

The Socio-Economic Status of Old People Against Student Achievement in Class Ten at SMA Manufui, Kecamatan Biboki Selatan, Kabupaten Timor Tengah Utara

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Abstract. The socioeconomic status of parents plays a role in improving student achievement because parents are the first social group in human life where they learn and claim themselves as social beings in the relationship they interact with their group. Parents with high parental status must have time to spend with the child and parents with low parental socioeconomic status must also provide learning facilities for the child. Children must also use the learning facilities provided by their parents properly, to increase their learning achievement. The purpose of this study was to determine the effect of the socioeconomic status of parents on the learning achievement of senior grade students in SMAN Manufui, Kecamatan Biboki Selatan, Kabupaten Timor Tengah Utara. This research is quantitative. The sample used in this study is the technique of total sampling and the population is the entirety of the tenth-grade students in SMAN Manufui, Kecamatan Biboki Selatan, Kabupaten Timor Tengah Utara with 101 students. The data collection instruments were documentation of student achievement and a questionnaire on the socioeconomic status of parents. Hypothesis testing uses a simple linear regression test. The results showed that there was an influence between the socioeconomic status of parents on student achievement with a significant value of t (p) of $0.005 < 0.05$, with an R Square value of 12.6 %, while the rest was influenced by other factors.

Keywords: Parents' Socio-Economic Status, Learning Achievement.

Abstrak. Status sosial ekonomi orang tua sangat berperan dalam meningkatkan prestasi belajar siswa karena orang tua merupakan kelompok sosial pertama dalam kehidupan manusia dimana ia belajar dan menyatakan diri sebagai makhluk sosial didalam hubungan berinteraksi dengan kelompoknya. Orang tua dengan status orang tua tinggi harus punya waktu bersama dengan anak dan orang tua dengan status sosial ekonomi orang tua rendah juga harus menyediakan fasilitas belajar bagi anak. Anak juga harus menggunakan fasilitas belajar yang disediakan oleh orang tua dengan baik, agar dapat meningkatkan prestasi belajar. Tujuan dari penelitian ini untuk mengetahui pengaruh status sosial ekonomi orang tua terhadap prestasi belajar siswa kelas X di SMA Negeri Manufui Kecamatan Biboki Selatan Kabupaten Timor Tengah Utara. Penelitian ini adalah penelitian kuantitatif. Sampel yang digunakan dalam penelitian ini adalah teknik *total sampling* dan populasi yang diambil dalam penelitian ini adalah keseluruhan dari siswa kelas X di SMA Negeri Manufui Kecamatan Biboki Selatan Kabupaten Timor Tengah Utara dengan jumlah 101 siswa. Instrumen pengumpulan data adalah dokumentasi prestasi belajar siswa dan angket status

sosial ekonomi orang tua. Pengujian hipotesis menggunakan uji regresi linear sederhana. Hasil penelitian menunjukkan bahwa terdapat pengaruh antara status sosial ekonomi orang tua terhadap prestasi belajar siswa dengan nilai signifikansi (p) sebesar $0.005 < 0.05$, dengan nilai R^2 12,6%, sedangkan sisanya dipengaruhi oleh faktor lain

Kata Kunci : *Status Sosial Ekonomi Orang Tua, Prestasi Belajar.*

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Introduction

Students are a group of members of a society that is growing and developing. Students have various potentials, interests, needs, social, emotional, personal, and physical abilities. These potentials need to be developed through the learning process in schools. Learning is a process that cannot be separated from human life. According to Na Dawati (2013), learning is caused by a change in behavior in a person who is relatively sedentary as a result of practice and experience. According to Gagne (Ratnawati, 2018), learning is also a process to gain motivation in increasing knowledge and skills to improve student learning achievement.

The learning process that has been carried out can be seen from the learning achievement through the evaluation results. According to Tirtonegoro (Sudarwanto, 2018), learning achievement is the result of measuring and assessing learning efforts expressed in numbers, letters, and sentences that can reflect the results achieved by each individual in a certain period. Learning achievement is also a result obtained in the form of impressions that result in changes in the individual as a result of learning activities (Kusuma, 2017) Students who have an effort in learning must be different from each student. However, these differences are caused by several factors, one of which is the socioeconomic status of the parents (Slameto, 2010).

