

The influence of parents' socioeconomic status on the learning outcomes of 4th grade students at UPT SPF SDN Baddoka Makassar City

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Abstract: The Influence of Parents' Socioeconomic Status on the Learning Outcomes of 4th Grade Students at UPT SPF SDN Baddoka, Makassar City. This research aimed to determine the influence of parents' socioeconomic status on the learning outcomes of 4th-grade students at UPT SPF SDN Baddoka, Makassar City. The study used a quantitative research design with an ex post facto type of research. The population of this study consists of all students in class IVa at UPT SPF SDN Baddoka, Makassar City, totaling 28 students, while the sample comprises 20 students from class IVa using a non-random sampling technique (purposive sampling). Data collection techniques and instruments used are questionnaires and documentation, in the form of student learning outcomes, to identify the influence of parent's socioeconomic status on students' learning outcomes. Data analysis techniques include descriptive statistical analysis and inferential statistical analysis (normality test, linearity test, and hypothesis test). The result of the t-test calculation shows a significant value of parent's socioeconomic status at $0.003 < 0.05$ ($3.025 > 2.101$), which means that H_0 is rejected, and H_a is accepted, indicating that there is an influence of parent's socioeconomic status on the learning outcomes of 4th-grade students at UPT SPF SDN Baddoka, Makassar City. In conclusion, parent's socioeconomic status has a positive and significant influence on students' learning outcomes.

Keywords: Socioeconomic Status of Parents and Learning Outcomes

PRELIMINARY

Education is one of the crucial variables in a person's daily life. It enables individuals to enhance their knowledge, skills, potentials, and develop good character. The government also pays exceptional attention to education in Indonesia to cultivate the nation's educational potential by preparing phenomenal and high-quality human resources. In line with the objectives of education as outlined in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System (SISDIKNAS), "Education is a conscious and planned effort to create a learning environment and

learning process, enabling learners to actively develop their spiritual strength, religiosity, self-control, personality, noble character, as well as skills acquired for themselves, society, nation, and state" (Hamzah, 2020).

One of the goals of seeking information is to achieve the highest possible learning achievement according to one's abilities. The expansion of learning achievement obtained by an individual can be estimated from the results of their learning outcomes. School, as an appropriate institution, serves as a learning method to achieve this instructional goal. According to Slameto, "Learning is a process of effort undertaken by an individual to acquire new behavioral changes as a result of their own experiences in interacting with their environment, as a result of their own experiences" (Johnson, 2019). The individual's ability to master the material at the previous level can be measured using the learning outcomes obtained by the individual at a certain educational level (Anita, 2015).

Exceptional learning outcomes are only achieved through well-developed experiences. If the evolving experiences are not ideal, expecting good learning outcomes becomes truly challenging. According to Nana Sudjana, "Learning outcomes are the desired changes in student behavior that become apparent after students take the opportunity to develop (education and educational experiences)" (Supriyanto, Aminuyati, 2014). Learning outcomes are the results obtained by learners in their educational experiences, encompassing aspects laden with emotions, mental, or psychomotor aspects. Hartatiek states that when a person transitions from being incapable to capable, it can be considered learning (Fahrurrozi et al., 2022). The learning outcomes demonstrate the success of students in understanding and applying the acquired illustrations, as evident from various assessments provided. As stated by Khosmas, every student undergoing formal education undoubtedly aspires to achieve good learning outcomes because good learning outcomes can help them reach their desired goals (Supit, Neisy; Gosal, 2023).

According to Soerjana Soekanto, "status" is characterized as an individual's place or position within a group, relative to others within that group or where a group stands in relation to other groups within a much larger group. On the other hand, economic well-being is characterized as an individual's position in daily life in the eyes of the public, equal to others in terms of their social climate, achievements, privileges, and commitments (Anggun Intan Leksana, 2020).

The socioeconomic status of parents is one of the external factors that influence learning. According to Ahmadi and Supriyono, this can have negative impacts on the well-being of affluent parents, but it indirectly benefits their children by ensuring that all their needs are met and they have access to the resources they require. Parents living in financially adequate conditions and experiencing less central pressure, such as attaining a satisfying life, can give further consideration to their children's education when they are not distressed by basic human needs (Rosit, 2021).

