



The Influence of Socio-Economic Status, and Tutoring on Student Achievement in Economics Subjects in High School

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ABSTRACT

Purpose of the study: This study aims to determine the effect of socio-economic status on student achievement in economics class XI IPS program at SMAN 1 Jogonalan, to determine the effect of tutoring on student achievement in Economics class XI social studies program at SMAN 1 Jogonalan, and to determine the effect socio-economic status and tutoring on student achievement in economics class XI social studies program at SMAN 1 Jogonalan.

Methodology: This study was an ex-post facto study. The variables of this study were economic achievement, socioeconomic status, and tutoring. The population in this study were 109 students of class XI IPS at SMAN 1 Jogonalan in the academic year 2014/2015 as many as 109. Collection technique data using questionnaires and documentation. The analytical method used is multiple regression analysis.

Main findings: (1) socio-economic status does not have a positive effect on economic achievement as indicated by a sig value of 0.063 more than 0.05. (2) tutoring has a positive effect on economics learning achievement as indicated by a sig value of 0.000 less than 0.05. (3) socio-economic status and tutoring have a positive effect on economics learning achievement as indicated by a sig value of 0.000 less than 0.05. The R² value of 0.238 means that 23.8% of Economics learning achievement is explained by socioeconomic status and tutoring. While 76.2% is explained by other factors not examined in this study.

Novelty/Originality of this research: This research can provide an explanation regarding the influence of socioeconomic status, and tutoring on student achievement in economics subjects.

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1. INTRODUCTION

Education is one of human needs. With education, it is hoped that humans can empower the social environment and natural potential for the benefit of their lives, besides that it can also increase social status [1]–[3]. Indirectly education can also improve the economic situation of a country because it can be seen in everyday life that every poverty and destitution always starts from ignorance. With education, human beings can be born who are able to build themselves and the surrounding community[4]–[6].

Related to the world of education, to create high-quality and high-achieving human beings, students must have good learning achievements. Learning achievement is an important indicator to measure the success of the teaching and learning process[7]–[9]. Learning achievement can also be a benchmark of the level of students' understanding of certain material that has been given, after students have experienced the learning

process for a certain period of time and expressed in the form of grades. The success of education is not only the responsibility of the government, but also a shared responsibility between the family (parents), community members and the government[10].

The family is the first social institution that is known by children and in this family attitudes can be instilled that can influence the child's further development [11], [12]. Families are responsible for providing funds for children's educational needs [13]. Families (parents) with high socio-economic conditions will not experience much difficulty in meeting their children's school needs, in contrast to parents with low socio-economic conditions. For example: children in learning will really need learning support facilities, which are sometimes expensive. If their needs are not met then this will become an obstacle for children in learning.

Learning activities for each individual, do not always take place naturally. Sometimes it is smooth, sometimes it is not, sometimes it can catch what is learned quickly and sometimes it is very difficult. In terms of enthusiasm, sometimes high spirits, but also sometimes difficult to focus and concentrate. Every individual is not the same, it is these individual differences that cause differences in learning behavior among students. In circumstances where students or students cannot learn as they should, that is what is called learning difficulties[14], [15]. In recent years, learning difficulties were overcome by choosing adequate tutoring places.

Along with the times, most parents who have adequate facilities will encourage or encourage their children to take tutoring (bimbel) outside of school as an effort to solve various learning difficulties. Parents of students enroll their children in various tutoring institutions to improve their child's learning achievement. Bimbel is included in external factors that affect learning achievement.

The high interest of formal school students to take tutoring is a symbol of students' and parents' distrust of the learning process in formal schools [16], [17]. Therefore, schools must improve their services to students to restore trust. Students who take tutoring are mostly from favorite schools whose academic abilities are relatively good. them through material provided with study guidance with new methods.

At the time of the PPL the author conducted an evaluation and produced the following data: class XI IPS 1 of 38 students, 20 of whom did not pass the KKM or 52.6%. Class XI IPS 2 of 38 students 12 of them did not pass the KKM or 31.57%. Class XI IPS 3 of 38 students 12 of whom did not pass the KKM or 31.57%. From the data above, it can be seen that almost 40% of students scored below the KKM which was set at 75. It can be concluded that the learning achievement of class XI IPS students at SMA N 1 Jogonalan is still low, especially in economics subjects. When the author made observations in 2014, the economics teacher at SMAN 1 Jogonalan also said that the lowest grades in economics subjects were in social studies subjects. This study aims to determine the effect of socio-economic status on student achievement in economics class XI IPS program at SMAN 1 Jogonalan, to determine the effect of tutoring on student achievement in Economics class XI social studies program at SMAN 1 Jogonalan, and to determine the effect socio-economic status and tutoring on student achievement in economics class XI social studies program at SMAN 1 Jogonalan.

