

Relationship of socioeconomic differences between parents and IPS learning achievements

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Abstract

The greater the family income the greater the chance of the family providing educational facilities for their children. If the level of income of parents is relatively good then all children's needs for school facilities and infrastructure will be met, so it is expected that the learning atmosphere of students is quite accommodated which in turn will be able to improve their learning achievement in school. The population in this study is the parents of students. sampling techniques using random sampling cluster techniques. Based on the results of the study, from the list of r-table values product moment in the observation case as much as 42 (N = 42) and with a degree of significance 5% known r-table value of 0.304. If this is compared to the R-count gain in this study of 0.857, then it is clearly known that the coefficient of r-count correlation is much greater than the r-table value at the level of 5% significance. further means that the nil hypothesis (H0) in this study should be rejected and vice versa the alternative hypothesis (Ha) whose proposition reads: It is suspected that there is a positive relationship between "Socioeconomic condition of parents and student learning achievement in IPS subjects" should be accepted because it has been proven convincingly from the calculations and has also been supported by empirical data (observations).

Keywords: *relationships, socioeconomic conditions, IPS learning achievement*

Introduction

One of the goals of students in school is to achieve maximum learning achievements according to their abilities. In addition to being required to have a good level of knowledge, parents should also strive to improve their economic standard of living. Where it is equally understandable that the needs of the world of education requires financial support (funding) is not a little. The greater the family income the greater the chance of the family providing educational facilities for their children. Such expenditures will fall with rising revenues. If the level of income of parents is relatively good then all children's needs for school facilities and infrastructure will be met, so it is expected that the learning atmosphere of students is quite accommodated which in turn will be able to improve their learning achievement in school. Karateristi diverse students should be a consideration in determining the application of learning strategies (Suryanto, Degeng, Djatmika, & Kuswandi, 2020; Valantinaitė, Sederevičiūtė-Pačiauskienė, & Žilinskaitė-Vytė, 2020). The above condition shows that the role of parents in the family has a close relationship with the tendency of emotional and social intellectual development and personality of the child, so it needs to be studied and developed and established in its development. Parents' participation in learning can have a positive and negative impact on their learning development (Budi Utomo, 2021; Degeng, 2013; supriyanto, 2020).. Providing students with hands-on experience can enhance their creativity (Schenkels & Jacobs, 2018; Suryanto, Warring, Kartikowati, Rorimpandey, & Gunawan, 2021). Parents are required to be more aware of how great their role as a provider of all needs, as an example, motivational and directing for children by creating a conducive, harmonious, prosperous family life climate born and inner. Maftuchah research results

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(2007) Based on the results of research and calculations can be known the magnitude of influence reached 55,066 significant $0.000 > 4.05$ that the hypothesis that states there is a significant positive influence between socioeconomic conditions and learning achievements "accepted".. Similarly, in the mustafirin study (2012), the correlation coefficient was 0.415. This value was found to be greater than the table value ($r_{tabel} = 0.304$). The magnitude of the correlation coefficient is included in the moderate relationship rate, which is between 0.400-0.600. Thus an alternative hypothesis (H_a) that reads there is a significant relationship between socioeconomic conditions and ips learning achievements is accepted.

The success of education is a shared responsibility between the family (parents), the community and the government. The government and the community provide a place to learn that is a school. The school accommodates its students from a variety of different socioeconomic backgrounds or conditions, Bahar in Maftuchah, states "in general children from upper secondary families get a lot of good direction and guidance from their parents. Children from low economic backgrounds, lack adequate guidance and direction from their parents, as parents focus more on how to meet their daily needs (Maftuchah, 2007). Similarly, at SMP Negeri 1 Sugio, the school accommodates students from a variety of different economic backgrounds. The diversity of the parents' economic background can also affect the ability to finance their children. The objective condition stated above shows that the role of parents in the family is closely related to the personality tendencies of the child, so it needs to be studied and developed, and established in its development. In relation to the above, the researchers titled: "The relationship of socioeconomic conditions of parents to the achievement of learning IPS Grade VII Students of SMP Negeri 1 Sugio Year 2014/2015", with reason: Problem formulation in this study (1) How is the socioeconomic condition of parents of students (2) How students' learning achievements (3) Is there a relationship of social conditions of parents with the achievement of learning IPS students grade VII SMP Negeri 1 Sugio The purpose of this research is (1) Describing the socioeconomic condition of parents of grade VII students of SMP Negeri 1 Sugio, (2) Describing student learning achievements, (3) Test the relationship of socioeconomic conditions of parents with students' ips learning achievements.

