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## THE RELATIONSHIP OF FAMILY SOCIO-ECONOMIC STATUS ON STUDENT ACHIEVEMENT AT SCHOOL

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### Abstract

This study aims to analyze the relationship between family socio-economic status and student achievement in elementary school. By using a quantitative approach, this research questions whether family economic factors influence children's academic achievement. This research is quantitative research that is descriptive and correlative. The research results found that the academic achievement of students from high social status was better than students from low social status. As many as 40% of students from the high social status group are in the high academic achievement category, while only 36% of students from the low social status group are. Differences in facilities and parental participation in supporting learning activities are factors that support the academic achievement of students from high social status groups which tend to be higher than students from low socio-economic status groups. Therefore, there is a relationship between family socio-economic status and student academic achievement at school. A person's socio-economic status certainly plays a role in the development of their children, including their education. Parents with high economic status will not have difficulty meeting their children's educational needs, parents with low economic status will face difficulties in providing education for their children, especially in achieving better academic achievement. This research aims to determine the relationship between parents' economic status and student learning achievement. This research is quantitative research that is descriptive and correlative in nature. Researchers used the instrument of parents' economic status. This research also found that there is no significant relationship between parents' economic status and student learning achievement. The conclusion of this research is that parents' economic status is not significantly related to student learning achievement.

**Keywords :** Social status, family economy, elementary school student achievement

### Introduction

A person's economic status can be seen from the fulfillment of their daily needs. Someone who has a high economic status will not have difficulty meeting their needs, for this reason the family's socio-economic status has an important role in children's education. Therefore, children's education depends on the economic status of their parents. Children's education is supported by the parents' economic situation, so that parents can fulfill every child's needs at school, starting from uniforms, books, stationery and school fees. The same thing was also stated by (Chotimah, 2017) those who said "a person's socio-economic status certainly plays a role in the development of their children". Parents with high economic status will not have difficulty meeting their children's educational needs, parents with low economic status will face difficulties in providing education for their children, especially in achieving better academic achievement (Hidayatulloh, 2016). The family is basically referred to as the smallest social group in the social environment of society. As a social institution, a family at least has members consisting of a mother, father and children. Hyoscyamina (Hyoscyamita & E., 2021) revealed that the family is responsible for children's education from an early age because the family is the first institution where students understand the

values and norms in society as the basis for character formation. The role of the family as a pioneer in children's education actually stems from the fact that children are people who are born without knowing anything, so the family plays a role in providing education so that children grow into educated individuals. This is in line with the view of Utami et al (Utami, 2016) that the family is the provision of basic education for children so that they are able to fulfill their roles and carry out their functions in society. The education provided by the family will then be internalized and become the basis for their social life. According to (Restian, 2020) "Parents' socio-economic status includes parents' education level, parents' employment, parents' income." Families who have poor socio-economic status tend to think about how to fulfill basic needs, so there is less attention to improving children's education. Apart from that, there are several indicators that are often used to measure socio-economic status, namely "level of education, income, type of work, special facilities provided for children, and position in society." Economic problems in the family really interfere with the smooth running of a child's education. Many students are forced to stop going to school due to financial problems and they have to look for work to help their parents make ends meet. This happens because they cannot afford to pay for school and buy textbooks. Hamalik said that the level of parental education, economic level, family attitudes towards social problems, the realities of life and so on are factors that will provide experience to children and cause differences in interests, appreciation of economic attitudes and understanding, language vocabulary, ability to communicate with other people, motives for thinking, speaking habits and patterns of cooperative relationships with other people. These differences will greatly influence behavior and actions in teaching and learning activities at school. Limited funds owned by students' parents may have an impact on student learning achievement due to the unavailability of adequate learning facilities. Providing learning facilities at home makes it very easy for students to achieve the expected achievements. The learning outcomes that have been undertaken during the learning process are very important in determining their next steps in the future so that students can get good grades as much as possible. (Slameto, 2003) The family's economic situation is closely related to children's learning. Children who are studying, apart from having their basic needs met, for example food, clothing, health protection and so on, also need learning facilities such as study rooms, tables, chairs, lighting, stationery, books and so on. These learning facilities can only be provided if the family has enough money. If children's learning facilities can be met, then learning activities will run smoothly and will not be hampered so that children's learning achievements will improve. (Suyono, 2023).

