The Influence of Parents Socio-Economic Status to Learning Achievement Through Learning Motivation of High School Students In Kuantan Tengah Subdistrict

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Abstract

The aim of this study was to analyze the influence of parents' socio-economic status on learning achievement through learning motivation of high school student at Subdistrict Kuantan Tengah. The population in this study was all high school students majoring in Social Science with the total of 426 students. Meanwhile, the total sample of this study was 206 students. The data were collected by using questionnaires. After that, the data were analyzed by using quantitative descriptive and path analysis. The results showed that the variables of parents' socio-economic status had a significant influcence on learning achievement (directly), and it had a significant influence learning achievement through learning motivation (not directly) of high school students at Subdistrict Kuantan Tengah.

Keywords: parents socioeconomic status, learning motivation and learning
              achievement

Introduction

The development of an increasingly advanced era has caused education to become a very important thing for human life. As a result, a well-organized education which is based on a mature thought is required. Education can also be defined as educating, guiding, teaching and training that are contained in the process of education at school. The school, as a formal educational institution, is a means in order to achieve educational goals through the process of teaching and learning. The above statement is in accordance with the definition of education proposed by Mujiono (2006) in which education is something that allows the occurrence of learning and development. Through learning, learners can show a positive attitude change so that in the final stage they will gain new skills and knowledge. During the learning process, someone will expect to get good results.

Learning achievement is the result of a good teaching and learning process. According to Azwar (2003), learning achievement is a success of acquiring new knowledge and skills that can be operationalized in the form of indicators such as report cards, educational achievement indexes, graduation rates, successes and so on. Students' learning achievement is influenced by several factors, including: learning attitudes, motivation, discipline, family environment and others. Tjundjing (2001)

states that learning achievement is a term that shows the level of students' mastery of the material taught that is followed by the emergence of a feeling of satisfaction that he has done something well. Based on the data obtained from economics teachers of high schools at Subdistrict Kuantan Tengah, namely state senior high school (SMAN) 1 and SMAN 2, many students still did not achieve the Minimum Mastery Criteria (MMC). The following are the results of the midterm test (UTS) in Economic subjects of high school students at Subdistrict Kuantan Tengah.

Table 1. The Summary of Midterm Test Mastery (UTS) in Economics Subjects of Students at SMAN 1 Academic Year 2017/2018

Class		Number of Students	MMC	No. of students Achieving MMC (%)	No. of Students noy Achieving MMC (%)
X IPS	1	30	75	15 (50%)	15 (50%)
	2	28	75	16 (57%)	12 (43%)
	3	27	75	12 (44%)	15 (56%)
	4	29	75	13 (45%)	16 (55%)
XI IPS	1	34	78	16 (47%)	18 (53%)
	2	35	78	14 (40%)	21(60%)
	3	35	78	15 (43%)	20 (57%)
XII IPS	1	32	80	17 (53%)	15 (47%)
	2	35	80	15 (43%)	20 (57%)
	3	31	80	13 (42%)	18 (58%)

Source: Economics Teacher of SMAN 1 (2017)

Table 2. The Summary of Midterm Test Mastery (UTS) in Economic Subjects of Students at SMAN 2 Academic Year 2017/2018

Class		Number of Students	MMC	No. of students Achieving MMC (%)	No. of Students noy Achieving MMC (%)
X IPS		22	75	9 (41%)	13 (59%)
XI IPS	1	24	78	10 (42%)	14 (58%)
XI IPS	2	26	78	11 (42%)	15 (58%)
XII IPS		38	80	15 (39%)	23 (61%)

Source: Economics Teacher of SMAN 2 (2017)

The data listed in Table 1 and Table 2 show that there are some students who have not yet reached the MMC in the midterm test (UTS) in economic subjects. It can be seen from the data at SMAN 1 Subdistrict Kuantan Tengah where each class has a number of students who have not yet achieved or reached the MMC score with a percentage of more than 50%. It means that the number of students who have not achieved the MMC is higher than the students who achieved the MMC. The same case also happened in SMAN 2 Subdistrict Kuantan Tengah where each class also contained a number of students who have not yet achieved the MMC score. It can be inferred that the learning process in SMAN 1 and SMAN 2 at Subdistrict Kuantan Tengah has not been fully accomplished. This condition was caused by some factors both external and internal.