The socioeconomic status of parents has an important role in children's education. Parents who have high socioeconomic status will have wider opportunities to meet all the needs of their children, which may not be fulfilled by parents with low socioeconomic status

(Anwar, 2016). The socio-economic conditions of parents also have a very big influence in increasing children's learning achievement, the condition of the parents' socioeconomic status is sufficient, providing wider opportunities for children to develop their potential through education. Meanwhile, children with low socioeconomic status will experience obstacles in continuing their education. Also, according to Suminah (2016), the level of socioeconomic status will affect the quality of education and the process of implementing children's education. Furthermore, Rahayu (Nurmasari, et al, 2016) stated that the indicators used to measure the socioeconomic status of parents are education, type of work, income, ownership of valuables, expenses, and fulfillment of needs.

Based on the results of a pre-research interview with a teacher who served as a student in SMAN Manufui, Kecamatan Biboki Selatan, Kabupaten Timor Tengah Utara on Tuesday, May 14, 2019, at 9:30. The teacher said that students whose parents have low socioeconomic status are more diligent in going to school, doing assignments, attend school on time, and make good use of the facilities provided at school. Students from their low socioeconomic status are more motivated in learning even though the learning facilities provided at home are incomplete but since they have the learning motivation, they can excel, compared to students whose parents are of high and medium socioeconomic status. All learning facilities at home are well-provided for the students whose parents are of high and medium socioeconomic status. However, these students tend to be lazy to go to school, have no motivation to do assignments, be late to school, and often create problems at school. This is due to the lack of support and attention from parents because their parents are busy with work and business.

Based on the interviews of three students of class ten at SMAN Manufui, Kecamatan Biboki Selatan, Kabupaten Timor Tengah Utara of student socio-economic status of parents is high, student socioeconomic status and students' parents were socio-economic status of parents is low. Students of high and moderate socioeconomic status say that all their school needs are met, both at home and at school. But because of environmental and social factors that can make them wrong to use the money and facilities provided by parents, as well as facilities provided at school. Students from high and medium socioeconomic status also said that the lack of attention and interaction in the family was due to their parents' busy work and business, so they did not have time to pay attention to their learning achievement or

give them motivation. This makes students are unable to obtain higher learning achievement, and often creates problems at school.

Students with low socioeconomic status said that the school facilities that were needed were not fulfilled, but students used the learning facilities provided in the school library. Students from low socioeconomic status have an effective study time, thus they obtain a better learning achievement. The factors that cause students from low socioeconomic students are, there is support from family and motivation. With the condition of the parents' low socioeconomic status, students are motivated to learn to get achievements and can raise their parents. Although his parents work as farmers they still have the opportunity to send their children to school. Students with low socioeconomic status have very high aspirations so that in the future, they may change the socioeconomic status of their families.

According to Wirawan (2018), the socioeconomic status of parents is sufficient, providing wider opportunities for children to develop their potential through education. Besides, the results of research conducted by Hadia (2018) show that there is a positive influence on the socioeconomic status of parents on student achievement. However, based on the phenomenon that occurred in SMAN Manufui, Kecamatan Biboki Selatan, Kabupaten Timor Tengah Utara, based on preliminary information obtained from school data and the results of interviews with student subjects, it was revealed that out of twenty-seven students, there was only one student who has parents with high socioeconomic. But there actually lot of students that come from lower socialeconomic status that reach the top five in the class. This shows that there is a difference between the results of Hadia's research (2018) and the facts in SMAN Manufui, Kecamatan Biboki Selatan, Kabupaten Timor Tengah Utara.

Until now, students with high parental socioeconomic status in SMAN Manufui, Kecamatan Biboki Selatan, Kabupaten Timor Tengah Utara have achieved very low learning achievement, even though their parents' socioeconomic status is at the top of the highest level. Meanwhile, students with lower parental socioeconomic status were more successful. This is what makes the authors interested in researching "The Effect of Parents' Socio-Economic Status on Student Achievement in Class Ten at SMAN Manufui, Kecamatan Biboki Selatan, Kabupaten Timor Tengah Utara".

The purpose of this study was to see the socioeconomic status of parents, the academic achievement of tenth graders and to determine the effect of the parents' socioeconomic status on the learning achievement of senior graders in SMAN Manufui, Kecamatan Biboki Selatan, Kabupaten Timor Tengah Utara.

Method

This research used a type of quantitative research method because the analysis is on quantitative data (numbers) that are collected through measurement procedures and processed by statistical analysis methods, (Azwar 2010). The analysis in this study used a simple linear regression test. That is to find out the effect of parents' socioeconomic status on student achievement in tenth grade at Manufui State Senior High School, Biboki Selatan District, North Central Timor Regency. A sampling of this study using the technique of total sampling that is the number of the relatively small population so that the number of MPEL is taken, based on population as a whole, (Sugiyono 2018). The total sample was used as subjects in the study were 101 ten graders in SMA Manufui South Biboki District of North Central Timor.