The same thing was expressed by Bahar that children from middle-class families usually receive more good direction and guidance from their parents (Mukhlis et al., 2020). Juariah also revealed that the economic status of parents has several indicators that can be estimated, including through the level of education that has been or is being sought alternately, the type of job, the level of salary consistently or yearly, and the current position involved (Trinova et al., 2021).

Sanderson revealed that socioeconomic status is the presence of a group depicted in a particular society, where individuals have varying abilities, honors, and dignities (Israel et al., 2021). According to Winkel, socioeconomic status is understood as the importance of a condition that reflects a family's financial capability and material possessions (Syah, 2019). Conversely, according to Slameto, if a child lives in an economically disadvantaged family, their basic needs become difficult to fulfill, disrupting the child's well-being and consequently interfering with their learning. This can lead to a constant feeling of pity for the child, making them feel inferior compared to their peers, thus slowing down their learning process and ultimately affecting their academic achievements (Istikomah, 2014).

According to Malo, he defined socioeconomic status as "a socially controlled place that situates individuals in certain situations within a specific social construct in the eyes of the public. The recognition of this position is also combined with the arrangement of freedoms and other commitments played by the status holder" (Wulandari, 2016). In line with this explanation, Ralph Linton defined social status as a set of privileges and commitments possessed by an individual locally. Individuals with higher social positions will be assigned higher positions in the social design compared to individuals with lower economic well-being (Taluke et al., 2021).

According to Susanto, one of the indicators of a person's socioeconomic status includes: 1) the type of house they occupy; 2) the area or neighborhood they reside in; 3) their occupation or profession; and 4) their source of income or earnings (Syahdan, 2020). Restian stated that "the socioeconomic status of parents includes the educational level of parents, parents' occupation, and parents' income" (Syamsuriana et al., 2022). Soekarto sets expectations or minimum rules to characterize the different parts of society in social strata, which encompass standards of wealth, power, honor, and knowledge (Primadanti, 2021). Soerjono Sukanto used criteria such as wealth, power, honor, and knowledge as measures commonly used to classify socioeconomic status (Dg. Tapalak, 2019). Based on these explanations, the researcher is interested in conducting a study to investigate the extent of the influence of parental socioeconomic status on students' learning outcomes in elementary schools.

Based on the explanation above, the author is interested in conducting research with the title "The Influence of Parent's Socioeconomic Status on the Learning Outcomes of Fourth Grade Students at UPT SPF SDN Baddoka, Makassar City." This research aims to determine whether there is an influence of parent's socioeconomic status on the learning outcomes of fourth-grade students at UPT SPF SD Negeri Baddoka, Makassar City.

METHOD

An ex-post facto research design with a quantitative type was used in this study. It is called ex-post facto because the facts collected already exist and are proven to analyze the circumstances and logical consequences of relationships that are not controlled or treated (Islamiyah, 2022). This study examined the relationship between parents' socioeconomic status (X) and student learning outcomes (Y).

The population in this study were all students of class IVa at UPT SPF SDN Baddoka Makassar City while the sample in this study was 20 students of class IV using a non-random sampling technique (purposive sampling). According to Arikunto "purposive sampling" is a sampling technique based on certain considerations (Lestarini, 2019). Data collection techniques and instruments used are questionnaires and documentation where the questionnaire is a closed questionnaire that has been equipped with alternative answers and validity and reliability tests have been carried out. Data

analysis techniques using descriptive statistical analysis techniques and inferential statistical analysis techniques (normality test, linearity test, and hypothesis testing) (Kartika, 2019).

RESULTS

This study took a sample of students at UPT SPF SDN Baddoka Makassar City with a total sample size of 20 children.

Table 1 Research Sample

Gender	Amount	Percentage
Woman	8 people	40%
Man	12 People	60%
Amount	20 People	100%

Source: Processed primary data, 2023

Based on the table above, it can be seen that the majority of respondents were male, 12 people or 60% and the rest were female respondents, with 8 people or 40%. Based on the results of research that has been carried out by researchers in the form of questionnaires and test scores to determine student learning outcomes, the researchers conducted several tests using SPSS.

Data collection is done by distributing questionnaires. The number of questionnaires distributed was 20. From the questionnaires that had been filled in by the respondents, data on the socio-economic status of the parents were obtained. The information presented in this study is obtained from questionnaires, specifically as a summary of explanations related to the researched factors, particularly the financial status of parents and the learning outcomes of fourth-grade students at UPT SPF SDN Baddoka, Makassar City.