According to Slameto (2010), there are two factors that influence learning achievement: internal and external factors. Internal factors are factors that come from within an individual while external factors are factors that come from outside the individual. One of them is motivation (internal) and family environment (external).
Children's education basically takes place at 3 (three) places, namely family education, school education and community education. Children can be motivated to learn if the situation tends to satisfy one or more of their needs.

In addition, Nana Sudjana (2001) asserts that the factors that determine students' achievement are factors that come from within students such as their abilities, learning motivation, interests and attention, attitudes and learning habits, persistence, socio-economic, physical and psychological factors.
Socio-economic status relates to parents ability to provide the motivation in accordance with their educational setting, income and jobs that affect them to provide learning motivation for their children.

The family's economic ability will influence both directly and indirectly to children education. It is obvious that parents socio-economic status has an important role to students education, especially student achievement. Students will easily follow the learning process because all supporting facilities of the learning process can be fulfilled by their parents. Conversely, when the family's socio-economic status is low, the child will experience difficulties in following the learning process, because the facilities or supporting facilities of the learning process are not fulfilled by his parents.

Ngalim Purwanto (2004) also suggests that the family's economic ability will provide both direct and indirect effect on education and employment or occupation and it will consider the results achieved in education and employment.
Parents who have a high socio-economic status will have a greater opportunity to obtain all needs that may not be obtained by parents with low socio-economic status. By fulfilling all needs related to education, it makes it easier to develop better talents and abilities. Under these conditions, the opportunity to improve greater learning

achievement is obtained by individuals who have parents with high socio-economic status.

There are several indicators that influence parents' socio-economic status, such as education level, type of work, income level, position or class. Parents' socio-economic status is very influential to meet the family's daily needs. It is easier for parents with sufficient socio-economic status to fulfill their family's daily needs. They can fulfill education needs and develop it optimally as an effort to gain knowledge, appreciation and self-actualization.

Parents socio-economic status can be seen from parents' ability to provide guarantees for the needs of educational facilities to students, while student achievement can be seen from students' interests and motivation in understanding and following the learning process as a means of desired learning achievement. Parents' socio-economic status contributes to student learning achievement because the learning achievement will increase for students who have learning facilities. On the contrary, students who have low socio-economic status possess inadequate learning facilities, so that it can influence their learning motivation and this will certainly lead to poor learning achievement. Therefore, high socio-economic status of parents can also determine the creation of good learning achievement.

The results of the observations conducted in high schools at Subdistrict Kuantan Tengah showed that many students still had low learning achievement, with indications that some students had scores below the MMC set by the school in midterm test. It confirms that students had low understanding; they are less motivated in learning. In addition, students did the homework in the classroom and often they did not do the homework with the reason not to have LKS (student worksheet).

Based on the above explanation, it was necessary to conduct a research on *The Influence of Parents' Social-economic Status on Learning Achievement through Learning Motivation of High School Students at Subdistrict Kuantan Tengah*.

Research Methodology

This study applied a quantitative descriptive method which aimed to describe the influence of parents' socioeconomic status on learning achievement through students' learning motivation. The samples in this study were students majoring in social studies in high schools at Kuantan District, namely SMAN 1 and SMAN 2 Teluk Kuantan, Subdistrict Kuantan Tengah.

The samples were taken by using random sampling method, namely *Proportional Stratified Random Sampling*. 206 students from 426 of total population were taken as the samples. The data were collecting by using questionnaires which were measured by applying Likert scale which was used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena (Sugiyono, 2012).

