

Socioeconomic Influence of Parents on Learning Achievement of PPKn Students of Class XI SMKS Ekatama Pekanbaru

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Abstract

This research is motivated by a learning process that cannot be separated from the need for facilities and infrastructure. These needs will be fulfilled properly if the parents' economic situation is also good. With sufficient needs, it is hoped that the learning process can run smoothly, thus having an impact on learning achievement, one of which is ppkn. The purpose of this study was to determine the socioeconomic influence of parents on student learning achievement. The research was carried out at SMKS Ekatama Pekanbaru using the survey method. The results of the study were that there was a positive and significant socioeconomic influence of parents on the learning achievement of ppkn students of class XI SMKS Ekatama Pekanbaru by 19.2%. Then the f test obtained Fhitung of 7,109 and ftabel 4.16 which showed that Fhitung \geq ftabel, so Ho was rejected and Ha was accepted which means that variable X affects variable Y.

Keywords: Influence, Socioeconomic Parents, Student KDP Learning Achievement



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INTRODUCTION

Education is essentially an effort to develop the potential of human resources. Education makes an important contribution to the self-actualization of each individual, and the level of education is closely related to social levels. In accordance with Mukmin's statement (2018: 34) that various studies use the highest level of human education as an indicator of social status. Therefore education, one of which is from the family, is a factor in shaping social interaction which is then implemented in society.

The means for carrying out these interactions in formal education is school. School is a social institution, in which there are individual associations such as students and teachers who interact with each other, especially from the teacher, because the teacher is someone whose role is to change student behavior, for example what happens to students in forming social layers. This layer arises due to the interaction itself in society. That is why, if these individuals interact intensely in the long term, then indirectly between individuals and others are placed in levels. Levels can be divided into categories of wealth, economy, education and social status.

Socio-economic status is a person's position in a group based on income, education, type of economic activity, type of residence and position in the organization (Abdulsyani, 2014: 23). All of these things will affect children, where children need facilities in learning. Therefore, the socio-economic status of parents in education can support the financial needs of children in learning at home or school. Families with low socioeconomic tend to be indifferent and think about how to meet their basic needs so that student achievement is low, this is reinforced by Gibbs' opinion (in Santrock, 2014: 536) that students who come from middle-income families have better academic achievement than students from low-income families, and vice versa. So that the attention of parents in their children's education is

reduced and their learning achievement is low, one of which is Civics lessons. Based on Article 37 (1) and (2) of the National Education System Law No. 20 of 2003, Citizenship Education and Pancasila (PPKn) are subjects in formal education at all levels starting from elementary, junior high, high school/vocational high school and even tertiary institutions in Indonesia.

Learning achievement is the result obtained from learning which is followed by student changes in forms, symbols, numbers, letters and sentences as a measure of student success according to established standards and becomes a benchmark for students in thinking or acting (Rosyid, 2019: 9). So, learning achievement is an internal factor that most influences student learning success. While socio-economic are external factors that influence student success in learning.

Based on the explanation from the PPKn teacher, Riza Lestari S.Pd, that class XI has low learning achievement. One of them is caused by the socio-economic status of their parents. Where the initial data was obtained that the majority of parents worked as entrepreneurs (47%), then parents' income was <Rp. 1,500,000 (46.9%) and student civics learning achievement was included in the sufficient category of 20 people (62.5%). In line with previous research by Tapalak, 2019 that there is a positive and significant influence of parents' socioeconomic status on student achievement at SMPN 3 Selayar Islands. Reinforced by Chotimah's research (2018: 123) that parental involvement is an important factor in increasing student learning achievement. Where parents try to meet student learning facilities so that students will be eager to learn so that learning achievement increases. Therefore, it is hoped that parents can meet the needs of students so as to increase their learning achievement, one of which is Civics. Based on this explanation, the authors are interested in conducting research with the title: Socio-Economic Effects of Parents on Civics Learning Achievement of Class XI Students of SMKS Ekatama Pekanbaru.

RESEARCH METHODS

This research is a quantitative research. The population in this study were 32 class XI students at SMKS Ekatama Pekanbaru for the academic year 2022/2023, so that all of them were used as samples or called total sampling. The research design used was parents' social economy as the independent variable (X), while students' civics learning achievement was the dependent variable (Y). Observation data collection procedures, questionnaires, and documentation. Observation is used as a data collection method in observing the socio-economic conditions of parents. Then the questionnaire consists of 15 questions with the answers of all respondents being scored based on a rating scale, namely choosing one of the answers provided (Sugiyono, 2019: 151). Finally, documentation to obtain data on the cognitive domain values of PPKN class XI students, in addition to obtaining the identity of the educational institution, history, and vision and mission of SMKS Ekatama Pekanbaru.

