



## The Effect of Economic Conditions and Parental Motivation on Student Achievement

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### ABSTRACT

**Purpose of the study:** This study was to determine whether there is a significant influence between economic conditions and parents' motivation on the learning achievement of fourth grade students at SDN Banyubiru 04.

**Methodology:** Researchers used a quantitative approach with a correlation research design, the research subjects were 30 respondents. Data collection used a questionnaire instrument to obtain data on economic conditions and parents' motivation, learning achievement data was obtained through a document of first semester test report cards

**Main Findings:** Based on the results of observations and discussion, it was found that: (1) The economic condition of the parents of grade IV students at SDN Banyubiru 04 was classified as high 46.66% by 7 respondents. (2) The motivation of parents of fourth grade students at SDN Banyubiru 04 is low, 40%, with 6 respondents. (3) The learning achievement of class IV students at SDN Banyubiru 04 is low at 53.33% for 8 respondents. There is a positive influence so that there is a correlation between economic conditions and parental motivation on student achievement in class IV SDN Banyubiru 04.

**Novelty/Originality of this study:** the researcher recommends for further research in order to be able to conduct similar research with different and varied variables

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## 1. INTRODUCTION

Education is one of the most important human needs. Education does not only take place at school, but also in the family, education in the community. This shows that the educational process occurs to anyone, anytime and anywhere. Education has a very noble goal, namely to form a complete human being, to achieve maturity for students [1]-[3]. Education is defined as all human efforts to develop abilities, mental attitudes, minds that have positive value so that he can live in society and achieve prosperity.

Many factors influence children to be able to enjoy educational needs. One of them is the economic condition of the parents, because this will affect the mindset of parents in sending their children to school. Parents' economic conditions tend to require parents to focus their attention on meeting economic needs rather than educational needs. Families with high economic conditions will not experience difficulties in meeting their children's school needs, in contrast to the economic conditions of families with high economic conditions [4]-[6]. Parents' economic conditions play a role in children's learning success, especially affecting their learning

achievement. An adequate economy tends to provide parents with many choices to direct their children to be able to enjoy education rather than fulfilling their daily needs, so that children are more motivated and enthusiastic in their educational process. Of course, the higher the economic level of parents, the higher the child's motivation so that the maximum results will be achieved.

The first and foremost education is obtained by children, namely in the family. Children's attitudes towards school will be primarily influenced by the attitudes of their parents. Parents must pay attention to their children's schooling by paying attention to their experiences and appreciating their efforts. Every parent certainly wants their children to excel, especially in education but, to achieve these achievements, of course the child must be motivated to learn [7]. can help or give direction so that children are motivated to learn, whether it's repeating lessons that have been given at school or doing homework. Parents can provide motivation to children by giving gifts when children excel, prizes that can be given don't always have to be material [8 But, it can also be in the form of appreciation and attention. Often parents pay attention when children don't want to learn by getting angry and when learning without being asked, parents don't give any comments, so that children are enthusiastic about learning, parents' attention should be directed to good behaviors.

To be able to carry out an activity, first there must be encouragement to carry out the activity. In other words, to be able to do something there must be motivation [9]. Likewise the situation in the process of learning or education. Students must have the motivation to participate in ongoing learning or educational activities. If they have strong motivation, students will show their interest, activity, and participation in participating in learning or educational activities that are being carried out [10]. How important motivation is in the world of education. Extrinsic motivation or motivation that comes from outside needs to be given to trigger existing motivation, especially in the family environment, parents must be role models for their children [11]. Along with the development of the times, parents' economic conditions have a role in the continuity of the child's education, besides that, the motivation or support of parents for children is very necessary for the continuation of children's education. So this research is important to do in order to know how big the contribution of economic conditions and parents' motivation to student achievement. With motivation, a child will be motivated and focused in his learning, so that he will produce good achievements and be enthusiastic in participating in the teaching and learning process. This study was to determine whether there is a significant influence between economic conditions and parents' motivation on the learning achievement of fourth grade students at SDN Banyubiru 04.

## 2. RESEARCH METHOD

Researchers used a quantitative approach with a correlation research design, research subjects as many as 30 respondents [12]-[14]. Data collection used a questionnaire instrument to obtain data on economic conditions and parents' motivation, learning achievement data obtained through documents of first semester test report cards. Research This was carried out at SDN Banyubiru 04 for class IV students. SDN Banyubiru 04 was established on August 1, 1964 with SK No. SD/Kep/PDK 6/6/3 issued by PDK Central Java, which at that time did not have its own building, so teaching and learning activities in residents' homes. Teaching and learning locations are divided into three locations, namely North Cerbonan, Central Cerbonan and Tegalwuni.

