model explains the dimensions of cohesion and adaptability. Over time, this model has evolved into three dimensions, namely cohesion, adaptability, and communication. However, the two main dimensions remain cohesion and adaptability (Galvin et al., 2016). Galvin et al. (2016) cite Schrodt, who emphasizes the significance of communication in influencing how families manage cohesion and flexibility dimensions. Schrodt states that positive communication skills, including clarity, empathy, and effective problem-solving, support healthy levels of cohesion and flexibility within a family. On the other hand, a lack of communication skills hinders a family's ability to adapt when changes need to be made (Galvin et al., 2016).

Table 1. Stages of couple and family communication.

Characteristics	Bad	Good	Very good
Listening skills	Poor listening skills	Capable of listening but limited in response.	Can respond well and has signs of good hearing ability.
Speaking ability	Often speaks for other family members	Speaks more for one self than for other family members.	Preferring to speak for one self than for other family members.
Self-disclosure	Rarely talk about feelings with other family members	Quite often, we talk about feelings with other family members.	Often talks about feelings with other family members
Faithful to the topic	Rarely stick to one topic.	Stick to one topic more often.	Prefer to stick to one topic.
Respect and honor	Low to medium.	Medium to high.	High.

Note: Galvin et al. (2016).

Table 1 presents the stages of couple and family communication through five characteristics such as listening skills, speaking ability, self-disclosure, faithfulness to the topic, and respect and honor. Based on Table 1, the stages of family communication start with bad, good, and very good. Lee in Offrey and Rinaldi (2017) explained that a crucial component supporting the parent-child relationship is communication, especially with daughters, as they tend to be more open with their parents than sons (Bireda & Pillay, 2018). Communication between parents and children also

influences their children's behaviour. Families with good communication generally have children with positive behaviour (Offrey & Rinaldi, 2017). Parents' parenting styles also influence good communication between parents and children. These parenting styles have effects on children's academic behaviour. According to research by Taris and Bok (2012), parents with warm and affectionate parenting styles have lower rates of school dropouts (Taris & Bok, 2012).

Furthermore, an authoritarian parenting style leads to negative behaviours in children in Jamaica, such as anger, suicidal tendencies, and others (Smith et al., 2015). In particular, when it comes to the child's chosen field of study, parents and children can better understand one another through effective communication. A study by Rutherford (2015) found that discrepancies and differences in desires and expectations between children and parents influence the child's comfort in pursuing their chosen education (Rutherford, 2015).

If addressed, misunderstandings or differences in desires between parents and children can lead to conflicts. Parent-child conflicts can trigger stress, especially in children, resulting in decreased self-esteem and academic quality (van der Kaap-Deeder, 2021). According to Hurrelmann, Engel, and Weidman (2012), research, conflicts between parents and children are a factor in the decline of children's academic achievements (Hurrelmann et al., 2012). Based on the above explanation, the researcher formulates the hypothesis that communication within the family influences children's attitudes towards continuing their education to a higher level.

3. METHODOLOGY

This research utilized a quantitative method with a survey approach, applying the theory of family communication and focusing on one of its attitude components, specifically behavior or conative. Furthermore, this component was measured based on six elements of the family function model to analyze the research problems.

3.1. Participants

The participants in this study were 254 females from a Betawi ethnic family background. The sample was selected using a purposive sampling technique, which involved respondents who met the criteria of being females from a Betawi ethnic family background and who were either currently enrolled or had graduated from various levels of higher education (Kraska-Miller, 2014). On average, the participants in this study were still pursuing their education, with an age range of 18-25 years old, and they resided in Jakarta, Bogor, Depok, Tangerang, and Bekasi.

3.2. Data Collection Process

The data for this study were obtained from a questionnaire that measured family communication and one of the attitude components, specifically *behavior* or *conative*. Family communication is measured based on six elements of the family function model. Each element is measured using a 4-point Likert Scale (*Strongly Disagree = 1, Disagree = 2, Agree = 3, Strongly Agree = 4)*. Reliability results using Cronbach's Alpha are 0.760 for the family communication variable (X) and 0.768 for the attitude variable (Y).

3.3. Data Analysis

In this study, the normality test results stated that the data were not normally distributed. Therefore, the data were analyzed using non-parametric descriptive statistics with correlation measurements using Spearman-Rank. Non-parametric procedures are an alternative when interval or ratio data do not meet the requirements for using parametric analysis (Kraska-Miller, 2014).

In Spearman-Rank, the rule for interpreting the strength of the relationship is seen in the coefficient value. A coefficient value that is closer to ± 1 indicates a stronger relationship. The rule for interpreting the strength of the correlation is that if the coefficient value is ≥ 0.80, the relationship between the two variables is powerful. A coefficient

value ≤ 0.30 indicates a fragile relationship. Meanwhile, a coefficient value between 0.30 and 0.80 indicates a moderate relationship (Kraska-Miller, 2014).