Table 2 Distribution of Frequency and Percentage of Learning Outcome Scores

No.	Class Value Intervals	Frequency	Percentage (%)	Category
1	85 – 100	11	55%	Very high
2	65 - 84	9	45%	High

3	55 - 64	0	0.00	Medium
4	35 - 54	0	0.00	Low
5	0 - 34	0	0.00	Very low
Total		20	100	

Source: *Processed Results of Questionnaire Analysis Data, 2023*

Based on Table 2, it can be seen that the learning outcomes of students fall into the "very high" category for 11 respondents (55 percent) and the "high" category for 9 respondents (45 percent). According to the researcher's observation, it can be concluded that the parents of the students are considered capable of addressing their children's issues and supporting their education to further enhance the student's learning outcomes.

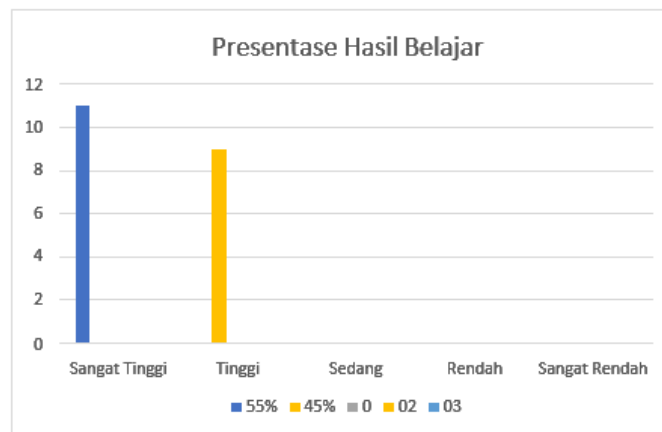


Figure 1. Bar Chart of Student Learning Outcomes

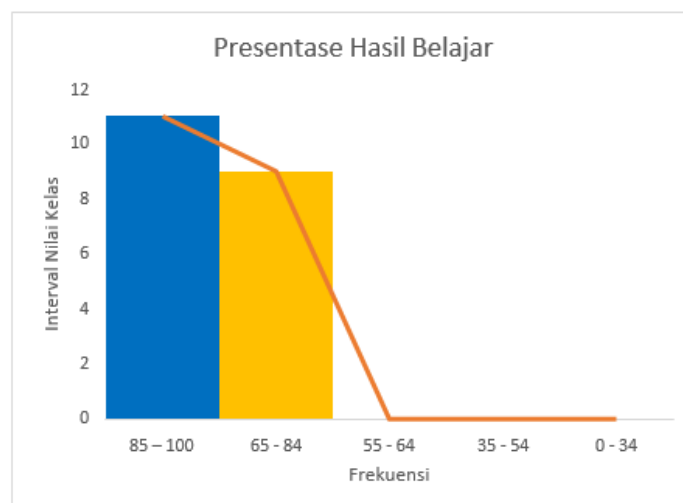


Figure 2. Histogram of Student Learning Outcomes

To make it easier for readers to understand the results of the research and find out the socio-economic status of parents, the indicators of the social status of parents are in the form of a diagram as follows:

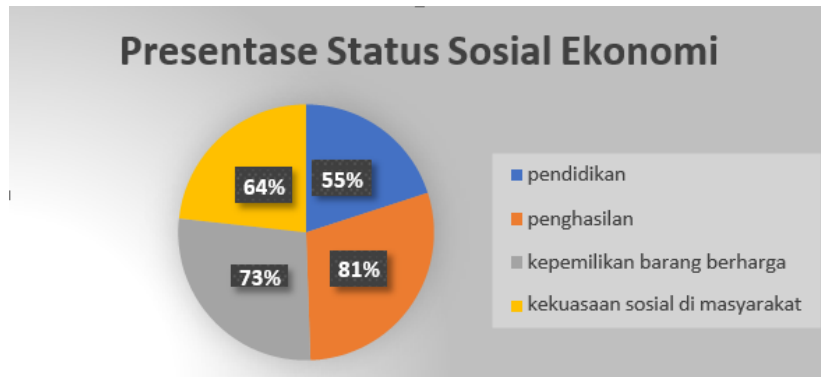


Figure 3. Percentage Diagram of Socioeconomic Status

The test results are through simple linear regression analysis whose goal is to determine the effect of the independent variable (x) on the related variable (y). Based on calculations using SPSS 21 for Windows according to the following table:

