

Relationship Between Parent Socio-Economic Status With Student Learning Interest And Student Learning Achievement

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Abstract

This research was aimed (1) to find out the relationship between the socioeconomic status of parents with students' learning interests (2) Knowing the relationship between parents' socioeconomic status and student achievement (3) Knowing the relationship between students' interest in learning and student learning. The population of this study was 90 students of Muhammadiyah 1 Mertoyudan Vocational School and a sample of 30 students taken randomly. Quantitative method quantitative research method is chosen because it is one type of research whose specifications are systematic, planned, and clearly structured from the beginning to the making of its research design. Another definition of quantitative research is that research requires a lot of use of numbers, ranging from data collection, interpretation of the data, and the appearance of the results. According to Sugiyono, quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples. The sampling technique is generally done randomly; data collection using research instruments, data analysis is quantitative / statistical in order to test the hypotheses that have been set (Sugiyono, 2012: 7). From the results of the study it can be concluded that the relationship of socio-economic status with learning achievement contributed 6.04%, the relationship of interest in learning with learning achievement contributed 82.33% while the other variables contributed 11.62%.

Keywords: *parent socio-economic, student learning interest, student learning achievement.*

Background

Undang-undang Republik Indonesia Nomor 20 Tahun 2003 concerning National Education System article 1 paragraph 1 states Education is a conscious and planned effort to realize the learning atmosphere and learning process so that educators actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals noble, and the skills needed by him, society, nation and state (Depdiknas, 2003:2).

Socio-Economic Status

Status is defined as the position occupied by certain individuals of a social system (Linton in Veeger, 1992: 59). In this case it can be distinguished between various statuses, such as citizenship status. For example, a citizen of Indonesia, the status of marrying or not marrying, the status of a civil servant or private sector and so on. In abstract, position or status means someone's place in a certain pattern (Linton in Soerjono Soekanto, 1990: 265). Thus, someone is said to have several positions because someone usually participates in various patterns of life. For example, the position of Mr. A as a citizen is a combination of all his positions as teacher, headmaster, neighborhood leader, husband B, father of children and so on. Status is the need for a certain position or position in society, according to one's role or duty in society. Whereas social status is the high / low prestige a person has based on the position he holds in a social system (Winkel, 1983: 165). Income level is any form of remuneration obtained as a reward or remuneration for a person's contribution to the production process. Family income comes from (Gilarso, 1991: 63): 1) Own business, for example trading, working on rice fields; 2) Working for others, for example working in an office or company as an employee or employee (both private and government). According to Pitirim Sorokin in Dwi Narwoko (2006: 156-157), to measure one's status in detail can be seen from: 1) Position or job; 2) Education and the breadth of science; 3) Wealth; 4) Political 5) Descent.

Social status is a place taken by someone in Hendropuspito's society, 1989: 103). The position or social status can be divided into two, namely: 1) The official position (formal status) is the position taken by someone in an official socio-cultural unit. In other words, the position is recognized by the community. For example the position as president of a country, position as governor; 2) Unofficial position (informal status) is the position taken by someone in an informal socio-cultural environment. For example, the position of someone as a dukun in an area, as a carpenter and others. The existence of these differences in position causes the emergence of a layering system or social stratification, namely the difference in society into the class in stages (Sorokin in Soerjono Soekanto, 1982: 220). Because why there is social coating in the community not only because there are differences, but because of the ability of humans to judge the difference by applying with various criteria. It means that something is valued, something (valued) becomes a seed that fosters the existence of a multi-layered system in society. Something that is valued can be in the form of money or objects of economic value, power, science, acquisition in religion, or descendants of a respectable family (Munandar Soelaeman, 1986: 53). According to Dwi Narwoko and Bagong Suyanto (2006; 157-158), in society often the position is divided into two types, namely:

1. Ascribed-status.

This status is defined as the position of someone in society regardless of one's differences. This position is obtained because of birth.

2. Achieved-status,

namely the position achieved by someone with deliberate efforts, not obtained because of birth. This position is open to anyone depending on the ability of each

person in pursuit and achieve goals - objectives. Size or criteria that are usually used to classify members of society into a layer are as follows (Soerjono Soekanto, 1982: 231-232) :

a. Size of wealth.

Whoever has the most wealth, is included in the top layer. Such wealth, for example, private cars, the shape of the house in question, shopping habits, how to use clothing and clothing materials used

b. Size of power

Whoever has the greatest authority or authority has the highest level.

c. Size of honor

The most respected and respected person gets the top place. This size is often found in traditional societies. Usually they are old groups or those who have contributed to the community.

d. Size of science.

Science as a measure is used by people who value science. This measure sometimes causes negative consequences, because it turns out that the quality of science is used as a measure, but the degree of scholarship.

As described earlier, a person in the community usually has several positions at once. In relation to the various positions, usually the one who stands out is only one main position. The community only looks at the prominent main position. The position of a person in society based on work, income, level of education and ownership of goods from that person. Whereas socio-economic status is intended as a person's socio-economic position which includes elements namely education, employment, position, income and ownership of valuables owned by a person in a society (Mayor Polak, 1964: 307).

Understanding Interest in Learning

Before we know the interest in learning, we must know the meaning of interest and learning. The word etymology of interest comes from the English "interest" which means love, attention (tendency of the heart to something), desire. So in the learning process students must have an interest or preference to take part in learning activities that take place, because with the presence of interest will encourage students to show attention, activity and participation in learning that takes place. According to Ahmadi (2009: 148) "Interest is the attitude of the soul of a person including the three functions of his soul (cognition, konasi, and emotion), which is aimed at something and in relationships that are strong feelings". According to Slameto (2003: 180), "interest is a fixed tendency to pay attention and remember some activities ". Whereas according to D jali (2008: 121) "interest is the feeling of being more like and feeling of interest in a matter or activity, without being told". Whereas according to Crow & Crow (in Djaali, 2008: 121) said that "interest is related to the style of motion that encourages a person to deal with or deal with people, objects, activities, experiences that are stimulated by the activity itself". it can be concluded that the notion of interest is a sense of attraction,

attention, desire that is more possessed by someone towards something, without any encouragement.