The formula for Spearman-Rank is as follows:

$$\rho = 1 - \frac{6\sum b_i^2}{n(n^2 - 1)}$$

Based on the formula, ρ is Spearman's correlation coefficient, and n is number of samples. In this research, parametric statistical tests were carried out to fill the theoretical gap in research through hypothesis testing and regression. Lastly, processing data was performed using the research software Statistical Product and Service Solutions (SPSS) Version 25.

4. RESULTS

Based on the analysis using SPSS 25, the validity results for the family communication variable (X) and the attitude variable (Y) were obtained as follows:

Table 2. Validity results of variable X.

Statement	Pearson correlation	r table	Sig.
My parents listen to my desire to continue my education at a higher level.	0.520	0.116	0
My parents always take the time to listen to my concerns about higher education.	0.773	0.116	0
I listen to my parents' input in choosing the university I want to attend.	0.611	0.116	0
Parents take the time to discuss higher education.	0.740	0.116	0
My parents gave me motivational words that encouraged me to continue my education at a higher level.	0.784	0.116	0
My parents allowed me to share my reasons for continuing my education at a higher level.	0.744	0.116	0
When I have problems with my education, I always tell my parents.	0.718	0.116	0
Parents explain the importance of higher education for girls.	0.684	0.116	0
Parents explain in detail how to achieve a better future through higher education.	0.675	0.116	0
My parents always support my choice to pursue higher education.	0.639	0.116	0
Parents always focus on the importance of higher education for girls.	0.656	0.116	0
My parents respect the decisions I have made in terms of higher education.	0.624	0.116	0
My parents give me the freedom to choose the field of education I want.	0.552	0.116	0
When I make achievements in education, my parents always praise me.	0.642	0.116	0

Based on the results of the validity test of the family communication variable (X) in Table 2, it can be concluded that the statement "parents give me motivational words that make me enthusiastic about continuing my education to a higher level" gets the highest correlation value, which is 0.784. The statement "parents listen to my desire to continue my education to a higher level" has the lowest correlation value, 0.52.

The results of the validity test of the attitude variable y in Table 3 show that the statement "Motivation provided by parents is an encouragement for me to continue my education to a higher level" has the highest correlation value, 0.797. In contrast, the statement with the lowest correlation value, namely "I realize the importance of higher education for girls," has a correlation value of 0.506.

Table 3. Y variable validity results.

Statement	Pearson correlation	r table	Sig.
My parents support me in continuing my education to a higher level.	0.620	0.116	0
My parents' motivation inspires me to pursue higher-level education.	0.797	0.116	0
I continue my education at a higher level for the sake of my parents.	0.638	0.116	0
My parents' advice is why I continue my education at a higher level.	0.756	0.116	0
I realize the importance of higher education for girls.	0.506	0.116	0
I decided to continue my education at a higher level because my parents respect every decision I make about my education.	0.712	0.116	0
My abilities are a reason to continue my education at a higher level.	0.682	0.116	0
I decided to continue my education at a higher level because my parents supported my goals and dreams.	0.761	0.116	0

Table 2 shows that motivation and support from parents have an important role in shaping students' attitudes towards higher education. The validity results on the family communication variable (X) and the attitude variable (Y) presented in Table 2 and Table 3 show that all statement items in the questionnaire have valid status because the significance value is <0.05 and the value of r count> r table is 0.116. Furthermore, the reliability results of the family communication variable (X) and the attitude variable (Y) are obtained as follows:

Table 4. Reliability results of X and Y variables.

Variables	Alpha	Critical
Family communication	0.760	0.600
Attitude	0.768	0.600

Based on Table 4, the reliability test is carried out on valid variables. The reliability test results on the family communication variable (X) are 0.760, and the attitude variable (Y) is 0.768. Both have a *Cronbach's alpha* value greater than 0.600, which means that these two variables are declared reliable or meet the requirements.

Then, Spearman-Rank analysis was conducted on the family communication variable (X) and the attitude variable (Y). Table 5 shows that the Spearman-Rank test on the family communication variable (X) and the attitude variable (Y) gives a coefficient value of ρ = 0.737** and a significance level of 0, which is less than 0.05.

The significance (sig) value of 0, which is less than 0.05, indicates a significant relationship (meaningful) between the family communication variable (X) and the attitude variable (Y). The coefficient value = 0.737**, which indicates a strong relationship between the family communication variable (X) and the attitude variable (Y), clarifies the existence of this relationship.

Table 5. Analysis results using spearman-rank.