Table 3 Simple Linear Regression Test

Model		Coefficients		standardized Coefficients	t	Sig.
		B	std. Error			
1	(Constant)	16,846	4,121		4,088	,000
	Socioeconomic Status	.297	.098	.338	3025	003

Source: SPSS 21 for Windows Data Processed, 2023

The simple regression equation can be seen as follows from the results of the regression analysis: $Y = 16.846 + 0.297X$

The above equation can be interpreted as follows:

a) Consistent/block (a) or the convergence point for the situation above is 16.846, which means that assuming the socioeconomic status variable is seen as fixed or unchanged, student learning outcomes increase by 16.846.

b) The value of the beta coefficient on the financial status of the guardian is 0.297. In this table, it tends to be seen that the financial status variable of the guardian (X) has a significant effect on learning outcomes (Y) with a coefficient value of 0.297. The figure obtained shows how much additional learning achievement is for each additional guardian's financial status.

Furthermore, the purpose of the t-test is to determine whether there is a partial influence of the independent variable (x) on the dependent variable (y). If the sig value < 0.05 or $t \text{ count} > t \text{ table}$, then there is the influence of the x and y factors. Variables x and y have no effect if the sig value is greater than 0.05 or tcount is smaller than ttable. The certainty of the experimental results (recognition/removal of H_0) must be made possible by comparing the T-count and T-table or it can also be seen from the importance value. The test standard used is H_0 to know whether $Tcount < Ttable (\alpha/2, Nk-1)$, $sig \geq 5\%$. H_a is known if $Tcount > Ttable (\alpha/2, Nk-1)$, $sig \geq 5\%$. The consequences of fractional speculation testing involving SPSS 21 for Windows can be seen in the following table:

Table 4 Partial Test (T Test)

Coefficients						
Model		Unstandardized		standardized	t	Sig.
		Coefficients		Coefficients		
		B	std. Error	Betas		
	(Constant)	16,846	4,121		4,088	,000
1	Social status Parental Economics	.297	.098	.338	3025	003

Source: SPSS, Processed Data, 2023

Based on the table, we can see the T-count value and the large value obtained for each variable. To conclude by accepting or rejecting H_0 , we first need to determine the

T-table value. The degrees of freedom (df) and the significance level used will determine this value. By using a critical degree of 5% and price (df) = $nk-1 = 20-1-1 = 18$. With these conditions obtained t-table 2.101. The consequences of the t test are as follows:

$$T \text{ table : } t_{t} (\alpha / 2 : nk-1) = t_{(0.05/2 : 20-1-1)} = t_{(0.025 : 20-1-1)} = t_{(0.025 : 18)} = 2.101$$

Socioeconomic Status Variable (X) with a regression coefficient of 0.297 shows T-count (3.025) > T-table (2.101) while the significant value of parents' socioeconomic status is 0.003 which is less than the significant level of 0.05 so H_0 is rejected and H_a is accepted. Thus, the variable of parents' socioeconomic status partially influences student learning outcomes at UPT SPF SDN Baddoka Makassar City.

DISCUSSION

The results of a simple linear regression analysis were used to test the hypothesis that parents' socio-economic status has a positive and significant influence on student's academic achievement at UPT SPF SD Negeri Baddoka, Makassar City. This implies that the higher the parent's financial status, the higher the students' academic achievement. An impressive study indicates that the average level of student welfare at UPT SPF SDN Baddoka, Makassar City, is classified as very high. This is based on fairness and equity in the school, salary levels, responsibilities, and social strength in the public arena. Student achievements can increase proportionally with parental income and educational level. This is consistent with Bahar's belief that children from middle to upper-class families usually receive better guidance and support from their parents (Mukhlis et al., 2020). Children will receive guidance, direction, and adequate facilities, which will stimulate their intellectual growth, leading to improved academic achievement for the students themselves.

On the other hand, students from low socioeconomic status families tend to have lower academic achievements as well. This is consistent with what Slamento mentioned, that if a child comes from a poor family, it will be difficult to meet the basic needs of the child, which can affect the child's health and hinder their ability to learn. Other children may also be constantly affected by sadness, making them feel inferior compared to their peers. This, of course, will affect the child's learning ability and ultimately influence their academic performance in school. (Istikomah, 2014). The close relationship between

socioeconomic status and academic performance is influenced by the availability of students' learning needs. Parents with higher incomes can afford to provide the necessary learning resources for their children. On the other hand, students from low socioeconomic status families may not be able to access adequate learning resources. Additionally, their attention may be disrupted by their family's financial situation.