The validity was measured by using Corrrected Item-Total Correlation with the assistance of SPSS version 20.0. 26 questions were tested on 30 respondents. The

results showed that 2 questions were not valid. Moreover, the reliability testing were conducted by using the Alpha formula with the result of 0.969 . After that, the analysis f prerequisite test which consists of normality testing and linearity testing. Regression analysis, which used the F test and the determination test, was applied to get the average of X and Y variables.

The data in this study were analyzed by using frequency distribution and it was conducted to process the research data by using path analysis. Path analysis is a pattern of relationships between variables with the aim of knowing the direct and indirect effects of a set of exogenous variables on the endogenous variables.

Results and Discussions

This study aimed to determine the influence of parents' socioeconomic status on learning achievement through learning motivation of high school students at Subdistrict Kuantan Tengah. Based on the data from the results of the study which consist of 26 statement items, it can be derived:

Table 3. The Frequency Distribution of Parents' Formal Education

No	Parents	Category	Respondents	%
1	Father	College	23	11,1
		High School or Equivalent	93	44,9
		Middle School or Equivalent	45	21,7
		Elementary School	46	22,2
		Not attending school	-	-
2	Mother	College	21	10,1
		High School or Equivalent	83	40,1
		Middle School or Equivalent	57	27,5
		Elementary School	46	22,2
		Not attending school	-	-

Source: Processed Data (2018)

Overall, the average level of parents' formal education is high school graduates or equivalent. It can be seen from the the number of respondents, which are 93 people for father and 83 people for mother with the respective percentages of 44.9% and 40.1%.

Table 4. The Category of Parent's Non-Formal Education

No	Parents	Category	Respondents	%
1	Father	Upgrading	7	3,4
		Training	16	7,7
		Internships	12	5,8
		Skills	15	7,2
		Never	157	75,8
2	Mother	Upgrading	8	3,9
		Training	8	3,9
		Internships	13	6,3
		Skills	13	6,3
		Never	165	79,7

Source: Processed Data (2018)

In general, the students' parents never attend nonformal education. This can be seen from the table that showed that 157 fathers said they never attend nonformal education while 165 mothers confirm they also never attend nonformal education. The percentage of each is 75.8% and 79.7% respectively.

Table 5. The Category of Parent's Jobs

No	Parents	Category	Respondents	%
1	Father	Professional / Lecturer / Expert	4	1,9
		PNS/TU/Staff	23	11,1
		Entrepreneur	89	43,0

		Labor / Farmers / Fishermen	89	43,0
		Does not work	2	1,0
2	Ibu	Professional / Lecturer / Expert	-	-
		PNS/TU/Staff	19	9,2
		Entrepreneur	46	22,2
		Labor / Farmers / Fishermen	72	34,8
		Does not work	70	33,8

Source: Processed Data (2018)

Overall, most of the parents work as farmers/ laborers/ fishermen. This can be seen from the number of respondents from father and mother that is 89 people and 72 people with a percentage of 43.0% and 34.8% respectively.

Table 6. The Category of Family Income

No	Parents	Category	Respondents	%
1	Father	>3 M	26	12,6
		2 M – 3 M	40	19,3
		1 M – 2 M	62	30,0
		0.5 M – 1 M	71	34,3
		0 – 0.5 M	8	3,9
2	Mother	>3 M	12	5,8
		2 M – 3 M	4	1,9
		1 M – 2 M	30	14,5
		0.5 M – 1 M	60	29,0
		0 – 0.5 M	101	48,8

3	Family	>3 M	37	17,9
		2 M – 3 M	46	22,2
		1 M – 2 M	86	41,5
		0.5 M – 1 M	36	17,4
		0 – 0.5 M	2	1,0

Source: Processed Data (2018)

In general, the income of parents and families on average is 0 - Rp. 1,000,000. This can be seen from the table that shows 71 fathers, 101 mothers and 86 families have the income as much as 0 - Rp. 1,000,000. The respective percentages are 34.3%, 48.8% and 41.5%.