Correlation			X	Y
Spearman's rho	X	Correlation coefficient	1.000	0.737**
		Sig. (2-tailed)	.	0.000
		N	254	254
	Y	Correlation coefficient	0.737**	1.000
		Sig. (2-tailed)	0.000	.
		N	254	254

Note: **. Correlation is significant at the 0.01 level (2-tailed).

To determine which dimension of family communication is most dominant in determining daughters' attitudes towards continuing their education to a higher level, informants calculated the average of respondents' answers from each dimension.

5. DISCUSSION

This study focuses on why girls from Betawi ethnic families continue their education at a higher level. Respondents will be asked five options, including (1) to make their parents happy; (2) to achieve their dreams; (3) to

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have a bright future; (4) by force; and (5) Other. In the fifth option, respondents were allowed to fill in their reasons that were not in the options. The results showed that most respondents decided that higher education was needed to achieve a brighter future.

Table 6. Reasons for continuing higher education.

Reasons for continuing higher education				
Options	Frequency	Percent	Valid percent	Cumulative percent
Want to make your parents happy	14	5.5	5.5	5.5
Reaching the goal	48	18.9	18.9	24.4
Want to have a better future	185	72.8	72.8	97.2
More	7	2.8	2.8	100.0
Total	254	100.0	100.0	

Table 6 presents four reasons women choose to continue higher education. Of these four reasons, 72.8 percent of respondents continued their studies because they wanted a bright future. In other words, girls from Betawi ethnic families are aware of the importance of higher education.

5.1. Communication in an Ethnic Betawi Family

This study explores the relationship between Betawi ethnic family communication and girls' attitudes towards higher education. This research agrees with previous findings that women have less motivation to continue their higher education due to traditional gender perspectives that position men as the ones who must work while women cannot (Taris & Bok, 2012). The stigma of culture is still present in Indonesian education, which contributes to the inequality of women's and men's rights. Prastiwi and Rahmadanik (2020) explained that Javanese culture believes that women are only exploited for household activities such as cooking, washing clothes, and child care (Prastiwi & Rahmadanik, 2020). The relationship between family communication and the attitudes of female children towards pursuing higher education highlights the significant role that families play in encouraging their daughters to pursue higher education. This study employs the Family Functioning Model to assess the family's ability to establish effective communication, motivating female children to pursue higher education. The Family Functioning Model consists of six dimensions: (1) Listening Ability Dimension; (2) Speaking Ability Dimension, (3) Self-Disclosure Dimension; (4) Clarity Dimension; (5) Topic Loyalty Dimension; and (6) Appreciation and Respect Dimension.

Table 7. Average results of respondents' answers.

Dimensions	N	Mean	Std. deviation
Dimensions of listening ability	254	3.52	0.23
Dimensions of speaking ability	254	3.44	0.21
Dimensions of self-disclosure	254	3.32	0.24
Clarity dimension	254	3.40	0.77
Topic loyalty dimension	254	3.53	0.23
Dimension of respect and honor	254	3.55	0.12

In Table 7, it is shown that the highest average value is in the dimension of respect and honor. It implies that the typical respondent's motivation to pursue a higher level of education comes from their parents' capacity to respect and appreciate the choices they will make to do so. The parent's ability to have appreciation and respect is based on the flexibility offered to their children to decide which field of education they want to take up, as well as appreciating their choices and achievements. In the context of Betawi ethnic families, parents have a high level of appreciation and respect for every decision of their daughters, especially in terms of education, such as choosing majors, universities, and levels to be taken. On average, almost all respondents approved of all six dimensions of family communication, implying that there is good family communication in Betawi ethnic families so that they can encourage their daughters to continue their higher education. Moreover, the average responses also align with the results of the Spearman Rank

analysis, which indicates a strong relationship between family communication and girls' attitudes towards continuing their education. The research results align with previous studies, which show that poor monitoring and bad communication between parents and children can affect girls' educational achievements (Abuya et al., 2017).

In addition, a positive, affectionate, and respectful parenting style also influences children's low dropout rate. The parents' attitude can express this by appreciating and respecting their children's educational decisions (Taris & Bok, 2012). Additionally, prior research that asserts that girls and boys have more open relationships with their parents supports the findings of this study. As a result, it is reasonable to assume that this communication can have an impact on the decisions that children make (Bireda & Pillay, 2018).