The data collection technique used was a questionnaire for the variable of parents' socioeconomic status, and documentation for the tenth-grade student achievement variable. The type of questionnaire used is a closed questionnaire. A closed questionnaire is a questionnaire in which there are alternative answers that have been determined by the researcher. The answer can be in the form of yes or no, or multiple choices so that the respondent cannot fill in their answer (Sugiyono 2018). The variable of parents' socioeconomic status consists of 5 indicators, 7 sub-indicators, and 28 questions. The data processing technique in this study uses a computer that includes editing, coding, entry, and cleaning. Furthermore, the researcher conducted a validity test and a reliability test on the variables of the socioeconomic status. With the results of all validity tests declared valid with a correlation value of $r \geq 0.30$ and the results of the reliability test of Cronbach's alpha value 0.912.

Result

Data on the calculation of the description of the subject of research by Category social status of parents and student achievement can silica in Table 1 below

Table 1.

[Categorization of parents' socioeconomic status and student achievement]

Category	Parents' socioeconomic status	(%)	Student achievement	(%)
High	24	23.8	10	10
Moderate	65	64.3	68	67.3
Low	12	11.9	23	22.7
Total	101	100	101	100

Based on the table above, it is known that the high socioeconomic status of parents is in the medium category of presentation with 64.3 %. Furthermore, high student achievement is in the medium category with a presentation of 67.3 %.

Table 2

[simple linear regression test]

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	T	Sig.
1	(Constant)	119,982	20,071		5,978	.000
	Socio-Economic Status of the Elderly	.477	.162	.355	2,939	.005

Hacyl analysis of the data shows a constant value of 119,982 and a predictor regression coefficient of 0.477 and the value of t arithmetic amounted to 2,939 and t table amounted to 1,669, which means that $t_{count} > t_{table}$ with significant values (p) of $0.005 < 0.05$, which proves that there is an influence between the socioeconomic status of parents on student achievement.

Discussion

Based on the results of research on the influence of parents' socio-economic status, trade major students' achievement, it is known that the socio-economic status of parents has a significant influence on student achievement. Through a simple linear regression analysis, the known value of t arithmetic amounted to 2,939, and t table amounted to 1,669, which means that $t_{count} > t_{table}$ so that it can be concluded that the variable socioeconomic status of parents influences student achievement. The results of this analysis are by following per under research from Kusuma (2017), which states that the socioeconomic status of parents has a significant effect on student achievement. Besides, the results of this analysis are also by following per under research from Anwar (2016) which states that the economic status of parents affects student achievement.

The state of the socioeconomic status of parents can play a role in improving student achievement because parents are the first social group in human life where they learn and claim themselves as social beings in interactions with humans. Also, according to Sumina (2016), the high and low socioeconomic status will affect the quality of education and the process of implementing children's education. But there are also students from high parental socioeconomic status who do not have good learning achievement because they are influenced by external factors.

Table models Summary shows that the value of R (correlation) of 0.355 which means that there is a correlation between the variables of socio-economic status of parents with student achievement while, (R^2) of 0.126 illustrates that the variable socioeconomic status of the parents contribute very low at 12.6% of student achievement, while the remaining 87.6% is influenced by other variables. The results of this study are reinforced by research by Nurwahida (2017) which concludes that there is a relationship between the socioeconomic status of parents on student achievement with a very low category correlation. The percentage of parents' socioeconomic status affected student achievement by 13.5%, while the rest was influenced by other factors.

Other factors that can affect the socioeconomic status of parents are basic needs, such as food, clothing, etc. Moreover, parents with high socioeconomic status are busy with work so that they do not have time to motivate and pay attention to children's learning activities at home. Learning facilities such as study rooms, tables, chairs, lighting, stationery, books,

and others. Learning facilities can only be fulfilled if the family has enough money, interests, intelligence, and intellectual talent Slameto (2010).

Conclusion

Based on the data analysis, there is a significant relationship between the parent's socio-economic statuses with student achievement in SMAN Manufui Kecamatan Biboki of Timor Tengah Utara, with the coefficient of determination R square 0.126 or 12.6%.

Suggestion

What can be proposed from this research is that students who receive lack of attention must also learn to use the facilities that are provided at school or home to improve learning achievement. Parents are expected to provide motivation, keep children from environmental influences, control the learning process, and also give a positive influence on children so that children can improve their learning achievement. Furthermore, the teachers are also expected to motivate students, tutor all students regardless of their socio-economic status of parents. Eventually, further research can develop similar research by including other variables that have not been examined in this study.

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