Learning achievement

Perfection is achieved by someone in thinking, feeling and acting. Learning achievement is said to be perfect if it fulfills three aspects, namely cognitive, affective and psychomotor, conversely it is said to be unsatisfactory achievement if someone has not been able to meet the target in the three criteria. Based on the definition of learning achievement, it can be concluded that learning achievement is the level of human acceptance in rejecting and assess information in the teaching and learning process. A person's learning achievement in accordance with the level of success of something in learning subject matter is expressed in the form of grades or report cards for each field of study after experiencing the teaching and learning process. Student learning achievement can be known after a valuation is held. One form of learning achievement that is sought to be achieved through education is the achievement of learning economics. Economics is the science of behavior and human actions to meet their varied needs, and develop with existing resources through choices of production, consumption, and / or distribution activities (Ministry of Religion, 2007: 90).

Research Methodology

1. Learning achievement

The population in this study were all students of Muhammadiyah 1 Mertoyudan Vocational School, amounting to 90 students. More detailed research population can be seen in

TableTable.1 population

Class	The number of students
X	36
XI	23
XII	31
Total	90

The sample in this study were students SMK Muhammadiyah 1 Mertoyudan which amounted to 90 students taken 30% with a calculation of $30/100 \times 90 = 30$, students. The sampling technique in this study is the sampling area. Sugiyono (2006: 59) says cluster sampling technique is a retrieval technique until by determining the area or part. This technique is used if the object to be studied or the data source is very broad. This technique is carried out using stratified random sampling. The sampling technique in this study was done by giving numbers to each class. In accordance with the number of classes there are 3 classes, each class gets sequence numbers 1, 2, and 3. The next step is to take numbers randomly. Class numbers that appear later are used as research samples.

2. Subjek dan Objek Penelitian

- a. Research Subjects The research subjects were the people involved in the research, in this case the subjects of the study were students of Muhammadiyah 1 Mertoyudan Vocational School.
- b. The object of the study included the level of income of parents, the level of interest in student learning achievement and students of Muhammadiyah 1 Mertoyudan Vocational School.

3. Variable research

- a. Parents 'socio-economics, Parents' income

Table.2 Income questionnaires

Income questionnaires	Score
<Rp 400,000,00	1
Rp. 400.000,00 –Rp. 990.000.00	2
Rp. 1.000.000,00 –Rp. 1.990.000.00	3
>Rp.2. 000.000.00	4

Table. 3 Questionnaire for interest in learning

	SS	S	ST	STS
The number of students				
I attended classes in class				

b. Learning Achievement

In this article learning achievement data is obtained from the average report cards.

Findings and Discussion

From the results of the Observation and data collection the following data are obtained.

Table. 4 Research data

No	Social Economy	Learning motivation	Learning learning achievements
1	56	54	75
2	56	56	75
3	60	60	75
4	60	60	75
5	60	60	75
6	66	64	76
7	68	68	76
8	70	70	78
9	70	70	78
10	70	70	80
11	70	70	80
12	70	70	80
13	70	70	80
14	70	70	80
15	70	70	80
16	70	70	80
17	70	70	80
18	70	70	80
19	70	70	82
20	70	70	82
21	72	74	84
22	74	74	84
23	76	76	84
24	76	76	84
25	76	78	84
26	80	80	86
27	80	80	86
28	80	80	86
29	80	80	86
30	80	80	86

Table. 5 Hasil analisis SPSS

Descriptive Statistics			
	Mean	Std. Deviation	N
Learning learning achievements	80.57	3.821	30
Social Economy	70.33	6.789	30
Learning motivation	70.33	7.087	30

Obtained mean from parents' socioeconomic status of 80.87, the mean of learning motivation is 70.33 and the mean of learning achievement is 70.33

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.940 ^a	.884	.875	1.349	.884	102.870	2	27	.000

a. Predictors: (Constant), Motivation to learn, socio-economic

Significance of 0.00 means <0.05 It means a positive relationship between socio-economic status, motivation to learn with learning achievement. R square obtained 0.884 which can be interpreted as a reason that economic status and motivation to learn together are related to learning achievement of 88.4%

Correlations

		Prestasi belajar	social ekonomi	Motifasi belajar
Pearson Correlation	Learning learning achievements	1.000	.936	.940
	Social Economy	.936	1.000	.995
	Learning motivation	.940	.995	1.000
Sig. (1-tailed)	Learning learning achievements	.	.000	.000
	Social Economy	.000	.	.000
	Learning motivation	.000	.000	.
N	Learning learning achievements	30	30	30
	Social Economy	30	30	30
	Learning motivation	30	30	30

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1 (Constant)	44.798	2.787		16.074	.000	39.079	50.516						
Socio-Economy	.036	.377	.065	.097	.924	-.736	.809	.936	.019	.006	.010	104.218	
Learning motivation	.472	.361	.876	1.309	.202	-.268	1.212	.940	.244	.086	.010	104.218	

a. Dependent Variable: Prestasi belajar

Conclusion

By looking at the SPSS table and using the formula above, it can be concluded that the effective contribution of the Socio-Economic Status of parents with learning achievement is 6.05% and the Effective contribution of learning Motivation with school achievement of 82.33%. Thus the unidentified relationship factor is $100\% - 88.4\% = 11.62\%$.

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