Method

According to Sugiyono research Scientific process to obtain facts or develop principles (find / Develop / test the truth) by means / activities collect, record, and analyze data (information / information) that is done systematically based on science on the nature of events or circumstances in order to solve problems with specific purposes and uses (Sugiyono, 2014). Based on the purpose of research that is basically to explain the relationship of free variables to dependent variables, namely quantitative research with the type of field research and aims explanation (explanation) with inferential statistical analysis with Non Parametric Statistical Test, , ex post facto method, associative explanation rate with causal variable relationship, and quantitative data type analyzed with Product Moment

Based on the theory and problem that will be solved, then the existing variables can be classified as follows (1) Free variables namely Socioeconomic ConditionsofParents, (2) Variables depending on the achievement of learning.. In this study, the population is grade VII students at SMP Negeri 1 Sugio in the 20th14th/2015 year, which amounts to 200 students, sampling techniques used are Cluster Random *Sampling*. i.e. the technique of selecting a sample from small groups of units. The population of the cluster is a subpopulation of the total population, in this study how to determine the number of samples from each class by taking 20% of samples from each class randomly so that the sample bend of 42 students. In research, data collection techniques are an important factor for the success of research. This relates to how to collect data, who the source is, and what tools are used.

In this study, 2 types of data are needed, namely data on the socioeconomic condition of parents taken by using questionnaires, and data on ips learning achievement by taking data on the results of the final semester test. In the processing of author data using quantitative analysis, stronger data is the results of research expressed in groups, figures or using statistical formulas. In analyzing the data, in this study using a percentage description and product moment correlation analysis. Descriptive presentatives are used to provide descriptive or discussion in this study. The tabulated data is then analyzed using product moment analysis to find out how much social economic conditions relate to learning achievements

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Results

Furthermore, to know the description of the qualifications of socioeconomic conditions of parents of students, it can be obtained by taking the average of the three sub-variables of existing socioeconomic conditions, namely from sub-variables of educational status, sub-variables of employment status, and sub-variables of economic conditions. The results can be seen in the following table 1

Table 1 Distribution of socioeconomic conditions of parents of students

Answer Options	Qualifying Answers	F	f%
a	Very High	0	0
b	tall	8	19
C	enough	12	29
d	low	16	38
E	Very Low	6	14
	sum	42	100%

Source: Analyzed in 2015

Economic Condition of Parents of Students According to The Cost of Expenditure, Furthermore, to know the description of the qualifications of socioeconomic conditions of parents of students, it can be obtained by taking the average of the three sub-variables of existing socioeconomic conditions, namely from sub-variables of educational status, sub-variables of employment status, and sub-variables of economic conditions. The results can be seen in the following table 13. Known, the largest distribution of frequency distribution of socioeconomic conditions of parents of students is in the low qualification line, in which case there are as many as 16 respondents or 38%. The largest frequency sequence below is the socioeconomic condition of the parents of students in qualifications of 12 respondents or 29%, followed by the frequency of socioeconomic status of parents including high qualifications of 8 respondents or by 19%, and the smallest number of frequencies is the socioeconomic condition of parents in low qualifications once as many as 6 respondents or by 14%. Overall, from the data presented in table 13, it can be said that the socioeconomic condition of the remaining parents in this study is still mostly low, reaching 22 respondents (including the socioeconomic condition of parents whose qualifications are very low) or 52%.

Based on data collected through documentary techniques, the learning achievements of Grade 7 students of SMP Negeri 1 Sugio in the Odd Semester of the 2014/2015 Academic Year in ips subjects after further analysis can be presented in the form of frequency distribution tables and percentages as

Table 2 Student learning achievements

value	qualification	F	f%
≥ 90	High Once	6	14
≥ 80 < 90	tall	14	34
≥ 70 < 80	enough	19	45
≥ 60 < 70	low	3	7
< 60	Very Low	0	
sum		42	100%

Source: research data

From Table 2, it is known that the distribution of frequency distribution from the learning achievements of students of SMP Negeri 1 Sugio in the Even Semester of The 2014/2015 School Year in ips subjects. The largest frequency of student learning achievement is in the sufficient qualification line, in which case there are as many as 19 respondents or 45%. The largest frequency sequence below is the achievement of students in high qualifications as many as 14 respondents or by 38%, followed

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by the frequency of student learning achievements that include high qualifications once as many as 6 respondents or by 14%, and only as many as 3 respondents or 7% whose learning achievements are classified as low qualifications.