2. RESEARCH METHOD

This research is an ex-post facto research. Ex-post facto research is research that aims to find possible causes of changes in behavior, symptoms, or phenomena caused by an event, behavior or things that cause changes in the independent variables that have taken place as a whole. Meanwhile, if viewed from the paradigm, this research includes quantitative research. Quantitative research is research that emphasizes testing theory through measuring research variables with numbers and conducting data analysis based on statistical procedures [18],[19].

This research was conducted at SMAN 1 Jogonalan which is located at Jalan Raya Klaten-Jogja Km 7/23, Prawatan, Jogonalan, Klaten. The choice of location was based on observations which showed there were problems and required action as a solution. In this study the population was 109 students in class XI Social Sciences at SMAN 1 Jogonalan. In this study, the sample studied was all students, namely 109 students. The sampling technique in the research conducted was called the saturated sampling technique, namely examining all members of the population as a sample.

This research was conducted using a data collection instrument in the form of a questionnaire or questionnaire. This questionnaire contained a list of statements that were used to determine socio-economic conditions and out-of-school tutoring on economic learning achievement. In this study the questionnaire was given to class XI IPS students at SMAN 1 Jogonalan. The lattice of socio-economic status instruments is shown in the table below.

Table 1. The lattice of socioeconomic status instruments

No.	Indicator	Item Number	Number of Items
1.	Level of education	1, 2, 4, 13	4
2.	Income	3, 5, 6	3
3.	Possession of property or facilities	7, 8, 14, 15	4
4.	Type of residence	9, 10, 11, 12, 16, 17	6

Data analysis used in this research is descriptive statistics and inferential statistics. Descriptive statistical analysis aims to describe or explain the picture under study through sample data without conducting analysis and making generally accepted conclusions[20]–[22]. Descriptive statistical analysis discusses several matters related to the average (mean), standard deviation, maximum value, minimum value, and the amount of research data [23],[24]. Inferential statistical analysis, related to data analysis for drawing conclusions on data [25]. The inferential statistics used in this study are the F test and T test with the prerequisite tests used, namely the normality test, linearity test, collinearity, heteroscedasticity.

3. RESULTS AND DISCUSSION

The results of the research that will be used for data analysis are the Economic Learning Achievement variable (Y), the Socioeconomic Status variable (X1), the Tutoring variable (X2).

3.1 Variable Student Achievement in Economics Subject

The descriptive results of student achievement variables in economics subjects can be shown in the table below.

Table 2. Descriptive statistics on student achievement variables in economics subjects

Score Range	Category	f	%	Mean	Me	Mo	Min	Max
80 – 100	Very good	21	19.27					
70 – 79	Good	37	33.94					
60 – 69	Enough	28	25.69	68.99	70	70	38	95
50 – 59	Not enough	20	18.35					
0 – 49	Fail	3	2.75					

Data on student achievement variables for economics subjects were obtained from report cards for Economics class XI IPS students in the even semester of the 2014/2015 academic year. Based on the table above, it can be seen that the very good category is 19.27% (21 students), the good category is 33.94% (37 students), the sufficient category is 25.69% (28 students), the less category is 18.35% (20 students), the category failed by 2.75% (3 students). The economics subject student achievement variable has a mean of 68.99, a median of 70, a mode of 70, the lowest score is 38, and the highest score is 95.

3.2 Parents Socioeconomic Status Variable

The descriptive results of the parents' socioeconomic status variable can be shown in the table below.

Table 3. Frequency distribution of parents' socioeconomic status variables

Score Range	f	%	Mean	Me	Mo	Min	Max
27 – 31	1	0.92					
32 – 36	1	0.92					
37 – 41	11	10.09					
42 – 46	22	20.18					
47 – 51	35	32.11	49,32	50	50	30	63
52 – 56	26	23.85					
57 – 61	10	9.17					
62 – 66	3	2.75					

Based on the table above, it is known that the largest percentage of parents' socioeconomic status is 32.11% with a total frequency of 35. Then, the parents' socioeconomic status variable has a mean of 49.32, a median of 50, a mode of 50, the lowest score is 30, and a score highest 63.