SDN Banyubiru 04 has six classrooms, the principal's room, teacher's room, library, UKS, and prayer room. SDN Banyubiru 04 is located on Jalan Cempaka Raya No. 01 Cerbonan Banyubiru, Banyubiru District, Semarang Regency. SDN Banyubiru 04 is adjacent to the west of the residents' houses, to the north of the village road, to the south of the village road, to the east of the residents' houses. .

The research subjects in this classroom action research were fourth grade students at SDN Banyubiru 04 in the 2013/2014 academic year. The number of respondents consisted of 15 students consisting of 7 male students and 8 female students. In knowing data about economic conditions and motivation of students' parents , the author uses data from a questionnaire given to students which consists of 15 questions about the economic condition of parents and 15 questions about parents' motivation. From these data the results of the questionnaire obtained from the economic condition of the parents of class IV students at SDN Banyubiru 04 can be classified into three categories, namely: high, medium and low.

## 3. RESULTS AND DISCUSSION

In research to determine whether there is influence of economic conditions and parental motivation on student achievement, the data obtained will be analyzed statistically and quantitatively. To make it clearer, the author conveys in the form of a frequency distribution table about the economic conditions of parents:

Table 1. Frequency Distribution of Percentage of Economic Conditions of Parents of Grade IV Students at SDN Banyubiru 04 Academic Year 2013/2014

No	Category	Interval	Frequency	Percentage
1	High	33-37	7	46,66%
2	Medium	28-32	6	40%
3	Low	23-27	2	13,33%
Total			15	100%

From the calculation of these percentages it can be concluded that the economic conditions of the parents are high at 46.66%, moderate at 40% and low at 13.33%. So that in this way, the economic condition of the parents of students at SDN Banyubiru 04 on student achievement is classified in the high category, which is equal to 46.66%.

To make it clearer, the author conveys it in the form of a frequency distribution table about parents' motivation.

Table 2. Frequency Distribution of Percentage of Motivation of Parents of Grade IV Students at SDN Banyubiru 04 Academic Year 2013/2014

No	Category	Interval	Frequency	Percentage
1	High	33-35	4	26,66%
2	Medium	30-32	5	33,33%
3	Low	27-29	6	40%
Jumlah			15	100%

From the calculation of these percentages it can be concluded that high parental motivation is 26.66%, moderate is 33.33% and low is 40%. So thus, students' perceptions about the motivation of parents of Banyubiru 04 Elementary School students belong to the low category, which is equal to 40%.

To make it clearer, the writer conveys it in the form of a frequency distribution table about student achievement

Table 3. Frequency Distribution of Percentage of Motivation of Parents of Grade IV Students at SDN Banyubiru 04 Academic Year 2013/2014

No	Kategori	Interval	Frekuensi	Presentase
1	Tinggi	75-81	4	26,66%
2	Sedang	68-74	3	20%
3	Rendah	61-67	8	53,33%
Jumlah			15	100%

From the calculation of these percentages it can be concluded that high student achievement is 26.66%, moderate is 20% and low is 53.33%. So that in this way, the learning achievement of class IV students at SDN Banyubiru 04 belongs to the low category, namely 53.33%.

Hypothesis testing analysis is used to analyze whether the hypothesis proposed in this thesis is accepted or not, the effect of economic conditions and parental motivation on student achievement in class IV SDN Banyubiru 04. So it is proven by finding the value of the multiple correlation coefficient between the variable economic conditions ( $X_1$ ) and people's motivation parents ( $X_2$ ) on student achievement ( $Y$ ), which in statistics is better known as a multiple correlation test. Furthermore, to find out the significance between  $X_1$  and  $X_2$  to  $Y$  is determined by the tcount formula then compared with ttable [18].

To find out the correlation between economic conditions and parents' motivation, it can be seen in the following table:

Table 4. Statistical Summary  $X_1$  and  $X_2$ 

Statistics Symbol	Statistical Value
N	15
$X_1$	471
$X_2$	465
$X_1^2$	15023
$X_2^2$	14515
$X_1X_2$	14705

So  $r_{count} = 0.680$ , then compared with the  $r_{table}$  price at the error level of 5% (0.514) and 1% (0.641), while for  $r_{count}$  it is 0.680. Provisions if  $r_{count}$  is smaller than  $r_{table}$ , then  $H_0$  is accepted, and  $H_a$  is rejected. But on the contrary, if  $r_{count}$  is greater than  $r_{table}$  ( $r_{h>rt}$ ), then  $H_a$  is accepted.