Table 7. The Category of Social Position in the community

No	Parents	Category	Respondents	%
1	Father	BPD / Indigenous Peoples	1	0,5
		Headman	1	0,5
		Management of RT / RW	6	2,9
		Village Devices	8	3,9
		Not position	191	92,2
2	Mother	BPD / Indigenous Peoples	-	-
		Headman	-	-
		Management of RT / RW	-	-
		Village Devices	5	2,4
		Not position	202	97,6

Source: Processed Data (2018)

Overall, most of the parents do not have social position. This can be seen from the table that the number of father respondents are 191 and mother respondents are 202 with a percentage of 92.2% and 97.6% respectively.

Table 8. The Frequency of Student Motivation Variables

Category	Intervals	Frequency	Percentage
Very High	84,5 – 104	11	5
High	65 – 84,5	177	86
Moderate	45,5 – 65	19	9
Low	26 – 45,5	0	0
Total		207	100 %

Source: Processed Data (2018)

In general, the level of students' motivation is high. This can be seen from the table that there are 177 respondents with high motivation (86%).

Table 9. The Frequency of Student Scores (Learning Achievement)

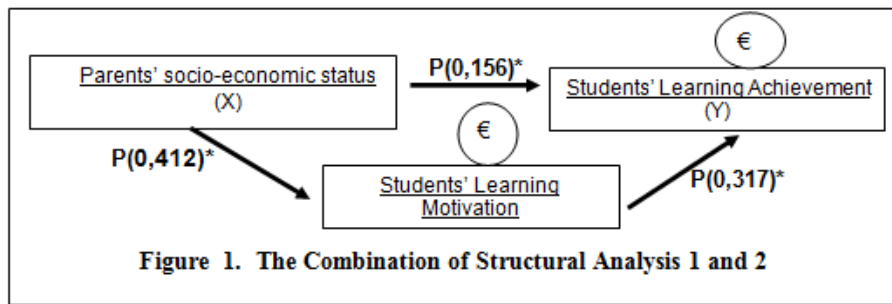| Category	Intervals	Frequency	Percentage
Very High	81 – 88	35	17
High	74 – 81	164	79
Moderate	67 – 74	6	3
Low	60 – 67	3	1
Total		207	100 %

Source: Processed Data (2018)

Generally, students' learning achievements are in the category of high with the number of respondents as many as 164 people and a percentage of 79%.

Path Analysis

Based on structures 1 and 2, it was inferred that parents' socio-economic status and learning motivation had a significant effect on learning achievement. The following figure describes a combination of path diagram of structure 1 and path diagram structure 2:

Figure 1. The Combination of Structural Analysis 1 and 2

Note:

*= Significantly Influence

**= Not significantly influence

Source: Processed data (2018, Appendices 7 and 8)

Based on the calculations of regression in table 5.10 and 5.12 above, it can be stated that direct and indirect contributions between variables are as follow:

Table 10. Variables' direct and indirect contributions

Variables	Direct	Indirect	Total	SE
X-Y	0,156	-	0,156	2,4 %
X-Z	0,412	-	0,412	16,9 %
X-Y	0,156	0,412 * 0,317 = 0,131	0,287	8,2 %

Source: Processed Data (2018, Appendices 7 and 8)

Based on Table 10, it is found that parents' socioeconomic status (X) has a direct influence on learning achievement (Y) as much as 2.4%, and 16.9% on learning motivation variable (Z). Meanwhile, it indirectly influences students' learning achievement (8.2%), or through learning motivation (moderate variable/ Z). The results of R^2 value = 0.277 or 27.7%.