After the researchers conducted the test using the t test, the results were obtained: If the sig value < 0.05 or t count $> t$ table, there is an influence of the x and y variables. If the sig value > 0.05 or tcount $< t$ table, then there is no effect of the x and y variables. With the test criteria used, H_0 is accepted if t-count $< t$ -table. H_a is accepted if t-count $> t$ -table. sig. value t count is 3.025 and sig. t table is 2.101, so that means H_0 is rejected and H_a is accepted. Thus, the variable of parents' socioeconomic status partially influences student learning outcomes at SD UPT SPF SDN Baddoka Makassar City.

This is in line with the results of research from (Sari, 2017) there was an influence between the social status of parents on the learning outcomes of class III A MIN Kedungguwo Sukomoro Magetan from the results of simple linear regression calculations which show a significant level of 5%, $F_{count} = 56.60$ and $F_{table} = 4.26$ then $F_{count} > F_{table}$ so that H_0 is rejected/ H_a is accepted. So, it can be stated that there is an influence of parents' socioeconomic status on the mathematics learning outcomes of class III A MIN Kedungguwo Sukomoro Magetan academic year 2016/2017 (Fahrurrozi et al., 2022).

This is also consistent with the findings from the hypothesis testing using SPSS version 18, where it is revealed that the constant value obtained for parental socio-economic status is -26.049. This implies that when parental socio-economic status is 0, the academic achievement will have a negative value of -26.049.

The regression coefficient of the variable parents' economic status is 2,274, meaning that if the parent's economic status increases by one unit, the learning outcomes will increase by 2,274 units. The coefficient is positive, meaning that the relationship between parents' economic status and learning outcomes is positively accepted. So in this regression autocorrelation is not found or there is no autocorrelation in the regression model so student learning outcomes for Social Studies at MTs Raden Fatah for the 2019/2020 school year have increased by 74% (Rosit, 2021).

Parents' socioeconomic status has a positive and significant effect on student learning outcomes, according to the findings of this study. This suggests that the higher the students' academic achievement, the more capable they are of directly applying their knowledge

to their daily lives. It can also be interpreted that the academic achievements attained by students serve as exemplary values and contribute to changes in mentality and behavior. Recent facts from this study indicated that students with high academic achievement or who have good psychomotor mental and emotional abilities also have good abilities. because students with good grades can apply their knowledge well and, in this case, act more rationally.

Students who only have poor learning environments are ready to utilize the available facilities. In essence, one of the factors that can influence students' academic achievement is their parent's socioeconomic status. Financial status encompasses the level of education, monthly income of parents, responsibilities, and local social circumstances perceived by specialists. These four aspects are used as indicators in the research.

If students come from a financially stable background, their chances of accessing a conducive learning environment at home are significantly higher. As a result, the more favorable the financial status of the parents, the more likely it is that students will have a well-equipped learning space at home, leading to increased motivation and engagement in their educational experiences. Consequently, this will result in improved academic performance.

The results of this research align with the views of Slameto, who proposed that academic achievement is influenced by two factors, specific internal variables within the students themselves (such as physical and mental aspects) and external factors from outside the students, such as family, school climate, and local environment (Pambayun et al., 2020). This is consistent with what Karwati expressed, where parents with good financial status can influence the family's daily needs, including meeting the educational needs of their children (Syakoer, 2022). This perspective is also supported by Gerungan's belief that positive family dynamics have a beneficial impact on children's progress. With the assumption that adequate financial resources broaden the material environment seen

by children in the family, they have more opportunities to develop various skills that would be limited without such a framework (Chotimah et al., 2017).

CONCLUSION

Based on the results of research on the influence of parents' socioeconomic status on the learning outcomes of fourth-grade students at UPT SPF SDN Baddoka Makassar City, it can be concluded that the socioeconomic status of parents has a positive and significant effect on the learning outcomes of fourth-grade students at UPT SPF SDN Baddoka Makassar City. This can be seen from the results of calculating the data using the t test obtained a significant value of socio-economic status of $0.003 < 0.05$ ($3.025 > 2.101$) so that H_0 is rejected and H_a is accepted, which means that there is an influence of parents' socioeconomic status on learning outcomes of fourth-grade students at UPT SPF SDN Baddoka Makassar City.

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