



THE SOCIO-ECONOMIC EXISTENCE OF PARENTS OF STUDENTS WILL INFLUENCE THE ACHIEVEMENTS OF STUDENTS

¹Dirhamsyah;²Netty Kesuma.

Chairman: MARIA MAGDALENA

Lecturer: LLDIKTI (Higher Education Service Institution) FOR REGION 1 OF
MEDAN

Abstract

In Higher Education, the education process takes place through learning and teaching activities that require adequate facilities and infrastructure, so that the desired learning outcomes can be realized. For this reason, the education process requires material or funds to procure the intended facilities and facilities. Given that the ability of parents to have varied socio-economic status, the researcher wants to determine whether the socio-economic existence of the parents of students will influence the achievements of students in college. This research was conducted at the Teachership and Educational Sciences College (STKIP) of Riama Medan by taking a sample of 50 students. The data obtained were analyzed by testing the hypothesis by using an independent test between two factors (B x K test) and $X^2 = 22.12$ is obtained which means $X^2 > X^2 (0.95) (6)$ where this means H_0 is rejected and H_1 is accepted. This means that the socio-economic existence of parents has a positive effect on student learning achievement.

Keywords: *adequate campus, adequate lecturers, social economics of parents of students*



A. Introduction

Background

In the life of a nation, education plays a very important role in the development and survival of the nation concerned. The education program is a basic effort to develop personalities, instill knowledge and skills that are tailored to the environment. Educational efforts are also carried out with manners based on the principle of family and nuances of harmony and balance in the university environment. In this regard, thinking education that accustoms orderly thinking is integrated with humanities education that seeks to interpret the meaning of human life in the world and improve life and its existence.

The educational process takes place through learning and teaching activities that require adequate facilities and infrastructure to achieve the stated goals. This is contained in Law Number 20 of 2003 concerning the National Education System which reads:

"Each formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of the physical, perspicacity, intellectual, social, emotional, and psychological potential of students."

The problem of educational facilities and infrastructure as supporting the implementation of a well-educated process to achieve educational goals is still a scourge among stakeholders. However, given that this study focuses on socio-economic level problems and their effects on willingness and ability to learn, the researchers see that the economic aspects are very significant and this is very decisive.

If the above are related to students studying in college, the problem of socio-economic existence is quite influential on their learning achievement. Students who excel generally are those whose parents' socio-economic presence is good and supportive. Fulfillment of all learning needs of students will motivate them to be more serious and active in learning. Students with such learning and teaching processes do not experience many difficulties and obstacles, thus enabling them to achieve better learning achievements. Although there are students who have high achievement in learning found with parents who have a weak economy, it is a privilege and there are not many of them.



Starting from the facts as stated above, the researcher felt called and interested in conducting this study with the aim of obtaining a clear picture of the influence of the socio-economic existence of parents on the learning achievement of students in college. These problems will be studied and discussed in this study entitled: "The Socio-Economic Existence of Parents of Students Will Influence The Achievements of Students" especially in the College of Teachership and Educational Sciences (STKIP) of Riama Medan.

Scope Of The Problem

Given that the object that was targeted in this study was an educational institution, particularly regarding the socio-economic existence of parents of students whether or not it had an effect on their learning achievement, it was clear that the scope of this research revolved around socio-economic existence and its effect on achievement of students.

So the problem in this study is limited to things related to socio-economic existence that are associated with learning achievement achieved by students. This is done because if the scope of the problem is too broad in a study the result is that the goals to be achieved are not realized. Conversely, if the scope of the problem is too narrow the impact is not achieving the objectives and mission of the research conducted. This is in accordance with the instructions put forward by Muhammad Ali in his book as follows:

"Problems that become the main problem of a research must be formulated clearly and operationally, so that the scope and boundaries are clear. Problem formulation is a description of the scope of the problem under study, therefore for research purposes if the scope is too broad it will be difficult and therefore boundaries need to be determined to narrow it down."

Formulation Of The Problem

Based on the scope of the research problem stated above, the researcher will focus this research on the socio-economic existence and how it actually affects the learning achievement achieved by students.



Thus, the formulation of the problem in this study is: Is there an effect of the existence of parental socio-economic on student achievement in STKIP Riama Medan.