## Research Methodology

In this research, quantitative research methods were used by researchers to examine the relationship between parents' economic status and student learning achievement. Quantitative research is research where the data is presented using numbers as a measure. This research uses data in the form of numbers or values, or data in the form of information, comments, opinions or sentences but is quantitative. Not only quantitative, researchers also use descriptive and correlational research. Descriptive research is research carried out by describing or explaining something that happened in the past or present and correlation research is research carried out to compare one variable with another variable covering different subjects or times. This descriptive quantitative research was used to answer the existence of a relationship between parents' economic status and student learning achievement, the level of parents' economic status and the level of student learning achievement at school. Correlation is an analytical technique in statistics which aims to find the relationship between two quantitative variables. Variable measurements are developed from indicators contained in the variable description, transformed into question items. Then structured questions are arranged according to the variables through groups or questionnaires to obtain primary data. Meanwhile, documentation is secondary data to complement primary data, namely regarding student grades in all fields of study based on report cards. To collect data about the socio-economic background of students' parents and learning facilities, a questionnaire was used in the form of several statements that reveal benchmarks regarding the condition of parents' socio-economic background and learning facilities.

## Result & Discussion

The socio-economic situation of parents influences the availability of learning facilities for students. This is caused by the parents' ability to provide facilities or School equipment. Because the unavailability of learning facilities can dampen students' desire to learn. stating that the social status of a child's parents can at one time determine their attitude towards education or the role of education in human life, economic status determines the family's ability to provide the learning facilities that children need in studying material. lessons at school. The learning facility factor provided by parents to their children plays an important role in the learning process. If parents can provide or provide adequate facilities for their children, then there will be encouragement and desire in the children to learn better. Children are aware of the usefulness and goals to be achieved from a particular subject

if they have very complete facilities. Students who come from low socio-economic backgrounds of their parents cannot afford all the learning facilities. Meanwhile, students who come from high socio-economic backgrounds have all learning facilities provided so that they have the motivation to study better. Having adequate learning facilities encourages them to concentrate on studying and be able to achieve their goals. The learning facility factor provided by parents to their children plays an important role in the learning process. If parents can provide or provide adequate facilities for their children, then there will be encouragement and desire in the children to learn better. Children realize the usefulness and goals to be achieved from a particular subject if they have very complete facilities. Students who come from low socio-economic backgrounds of their parents cannot afford all the learning facilities.

Meanwhile, students who come from high socio-economic backgrounds have all learning facilities provided so that they have the motivation to study better. Having adequate learning facilities encourages them to concentrate on studying and achieve their goals. (Slameto, 2003) States that the family's economic situation is closely related to children's learning. Children who are studying, apart from having their basic needs met, for example food, clothing, health protection and so on, also need learning facilities such as study rooms, tables, chairs, lighting, stationery, books and so on. These learning facilities can only be provided if the family has enough money. If children's learning facilities can be met, then learning activities will run smoothly and will not be hampered so that children's learning achievements will increase because learning facilities can be met, making them focus in learning activities. Parents with a high socio-economic background influence the level of understanding of the importance of education for children, so they create a home atmosphere that is conducive to children's learning activities at home to encourage them to have motivation to learn. If they are motivated to learn, they will achieve maximum achievement. Parents' socio-economic background can improve student learning achievement, if they are motivated to learn, because without learning it is impossible for a student to achieve maximum achievement. Parental attention to children's learning activities needs to get attention from students' parents. Students have motivation to learn if their parents care about the learning activities that students do. According to Supeno (2002), parental involvement in children's learning activities can be done by providing attention, advice, promises and rewards, both moral and material. Parents of students who are always involved in their children's learning activities certainly know the development of their children's learning achievements. If there is a decline in a child's learning achievement, parents look for the cause and immediately find a solution. Likewise, if parents don't care about their children's learning activities, then parents won't know the development of their children's learning achievements. The factors that influence a student's economy are as follows:

#### *Definition of Learning Achievement*

According to Syah, "Learning achievement is the disclosure of ideal learning outcomes covering all psychological domains that change as a result of students' experiences and learning processes." According to Wahab, learning achievement is the level of success achieved from an activity or business that can provide emotional satisfaction and can be measured with certain tools or tests." Meanwhile, according to Djamarah & Zain, that: Learning achievement is the result achieved by students during the teaching and learning process within a certain period of time. Generally, learning achievement in school takes the form of giving grades from teachers to students as an indication of the extent to which students have mastered the subject matter presented. Based on the definitions above, it can be concluded that learning achievement is the level of success achieved by learners or students after following the learning process as measured by certain tools or tests.

#### *Learning Achievement Indicators*

According to (Umar, 2015) the main key to obtaining measures and data on student learning achievement is to know the outline of the indicators associated with the type of achievement that is to be expressed or measured. Indicators of learning achievement include: 1) the realm of creativity, 2) the realm of taste, 3) the realm of intention.