Description of Student Learning Achievement, Based on data collected through documentary techniques, the learning achievements of Grade 7 students of SMP Negeri 1 Sugio, in ips subjects after further analysis can be presented in the form of frequency distribution tables and percentages as follows. The greatest frequency of student learning achievement is in the sufficient qualification line, in which case there are as many as 19 respondents or 45%. The largest frequency sequence below is the achievement of students in high qualifications as many as 14 respondents or by 38%, followed by the frequency of student learning achievements that include high qualifications once as many as 6 respondents or by 14%, and only as many as 3 respondents or 7% whose learning achievements are classified as low qualifications.

Discussion

Hypothesis testing through product moment correlation technique whose calculation in this study was conducted by utilizing spss 18 statistical application program software, the result is known, the amount of correlation coefficient number resulting from the calculation (r -count) is 0.857 and marked positive. To discuss or interpret what the magnitude of the correlation coefficient number means and how it relates to the existing hypothesis testing we must first consult it between the magnitude of the correlation coefficient of the calculation result (r -count) and the number of correlation coefficients contained in the table (r -table) of the correlation techniques used and adjusted to the number of samples (N) that exist.

Therefore, the r -count produced in this study, which amounted to 0.869 should also be consulted with the r -table Product Moment to find out what it means further. From the list of r -table values Product Moment in the observation case as much as 42 ($N = 42$) and with a degree of significance 5% known r -table value of 0.304 and at the level of significance 1% r -table value of 0.393. If this is compared to the r -count gain in this study of 0.857, then it is clearly known that the correlation coefficient of r -count is much greater than the r -table value, both at the level of significance of 1% and, moreover, at the level of significance of 5%.

And by referring to the guidelines put forward by Sugiyono in his book Statistics for Research (2014:216), the correlation coefficient interval of 0.857 obtained in this study shows a **very strong** relationship between the variables of socioeconomic conditions of parents and the achievement of learning IPS. In other words, students' learning achievements in IPS subjects in this case are very closely related (not to say strongly influenced) by the socioeconomic condition of the student's parents. Only 0.143 student learning achievements were unrelated (or let's say, influenced) factors outside the socioeconomic condition of the student's parents. And, given the positive signs found in the correlation coefficient figures in this study, it means that the direction of the relationship between the variable socioeconomic condition of the parents of students and the variables of IPS learning achievement goes in the same direction. That is, Every single-digit increase of the variable socioeconomic condition of the parents of students will always be followed by a single-digit increase in student learning achievement in IPS subjects. The results of this study are in line with the theories of social sciences as well as the results of similar studies, which in essence state that the socioeconomic condition of the parents of students has a strong relationship (not to say, has a strong influence) with the student's learning achievements.

Conclusion

Based on the results of the research that has been presented in Chapter IV, the three problems that have been raised at the beginning of this paper obtained answers as well as conclusions from the final results of the study, as follows: (1) The socioeconomic condition of parents of students is mostly in the low percentage category reaches 38% in the low category and 14% in the low category. While the socioeconomic condition of parents category is quite as much as 29%, and only 19% of the social condition of the elderly economies fall into the high category. (2) Based on the data that has been exposed, the learning achievements of Sugio State Junior High School Students 1, in sufficient

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qualifications, in which case there are as many as 19 respondents or 45%. high qualifications once as many as 6 respondents or by 14%, and only a small percentage (i.e., as many as 3 respondents or 7%) whose learning achievements are included in the low qualifications. (3) The results of hypothesis testing prove the alternative hypothesis (H_a) should be accepted because it is proven to be supported by empirical data. This is evident from the amount of correlation coefficient number produced (i.e., r -count = 0.857) proved much greater than the r -table Product Moment at tarag significance 5% (r -table = 0.304) and at the level of significance 1% (r -table = 0.393).

suggestion

Advice that we can give al: (1) Because there is a significant relationship of socioeconomic conditions and student learning achievements, parents to strive to improve their socioeconomic condition. (2) Economic conditions are still not good, so that schools also need to find breakthroughs to ease the burden of parents through BOS funds or BSM funds and the like to support efforts to improve student learning achievement.

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