Purpose Of The Study

The purpose of this study is to get a clearer picture of the effects of the existence of socio-economics on student achievement in universities, especially in STKIP Riama Medan. In more detail, this research is conducted to formulate answers to the following questions:

1. What is the description of the socio-economic existence of parents of students.
2. The extent to which socio-economic existence of parents influences the learning achievement achieved by students.

Benefits Of Research

This research is useful:

1. For the lectures in order to improve the learning achievement of students.
2. For the government in preparing policies that will aim to improve the learning system and educational methodology in the future.
3. For parents of students to improve the existence of their socio-economics in order to be able to meet the learning needs of their children to obtain good learning achievements.

B. Literature Review

1. Definition of Social Status

Josua Lumban Tobing in his book *Sociology 2* (1994: 32) states that status is the social position of individuals of a group compared to other groups; the status of the individual in determining one's special rights and obligations in a society. Someone can have several positions because participating in various lives and activities called status as stated by Waston Malau in his book *Sociology 2* (1994: 33), namely that social status is



"The position occupied by someone in a particular Social Institution forms the rights and obligations that are typical in accordance with his position and greatly influences the interaction in society, where the role of status is a behavior that is expected by others from someone who occupies a certain status."

According to this quotation, the status of a person greatly influences his interactions in daily life, especially if he has one status first.

Social status in general can be divided into two, namely:

1. Status obtained by birth or descent (ascribed status)
2. Status obtained by achievement (achieved status).

Both of these statuses can affect the human personality in the general community according to the activities they do. With this description of the division of status, Bruce J. Cohen in his book *Sociology 2* (1994: 33) states:

1. Status according to birth or descent is the status that a person has from birth that is permanent and however it will not change, for example:
 - a. A baby born to a noble family will naturally get the status of a noble family. Once the baby is born, he has received a title and holds a high position compared to people born from ordinary society.
 - b. A child born in a royal family usually does not have a choice of a position or job in the future, because something that will happen in the coming years has been planned well and neatly by his parents.
2. Status according to achievement is a status obtained through hard struggle in achieving certain achievements. For example, someone strives hard and diligently learns so that he can study in the medical school which he has dreamed of with a hard struggle. After graduating from medical school and completing the practice each doctor in the whole world occupies a high status position in the view of society because it can be achieved only through persistent struggle in achievement."



Based on the quote from Bruce J. Cohen in his book *Sociology* 2 1994: 33), then what constitutes social status that accommodates with achievement is the status obtained through achievement (achieved status). This social status has to do with the assessment of activities in the class, and the class with the other two types of status, where the higher levels of participation in the class are men with a higher status background with regard to technological change.

2. Factors Affecting Social Status

The factors that influence individuals as social beings are:

a. Needs

Need is the need in the structure of father and mother and their children to achieve growth and development. According to this description there needs to be a harmonious relationship between fellow group members in social interactions so that the needs clearly influence individual growth and development.

b. Socio-Economic Existence

The economic situation in a family is one of the factors that influence the formation of personal children. In this case the researchers cited the results of a Gruppith study in the United States in 1952 which found that unnatural behavior was most often found in children who were retarded by their family's socio-economic conditions, and found least in children with middle socioeconomic backgrounds. So the socio-economic background of a family is a factor that also influences family relations.

This does not mean that every family with a high or low economic condition causes the family to commit family crime or fulfill family needs, but what is important is how the family behaves in terms of economic use to meet their needs. Because there are families with low socio-economic conditions but in it there is harmony and happiness. On the other hand, there are also families with high or rich economic conditions, but the members dissolve in pleasure spending the economy so they forget the noble tasks that should be done by parents in the



family. For example, parents in a wealthy family often go outside and spend their time chanting with their wives and for that they give up the care of their children to the servants. People like this assume that because of the wealth they have, everything can be bought, including affection for children who are often cared for by housemaids. In this situation the child has the principle that he is king in the family, because the child does not hesitate to ask his servant to serve him even though he is still able to serve himself.

Attitudes of Parents and Their Habits

Parents as family leaders have a certain attitude in educating children. Some parents assume that violence is the only way to lead the child in the right direction. This attitude makes the child behave as follows:

- a. The child is fearful and obedient without being aware which means that the child is spoiled to be a submissive human being who is not of his own volition because he is always hit by bad anxiety.
- b. The child pretends to be afraid to deceive his parents while violating morality in the family.
- c. In addition, the child may argue with parents if he is offended like when he was growing up.