3.3 Tutoring Variables

In this study students were divided into two groups. The first group was a group of students who took tutoring outside of school, both tutoring held by institutions and privately. The second group was a group of students who did not take tutoring outside of school. The results of the research show the results that can be seen in the following table:

Table 4. Identification of Tutoring Variable Categories

Opt-in	Frequency	Percentage (%)
Follow Bimbel	62	56.88
Don't Follow Bimbel	47	43.12
Amount	109	100

Based on the table above, the variable of tutoring outside of school in the category of taking tutorials is 62 students or 56.88% and the category of not taking tutoring is 47 students or 43.12%. The data shows that the tendency of tutoring variables outside of school is centered on the category of taking tutoring classes. Next, a prerequisite analysis test is carried out in the form of a normality test. The results of the normality test are shown in the table below.

Table 5. Normality Test Results

Variable	KolmogorovSmirnov Z	Asymp Sig	Information
Parents Socioeconomic Status	0,599	0,865	Normal distribution
Economic Study Achievement	0,871	0,434	Normal distribution

The table above shows the Asymp Sig values of each variable that has been tested. The results of the data normality test that have been obtained indicate that each variable in this study is normally distributed. This is indicated by the Asymp Sig value which is more than 0.05. The results above conclude that all variables are normally distributed so that the prerequisites for the normality test have been met. Then a linearity test was carried out with the aim of knowing the relationship between the independent variable and the dependent variable being linear or not. The results of the linearity test are shown in the table below.

Table 5. Linearity Test Results

Variable	F _{Table}	Sig.	Information
X1 – Y	1,008	0,469	Linear

The results of the linearity test for Parents' Socio-Economic Status on Learning Achievement in the table above can be seen with a sig value of more than 5%, which is equal to 0.469. These results indicate that the relationship between Parents' Socio-Economic Status (X1) to Learning Achievement (Y) is linear .

Next, a heteroscedasticity test is performed. This step is used to test whether the regression model has a difference in residual variance from one observation case to another observation case. A good regression model must have homoscedasticity and not have heteroscedasticity. The results of the heteroscedasticity test are shown in the table below.

Table 6. Heteroscedasticity Test Results

Variable	F Tabel	Sig.	Information
Parents Socioeconomic Status	1.419	0.159	There is no heteroscedasticity
Tutoring Outside School	1.715	0.089	

From the table above it can be seen that the significance value column (Sig.) shows a number > 0.05 so that there are no signs of heteroscedasticity. Then the research hypothesis test is carried out.

Simultaneous tests were used to determine whether the independent variables, namely socioeconomic status and tutoring outside of school, jointly affected the dependent variable, namely learning achievement. The analysis used to test the hypothesis in this study was multiple regression analysis.

From the analysis that has been carried out, it is obtained that the coefficient R is 0.488 and R² is 0.238. The R value indicates a positive value, this indicates that the Socio-Economic Status of Parents and Out-of-School Tutoring simultaneously have a positive effect on Student Achievement in Economics Subjects at Senior High School 1 Jogonalan. An R² value of 0.238 indicates that the variance in Student Achievement in Economics

at SMAN 1 Jogonalan can be explained by the Socio-Economic Status of Parents and Out-of-School Tutoring by 23.8% through the model, while the rest (76.2%)) comes from other variables that are not taken into account in this model.

To test this contribution, it was found that the F value in the ANOVA table was 16.594 with a significance of 0.000. The resulting significance value is less than 0.05, so it can be said that simultaneously the socio-economic status of parents and out-of-school tutoring have a significant or positive effect on student achievement in Economics at SMAN 1 Jogonalan. Then an analysis is carried out to find the coefficient of determination (R^2).

The coefficient of determination is used to show how much the percentage of independent variables (socioeconomic status of parents and tutoring outside of school) together explains the variance of the dependent variable (economic learning achievement). The results of the coefficient of determination (R^2) are shown in the table below.