RESEARCH RESULTS AND DISCUSSION

Research Result

This research was carried out at SMKS Ekatama Pekanbaru by giving 15 questions to respondents. Recapitulation of respondents' answers to socio-economic variables can be seen as follows:

Table 1. Respondents' Answers

No.	A		B		C		D	
	F	%	F	%	F	%	F	%
1	15	46,9%	7	21,9%	4	12,5%	6	18,8%
2	27	84,4%	2	6,3%	2	6,3%	1	3,1%

3	6	18,8%	6	18,8%	17	53,1%	3	9,4%
4	5	15,6%	8	25,0%	16	50,0%	3	9,4%
5	1	3,1%	2	6,3%	24	75,0%	5	15,6%
6	0	0%	7	21,9%	1	3,1%	24	75,0%
7	4	12,5%	0	0%	4	12,5%	24	75,0%
8	4	12,5%	8	25,0%	8	25,0%	12	37,5%
9	5	15,6%	13	40,6%	6	18,8%	8	25,0%
10	2	6,3%	1	3,1%	9	28,1%	20	62,5%
11	1	3,1%	1	3,1%	28	87,5%	2	6,3%
12	13	40,6%	6	18,8%	3	9,4%	10	31,3%
13	8	25,0%	1	3,1%	10	31,3%	13	40,6%
14	23	71,9%	7	21,9%	1	3,1%	1	3,1%
15	24	75,0%	8	25,0%	0	0%	0	0%
Total	138	431%	77	240,8%	133	415,7%	132	412,6%

Source: Processed Data, 2022

Based on table 1, the number of values in the alternative is multiplied by the standard value determined for each choice. The result is as follows:

Alternative Answers A = $1 \times 138 = 138$

Alternative Answer B = $2 \times 77 = 154$

Alternative Answers C = $3 \times 133 = 399$

Alternative Answers D = $4 \times 132 = 528$

Total = 1219

$N = 138 + 77 + 133 + 132$

$N = 480 \times 4$

$N = 1920$

Percentage number with the following formula:

$P = F/N \times 100\%$

$P = 1219/1920 \times 100\%$

$P = 63.48\%$, so the socio-economic variable of parents is high.

The following is the mid-semester 1 PPKn value for class XI students as a form of learning achievement with KKM 78, can be seen in the following table:

Table 2. Civics Learning Achievement

Alternative Answers	Category	Score Range	Frequency	Percentage (%)
A	Very good	>94	0	0%
B	Well	86-93	0	0%
C	Enough	78-85	20	62,5%
D	Not enough	<78	12	37,5%
Total (N)			32	100%

Source: 2022 Processed Data and Adoption from Civics Teachers

Based on table 2, it can be seen that students' PPKn learning achievement in general obtained a "C" grade from 32 respondents. Where 0 respondents with a percentage of 0% got an "A" score, 0 respondents with a percentage of 0% got a "B" score, 20 respondents with a percentage of 62.5% got a "C" score, and 12 respondents with a percentage of 37.5% got a "D". The analysis process in this study uses the help of SPSS version 23 by using a test to determine the effect of the two variables. The test can be seen as follows:

Linearity Test

Linearity test is a test conducted to determine the relationship between the independent variable (X) and the dependent variable (Y).

Table 3. Linearity Test

			Sum of Squares	Df	Mean Square	F	Sig.
Student Learning Achievement * Socioeconomic Parents	Betwen Groups	(Combin)	431.625	17	25.390	.935	.558
		Linearity	155.538	1	155.538	5.727	.031
		Deviation from Linearity	276.087	16	17.255	.635	.809
		Within Groups	380.250	14	27.161		
		Total	811.875	31			

Source: Processed Data, 2022

Based on table 3, the results show a significance value linearity of 0.809. Because the results of the significance value are more than 0.05, statistically it can be said that the two groups of parents' Socioeconomic data (Variable X) on Civics Learning Achievement (Variable Y) have a relationship, so that the two variables can be said to be linear.

Determinant Coefficient

The coefficient of determination is used to measure how far the ability of the regression model is to explain the variation in the dependent variable.

Table 4. Determinant Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.438 ^a	.192	.165	4.67738

Source: Processed Data, 2022

Based on the table above shows that the R value is positive, namely 0.438. This shows that there is a moderate influence between parents' socio-economic variables on students' PPKn learning achievement. Then the relationship value (R) is equal to 0.438. Then the coefficient of determination (R Square) is 0.192, which means that the socio-economic of parents on the dependent variable of students' PPKn learning achievement is 19.2% while 80.8% (100% -19.2%) is influenced by other variables not examined in this study. this research.

Simple Linear Regression

This regression analysis is used to test how each independent variable (X) influences the variables (Y).

Table 5. Simple Linear Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	61.574	5.682		10.837	.000
	Socioeconomic Parents	.393	.148	.438	2.666	.012

Source: Processed Data, 2022

The results of the calculation above show that the constant coefficient value is 61,574. The independent variable coefficient (X) is 0.393. So the regression equation is obtained as follows:

$$Y = a + bX$$

$$Y = 61.574 + 0,393X$$

Based on the results of the equation above, the constant is 61,574, meaning that the consistent value of the Socio-Economic Parents variable is 61,574. The regression coefficient X of 0.393 states that for every 1% addition of parents' socioeconomic value, the value of learning achievement increases by 0.393. The regression coefficient is positive, so it can be said that the direction of the influence of variable X on Y is positive.