5.2. Girls' Attitudes towards Higher Education

The attitude discussed in this study focuses on the behavioral component, namely the tendency of individuals to act (Smith et al., 2015), or it can also be interpreted as personal knowledge about past, present, and future individual interactions with an attitude object (Smith et al., 2015). The interactions between girls and their families, especially their parents, in the past form knowledge about their families that influences the way they act or behave in the present and future. In other words, past interactions are information for girls to consider when making decisions or determining attitudes, which are related to their status as part of the family. As explained earlier, girls are more likely to be open with their families (Bireda & Pillay, 2018), which often causes girls to involve their parents when making decisions. One of them is the decision to continue their education at a higher level. The attitude referred to in this study is the decision of girls to continue their higher education, which is influenced by family communication in their family. To ascertain the stimulus that exhibits the strongest association with girls' attitudes towards pursuing higher levels of education, an analysis was conducted utilizing Spearman Rank to determine the highest correlation coefficient (ρ).

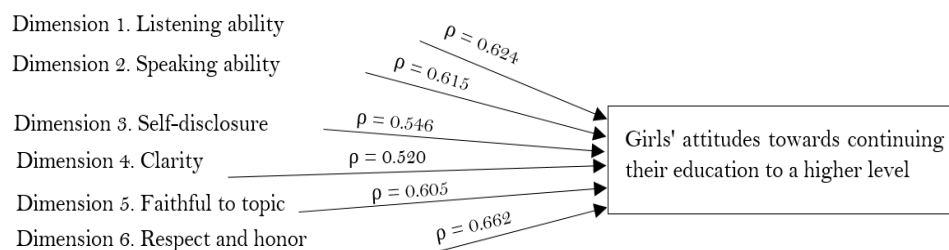**Figure 1.** Spearman rank analysis results per dimension.

In Figure 1, it can be observed that the correlation coefficients (ρ) with high values are found in four dimensions: the listening ability dimension (ρ = 0.624), the speaking ability dimension (ρ = 0.615), the staying on topic dimension (ρ = 0.604), and the respect and honor dimension (ρ = 0.662). The highest correlation coefficient (ρ) value is found in the respect and honor dimension, consistent with the average response values presented in Table 3. Based on the Spearman-Rank analysis per dimension, the most dominant stimulus in determining the attitudes of Betawi ethnic female children towards pursuing higher education is the parent's ability to respect and honor every decision made by their female children regarding their education. Another stimulus that influences their attitudes is the parent's ability to listen and respond positively when the children discuss matters related to their education, including the challenges they face in their academic pursuits. Another dimension that serves as a stimulus in determining the attitudes of female children in this study is the parent's ability to speak from the child's perspective (Zhang, 2020). A study by Hollmann, Gorges, and Wild (2015) described that communication between parents and children who exchange opinions with different viewpoints can enhance motivation and encourage children to re-explain their goals.

In this situation, parents are perceived as demonstrating trust and understanding, which makes children feel more comfortable expressing their thoughts and feelings. As a result, most parents who can demonstrate trust and

understanding in front of their children experience an improvement in their children's academic performance and motivation (Cheung & Kwan, 2021). Furthermore, by positioning themselves as another party, parents can see things from the child's perspective, providing objective and wise advice. Lastly, the dimension that serves as a stimulus in determining the attitudes of female children in Betawi ethnic families is the parents' ability to focus on a single topic of conversation, thereby avoiding misunderstandings in the ongoing communication between the child and the parent.

6. CONCLUSION

Communication is a critical supporting factor in achieving harmonious relationships between children and parents, especially within the family. This research demonstrates that family communication, particularly the parent's ability to respect and honour the decision made by Betawi ethnic female children, influences their attitudes towards pursuing higher education. In the context of Betawi ethnic families, there is a high level of respect for the decisions made by their female children regarding education. These decisions can involve choosing a field of study, selecting a university, or determining the level of education to pursue. It indicates that effective communication exists within Betawi families to encourage and motivate their female children to pursue higher education. Several supportive factors include the parents's ability to listen, communicate with their female children, create an open environment, provide understandable explanations, and focus on single topic of conversation. This research emphasizing that parents recognize their children as active participants in decision-making. The study also found that parental support, trust, and openness can encourage children to make decisions. Consequently, they become more confident in making decisions and are willing to accept the outcomes of their choices.

7. RECOMMENDATIONS

This study focuses on the role of Betawi ethnic family communication in shaping the attitudes of female children towards pursuing higher education. Therefore, the findings of this research cannot be generalized to all other families of different ethnic backgrounds. Several factors influence a female child's decision to pursue an education that were not further examined, such as the school environment, social environment, religion, beliefs, economic factors, and other personal factors. Moreover, this study employed a quantitative method with a limited sample size. Therefore, future research is encouraged to explore this topic using broader research methods and larger sample sizes for more comprehensive findings regarding the motivation and attitudes of female children towards pursuing higher education. Additionally, it is suggested that future researchers develop effective communication strategies by involving stakeholders, such as government bodies or educational institutions, to implement inclusive education regardless of ethnicity, race, or religion.

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