Table 7. Coefficient of Determination (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,488	0,238	0,224	9,46791

The results of multiple regression testing show that the coefficient of determination (R^2) is 0.238 or 23.8%. This value indicates that 23.8% of economic achievement is influenced by the socio-economic status of parents and tutoring outside of school. While the remaining 76.2% is influenced by other variables not examined in this study. Then a partial test (T test) was carried out to show the individual effect of the independent variables in the model on the dependent variable.

Based on the results of partial calculations of the effect of socioeconomic status on student achievement, the regression coefficient (b_1) is -0.276 with a t of -1.881 and a Sig of 0.063. Because the sig value > 0.05, H_0 is accepted. Based on the criteria mentioned above, it can be concluded that the socio-economic status of parents does not have a positive and significant effect on student achievement in Economics subject at SMAN 1 Jogonalan. This means that the higher socioeconomic status of parents, the lower the learning achievement of students in Economics subject at SMAN 1 Jogonalan.

Based on the results of partial calculations of the effect of out-of-school tutoring on student achievement, the regression coefficient (b_2) is 10.168 with a t of 5.544 and a Sig of 0.000. Because the sig value < 0.05 then H_0 is rejected. Based on the criteria mentioned above, it can be concluded that "There is a positive and significant influence of tutoring outside of school on student achievement in Economics at SMAN 1 Jogonalan". who do not follow tutoring.

From the crosstab analysis carried out, it was found that there was no influence between the socioeconomic status of parents on student achievement. This was in accordance with what was stated by Hisyam, [26] that the socio-economic conditions of parents have no effect on learning motivation and learning outcomes in economics subjects. In line with Rudisa et al., [27] which states that the economic conditions of parents do not affect student achievement. Furthermore, Darmawan, [28] states that there is no positive and significant influence of socioeconomic status on the interest in continuing their studies to tertiary institutions in students at SMA N 1 Bayat.

Socioeconomic status is not an absolute factor in the social development of students. Because this is related to the attitudes of parents and how are the relationships in the family. Even though the socio-economic status of parents is high, if parents do not pay attention to their children's education it will also affect the development of the child. Students who have low or high socioeconomic conditions can both have achievements because students only focus on their studies and do not think about the facilities they have.

Furthermore, based on the results of the study, it was found that tutoring outside of school had a positive effect on economic learning achievement. This is in accordance with the theory expressed by Tampubolon et al., [29] which states that there is a positive and significant influence of tutoring on the results of learning mathematics for class VI students at SD Negeri 102034 Gempolan. In line with Erica & Lasmono, [30] which states that there is a significant relationship between tutoring and academic achievement at Mulia Buana Parung Panjang High School. Subakti & Handayani, [31] states that there is an effect of tutoring on the learning outcomes of Indonesian high-grade students at SD Negeri 002 Sungai Pinang in the 2019/2020 academic year.

The novelty of this research is to examine the influence of parents' socioeconomic status on student achievement and the influence of tutoring outside of school on student achievement in economics subjects. The results of the study show that there is no influence between parents' socioeconomic status on student achievement. Conversely, there is an influence between tutoring outside of school on student achievement.

Although the independent variables and the dependent variable have an influence, the contribution is only 23.8% so that there are still 76.2% of other factors not examined in this study. This shows that the two variables studied have not been able to fully explain the factors that influence economic achievement. Therefore,

this is a limitation in this study. So the researchers provide recommendations for further research in order to be able to examine other factors that can affect student achievement, especially in economics subjects.

4. CONCLUSION

Based on the data obtained from the results of the analysis carried out, it can be concluded that: 1) There is no influence of parents' socioeconomic status on economics learning achievement. This can be shown by the t value of -1.881, the regression coefficient (b1) of -0.276 and the significance value of $0.063 > 0.05$. 2) There is a positive and significant influence of tutoring outside of school on economics learning achievement. This can be shown by the t value of 5.544, the regression coefficient (b1) of 10.168 and a significance value of $0.000 < 0.05$. 3) There is a positive and significant influence of parents' socio-economic status and out-of-school tutoring on economics learning achievement. This is indicated by the F value of 16.594 with a significance value of $0.000 < 0.05$. The coefficient of determination (R2) is 0.238 or 23.8%. The R2 value shows that 23.8% of economics learning achievement can be explained by socioeconomic status variables and out-of-school tutoring, while the remaining 76.2% is explained by other variables not examined in this study.

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