Hypothesis Testing

The F test is used to see the effect of the independent variables together (simultaneously) on the dependent variable.

Table 6. F test

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	155.538	1	155.538	7.109	.012 ^b
	Residual	656.337	30	21.878		
	Total	811.875	31			

Source: Processed Data, 2022

Based on the table above, it shows a significance of $0.012 > 0.05$, so there is a Socio-Economic effect of Parents (X) on the Learning Achievement of PPKn students (Y). While fcount is 7.109 while ftable is 4.16 at a significant level of 5%, so $f_{count} > f_{table}$ then H_a is accepted and H_o is rejected. From the results of testing the hypothesis it is proven that "There is a Socio-Economic influence of Parents on the Learning Achievement of PPKn Class XI Students of SMKS Ekutama Pekanbaru".

Discussion

Socioeconomic parents based on income level, education, type of economic activity, type of residence and position in the organization (Abdulsyani, 2014: 23). First, the level of income is the result of the business that has been done. Where the income of students' parents is IDR 1,500,000 which is relatively low with the majority working as entrepreneurs. Parents with low income will find it difficult to meet the needs of students in learning, one of which is learning support facilities, this is in line with relevant research that parents' income has an important role, parents with adequate economic ability can meet students' needs, and vice versa, parents with low income find it difficult to provide learning facilities so that it affects their performance at school (Wulandari, 2022: 252).

Second, the notion of education is contained in Law no. 20 of 2003 concerning the National Education System "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, personality self-control, noble moral intelligence, and the skills needed by themselves, society, nation and state". So, education is essentially an effort to develop the potential of human resources. Where is the last education of parents, namely high school / equivalent. SMA/equivalent is formal education at the secondary level which is carried out after graduating from junior high school. The level of formal education of parents is the level that parents have successfully obtained so that they have the provision of knowledge that can contribute to children, especially parents who have higher education. In line with previous research that parents with a higher education level will be more confident in their abilities to help children learn so that it affects their children's academics (Ramadhan J & Ichsan, 2021: 77).

Third, economic activity is the activity of managing property or wealth related to development, ownership and distribution (Sholahuddin, 2019). So it can be said that

economic activity is an effort by parents to meet the needs of their children in the learning process such as ownership of valuables, number of family dependents, paying tuition fees, pocket money and so on. Dependents of the majority of parents > 3 people, so it will require more costs to meet the needs of children. With a large number of dependents, this means that the income needed is also large, in line with relevant research that the more the number of family dependents, the more income is needed, if not enough, poverty will occur (Hanum & Safuridar, 2018: 44).

Fourth, the type of residence can describe the socio-economic level of parents, although not absolute. However, this can show in differences in the size and quality of the houses. Large, permanent and privately owned houses illustrate that high socio-economic conditions and vice versa, small-sized, semi-permanent and rented houses describe low socio-economic conditions. The majority of parental home ownership is private and permanent, but is a hereditary home. This shows that the type of residence of the parents is high, this is in line with the opinion of Kaare Svalastoga in Fernantos (2014: 4) that parents who own a private house describe the socio-economic level of parents well, although not absolute.

Fifth. Positions in organizations in the community can be seen from the authority possessed by someone in this case parents in the community. Someone who has authority or power in society is automatically more respected and respected by the local community (Tapalak, 2019: 7). The majority of parents are out of office. Where parents do not have power in society because they are preoccupied with work.

Learning achievement is the result that students get after completing a learning activity expressed in the format of numbers or letters. To determine learning achievement can be measured based on the test scores obtained (Nur, 2014: 4). Therefore, using the mid-semester 1 score of students to see their learning achievement which has an influence from the socio-economic parents. According to Aminuddin (2013: 5) states that parents' socio-economic skills are the background for obtaining social status and can influence their children's learning success at school.

Therefore it is necessary to pay attention to parents in improving student achievement. In line with previous research by Tapalak, 2019 that there is a positive and significant influence of parents' socioeconomic status on student achievement at SMPN 3 Selayar Islands. So in this study it shows that there is indeed a socio-economic influence of parents on student civics learning achievement. That is, the parents' economy supports student learning values, one of which is by fulfilling learning needs such as books, study tables, laptops, data packages, and so on which can increase student achievement.

CONCLUSION

Research result and the discussion shows that based on the five indicators, parents' socio-economic status is high, while academic achievement is sufficient. Then, based on the *f* test and simple linear regression, it shows that there is a positive and significant influence of the Social Economy of Parents on the Learning Achievement of PPKn Class XI Students of SMKS Ekatama Pekanbaru, with the calculation results of *R*count, which is equal to 0.438 and *R*square of 0.192, which is expressed as a percentage, which is equal to 19, 2% and the remaining 80.8% (100% - 19.2%) are influenced by other factors not examined in this study, therefore it is hoped that future researchers will focus on other factors that affect learning achievement.

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