To determine the effect of parents' economic conditions on student achievement, it can be seen in the following table:

Table 5. Statistical Summary  $X_1$  and  $Y$

Statistics Symbol	Statistical Value
N	15
$X_1$	471
Y	1032
$2X_1$	15023
$Y^2$	71592
$X_1Y$	32690

So  $r_{count} = 0.767$ , then compared with the  $r_{table}$  price at the error level of 5% (0.514) and 1% (0.641), while for  $r_{count}$  it is 0.767. Provisions if  $r_{count}$  is smaller than  $r_{table}$ , then  $H_0$  is accepted, and  $H_a$  is rejected. But on the contrary, if  $r_{count}$  is greater than  $r_{table}$  ( $r_{h>rt}$ ), then  $H_a$  is accepted.

To determine the effect of parental motivation on student achievement, it can be seen in the following table:

Table 6. Summary of Statistics  $X_2$  and  $Y$

Statistics Symbol	Statistical Value
N	15
$X_2$	465
Y	1032
$X_2^2$	14515
$Y^2$	71592
$X_2Y$	32159

So  $r_{count} = 0.687$ , then compared with the  $r_{table}$  price at the error level of 5% (0.514) and 1% (0.641), while for  $r_{count}$  it is 0.687. Provisions if  $r_{count}$  is smaller than  $r_{table}$ , then  $H_0$  is accepted, and  $H_a$  is rejected. But on the contrary, if  $r_{count}$  is greater than  $r_{table}$  ( $r_{h>rt}$ ), then  $H_a$  is accepted.

After the data has been successfully tested using the product moment and multiple correlation, our first step is to find the  $df$  (degrees of freedom) with the formula  $df = N - nr$ . Respondents (N) who were examined were 15 students. The variables whose influence is sought are the variables X and Y, so  $nr = 2$ . So that  $df = 15 - 2 = 13$ . Once the  $df$  is known, then look at the "r" product moment table, then "r" product moment is obtained at the error level of 5% (0.514) and 1% (0.641). The intermediate effect is at the 5% level ( $0.767 > 0.514$ ), so it can be concluded that the economic conditions of parents affect the learning achievement of fourth grade students at SDN Banyubiru 04, Banyubiru District, Semarang Regency. Furthermore, the intermediate effect (0.687) is a positive and significant influence at the 5% level ( $0.687 > 0.514$ ), it can be concluded that parental motivation can influence student achievement in class IV SDN Banyubiru 04 Banyubiru District, Semarang Regency.

The intermediate effect is obtained by the result of 0.680 at the 5% level ( $0.680 > 0.514$ ). Likewise, the effect obtained by the result of 0.798 is a positive and significant effect at the 5% level ( $0.798 > 0.514$ ). So it can be concluded that economic conditions and parents' motivation can affect achievement learning grade IV students at SDN Banyubiru 04, Banyubiru District, Semarang Regency [19]. Furthermore, the  $t_{count}$  is 4.769 while the  $t_{table}$  obtained is 1.753. This indicates that the multiple correlation between economic conditions ( $X_1$ ) and parental motivation ( $X_2$ ) on learning achievement students (Y) there is a significant correlation. So the alternative hypothesis ( $H_a$ ) is accepted because  $t_{count}$  is greater than  $t_{table}$  ( $4.769 > 1.753$ ) [20]. Thus it can be concluded that the high and low economic conditions and motivation of parents greatly affect the learning achievement of fourth grade students at SDN Banyubiru 04, Banyubiru District, Regency. The implication of this research is that it can provide knowledge and become material for consideration for educators and parents in taking action to support their children or students to achieve.

#### 4. CONCLUSION

Based on the results of research in chapters III and IV, it can be concluded as an answer to find out the purpose of previous research, namely: to determine the positive influence between economic conditions ( $X_1$ ) and

parental motivation (X2) on student achievement (Y) at SDN Banyubiru 04 Banyubiru Sub-District, Semarang Regency, after calculations showed that the condition of the students' parents had categories from high to low categories as well as the results of student motivation and achievement which were very influential from high to low categories. Future research is expected to be able to carry out a more varied and in-depth study of this research.

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