Discussion

Parental Socio-Economic Status to Learning Achievement

Based on the data analysis and hypothesis testing, it is found that there is a significant influence between parents' socio-economic status towards students' learning achievement. It is proved by the probability value of parents' socio-economic status to student's learning achievement (0,041). Since the value of (p) <0,05, at the level of

error 5% the path is significant.This result is in accordance with the research conducted by Tirtarahardja (2005) who proposes Thorndike's results. One of the results conclude that students who come from a family with a high socioeconomic status achieve higher learning achievement compared to students who come from middle and low family. Findings in the field found that parents' socio-economic status can be seen from education, employment, income, and social positions in the community. Since the average level of the last parents' education is high schools or equivalent and both parents work although only as farmers. This result is in accordance with some of the previous studies which reveal that if the level of socio-economic status of a family is stable and fulfilled, it will affect children's achievement at school. In other words, socio-economic status will affect parents' support to fulfill learning facilities that will be used by their children in the learning process, so it can improve their learning achievement.

Parents' Socio-economic Status towards Learning Achievement Through Learning Motivation

Parents' socio-economic status of the students at Subdistrict Kuantan Tengah is associated with the level of education, occupation, income and social position in the community. The writer concludes that the level of parents' economic status is not the only factor that fosters learning motivation of high school students at Subdistrict Kuantan Tengah. It is due to the results of the study that explain the reasons why learning motivation of high school students at Subdistrict Kuantan Tengah is high while the average economic status of their parents is in the low category.

The results of this study are also supported by the Wening PR Research Journal (2011), entitled An Analysis of Parental Education Intensity in Children's Learning Activities, Parents' Socio-Economic Status towards Students' Learning Motivation and Achievement of Class X Vocational High School in Malang, explains that a high economic status will not always ensure that students' learning motivation is also high. However, the result of this study is in contrast to the existing theories and the results of Garcia's research (in Woolfolk, 2000) which found that low social status causes students' low learning achievement. Another study which are not relevant to this study is the one conducted by Saifudin Zhuhri (2010) which found that there is a relationship between the economic level of parents and the level of student motivation.

Students who come from low-income families have their own motivation, that is they want to feel a higher level of education than their parents, so by having high education they think they can get a more decent, comfortable job and they can earn enough money or salary. As a result, they can make their parents happy and live properly in the community.

This desire arises from problems, experiences of the parents that have been told to their children, or the students experience a difficult life, so the desire to have high motivation to learn comes from the students and they think the only way to have

a better life in the future is by having high learning motivation, achieving and having high education.

Based on the data and the analysis results, the writer rejects the common thread or the relationship formed from the theory of social stratification with the theory of learning motivation. The theory of social stratification explains that a person's status can be obtained from the wealth of individuals, families or groups which relates to the supporting factors of student learning motivation that are the economic character of the family. Although it has been explained by the data above, the writer still believes in the theory of social stratification because social stratification also explains that individual, family or group status can increase due to several factors, namely by power, level of education, etc.

Related to the factors that affect the status of individuals, families or groups, it is assumed that high level of education can make individuals, families, or groups can be at a high social status. It means that students from low-economic families want to improve their status and their families' status through education. They hink that if they have high education, they will get decent jobs, high salary and they can mobilize their status from the initial low to intermediate or even to a high status group.

Conclusion

Based on the results of analysis that has been carried out with the title of the influence of parents' socio-economic status towards learning achievement through learning motivation of high school students at Subdistrict Kuantan Tengah, it can be concluded as follows:

a. Parents' socio-economic status has a positive and significant effect on student achievement at Subdistrict Kuantan Tengah. The higher the socio-economic status of parents, the higher the students' achievement is.
b. Parents' socio-economic status has a positive and significant effect on learning achievement through learning motivation of high school students at Subdistrict Kuantan Tengah. The higher the socio-economic status of parents, the higher the motivation of students to learn, and it will be useful in achieving learning achievement that increases as well. However, students 'learning motivation is not affected by the level of their parents' economic status. Parents' economic status is indeed as one of the extrinsic factors to remain willing to learn, achieve or want to feel an education bench, but there are still other factors, which can also foster student learning motivation.

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