#### *Learning Achievement Assessment*

According to (U Saefullah, 2012) measuring and evaluating the level of learning success can be done through learning achievement tests. Learning achievement tests can be classified into the following types of assessment: (1) Formative tests, to measure one or several specific subjects and aim to obtain an overview of students' absorption capacity for these subjects (2) Subsummative tests, this includes a certain number of learning materials that have been worked on, to improve the teaching and learning process and are taken into account in determining report card grades (3) Summative test, to measure students' absorption of the material that has been

taught in one semester and to determine the level or level of student learning success in a particular study period. Learning achievement can be seen from "student learning outcomes, such as daily test scores, test scores and report cards." (Hébert, 2021). In this research, to determine learning achievement, researchers used data obtained from teachers in the form of economics subject report cards for the odd semester of 2020/2021.

#### *Factors that Influence Learning Achievement*

According to (Slameto, 2015) the factors that influence learning achievement are as follows:

- 1) Internal factors
  - a. Physical (physiological) factors, both congenital and acquired, include health and disability.
  - b. Psychological factors, both innate and acquired, consist of: intelligence, attention, interests, talents, motives, maturity, readiness, study habits, etc.
- 2). External factors
  - a. Family members, home atmosphere, family economic situation, parental understanding and cultural background.
  - b. School factors include teaching methods, curriculum, teacher-student relationships, student-student relationships, teacher teaching skills, learning facilities, and school discipline. (Rohmah, 2018)

#### *Definition of Parents' Socioeconomic Status*

According to (Hidayatulloh, 2016) "Socioeconomic status is a person's general place in society in relation to others, in terms of their social environment, achievements, and rights and obligations". According to (Rohmah, 2018) parents' socio-economic status, it includes "parents' education level, parents' employment, parents' income". Meanwhile, according to (Safitri, 2014) socio-economic status, it is a category of people according to their economic characteristics, education and work."

#### *Indicators of Parents' Socioeconomic Status*

Indicators of parents' socio-economic status include "Education level, income level, special facilities, and valuable items in the house such as radio, television, refrigerator, etc." Indicators of parents' socio-economic status include " Education level, income level, special facilities, and valuable items in the house such as radio, television, refrigerator and so on." Apart from that, there are several indicators that are often used to measure socio-economic status, namely "level of education, income, type of work, special facilities provided for children, and position in society." (Khosmas, 2014)

#### *The relationship between parents' socio-economic status and learning achievement*

The socio-economic status of parents is one of the external factors of the family that influences learning. (Purnomo, 2016) Argues that "Parents' education, economic status, residence, percentage of parental relationships, words, and parental guidance influence children's learning achievements (Purnomo, 2016).

#### *Interest in Learning*

##### *Definition of Learning Interest*

(Sabri, 2007) explains that: Interest is the tendency to pay attention to and be reminded of something continuously. This interest is closely related to feelings, especially feelings of happiness, therefore it can be said that interest occurs because of an attitude of being happy about something. People who are interested in something mean that they are happy about that something. (Slameto, 2015) said that interest has a very big influence on learning, because if the learning material studied does not match the student's interests, then the student will never learn as well as possible, because there is no attraction for him.

##### *Indicators of Learning Interest*

According to (Djamarah & Zain, 2006) "Indicators of interest in learning are a feeling of liking or enjoyment, a statement of preferring it, a feeling of interest, an awareness of learning without being asked, participating in learning activities, paying attention." According to (Slameto, 2015) "Several indicators of interest in learning are feelings of happiness, interest, acceptance and student involvement." Parents' Socioeconomic Status and Learning Interest in Achievement.

### *The relationship between interest in learning and achievement in learning interest*

It plays a very big role in learning at school because account interest acts as a force that encourages students to learn. "Students who are interested (have a happy attitude) in the subject, the learning process and the teacher who teaches it, will appear to be continuously motivated to study diligently."

### Conclusion

Based on the results of research and discussion, it can be concluded as follows: (1) Parents' socio-economic status and learning motivation have a significant direct influence on students' learning motivation (2) The intensity of education by parents in children's learning activities has a significant direct influence on student learning achievement (3) Parents' socio-economic status does not have a direct influence on student learning achievement (4) Learning motivation has a significant direct influence on student learning achievement (5) The intensity of education by parents in children's learning activities, parents' socio-economic status has a significant indirect influence on learning achievement through student learning motivation. This research reveals the relationship between family socio-economic status and student academic achievement at school. This is based on research findings that students from families with high socio-economic status achieve better academic achievements than students from low socio-economic status groups. The factors behind this are differences in parental participation and support for facilities that support students to improve their academic achievement at school. Economic limitations for low social status students limit them from getting optimal support for learning facilities as well as the low participation of parents in assisting their children's learning. This is different from students with high socio-economic status who receive optimal facility support accompanied by parental assistance in supporting their children's academic achievements. Researchers recommend conducting further studies regarding the relationship between parental social status and student academic achievement. This is based on the consideration that there are other factors that encourage maximum academic achievement in students with low social status even though they face a number of limitations and obstacles in learning.

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