Based on this description, it can be said that parental leadership must have the following characteristics:

1. The pattern of action is democratic
This democratic attitude prioritizes collaboration between parents on the one hand and children on the other hand. This attitude is useful for parents who are tolerant, for example, in answering questions from children, parents should provide information about the rules.
2. Pattern of actions that are coercive or violent
This attitude can cause the child to feel free from everything and may not violate morality in the family, so that violence can hamper the child's development of insight.



Characteristics of Social Status

To understand the effects of socio-economics on improving student achievement, educators should unite perceptions of a functional theory and systemic theory approach that emphasizes the importance of consensus in conflict approaches as desired by the principle of *Bhineka Tunggal Ika*. This requires an understanding of the diversity of the Indonesian nation which can be viewed horizontally and vertically. Horizontal plurality is reflected in social unity which is based on differences in ethnic groups, religions, customs, and regions, and is evident in the plurality of community backgrounds that produce social status.

In line with this description the author quotes the opinion conveyed by Josep Riwa Kaho, MPA in his book *Ilmu Sosial Dasar* (1986: 164) which states that characteristics and social status are

- a. The growth of groups that have their own subculture.
- b. Has a social structure that is divided into institutions that have different views, for example, differences in lineage in the Minangkabau ethnic group with other ethnic groups.
- c. The existence of fanaticism to the values of fundamental beliefs, such as in matters of religion and belief in God Almighty.
- d. Integration is only based on mutual interests; in this case national integration is based on the belief to achieve prosperity nationally.
- e. There is a tendency to dominate politics by certain groups that have reached a more advanced level of culture.

3. Factors That Affect Students to Achieve Learning Achievement

Before the author observes the factors that influence students in achieving learning achievement, the author first quotes the opinions of several experts about the meaning of learning achievement. According to Arigo in his book *Psikologi Pendidikan* (1986: 120), "Achievement is the result of efforts achieved by a person through learning actions that obtain learning outcomes in the form of new behavior, where learning outcomes include knowledge (cognitive), attitude (affective), and skills (psychomotor)." Thus, it can be said that if someone tries to do



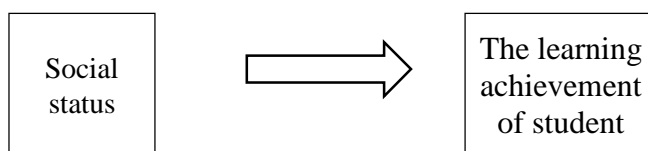
something, that person will surely get an achievement that includes knowledge and expertise.

Learning is also one of the main factors to get an achievement in encouraging someone to organize his or her activities as proposed by Samuel Socito in his book *Psikologi Pendidikan* (PT Gramedia Jakarta, 1986: 134). In his book it is stated that "Learning is to obtain new things in the fields of knowledge, proficiency, skills, values, and behavior with one's own psychological activities". So, based on Samuel Socipta's opinion, it can be seen that the learning process is an organization of active learning activities in terms of cognitive, affective, and psychomotor.

In line with the explanation of the learning achievements stated in the quotations above, the researcher also quoted the opinion expressed by Koenso Sastromiharjo in his book *Interaksi Motivasi Belajar* (1983: 121). In his book it is stated that learning achievement is "Changes that include actual and potential cognitive, affective, and psychomotor domains, and are valid at the same time and occur due to effort". Based on this description it can be concluded that the results of learning are changes in behavior that occur in a person who is taken through learning in the long term. Meanwhile Hadari Nawawi in his book *PP* (1981: 41) states "Learning achievement is a level of achievement of success by students and expressed in the form of scores obtained and results of tests for certain achievements".

Framework

In an effort to improve the learning achievement of students, many factors that influence it must be considered. One of them is the socio-economic status of parents that can be known from the parents' income which is an important factor to educate the child toward better individual growth and development.





Hypothesis

Based on the problem set, the researcher proposes the research hypothesis as follows: "There is a positive effect of the existence of socio-economic of parents on student achievement".

C. Research Method

This study was conducted in the College of Teachership and Educational Sciences of Riama Medan, where the campus is located at Jl. Tritura Marindal Medan in the academic year of 2017/2018 with a sample of 50 students.

Data Collection Instrument

The method used to collect data in this study is in the form of:

1. Data on the existence of social economics of parents using questionnaires administered to all respondents.
2. Data on student achievements obtained from documentation data in the form of a cumulative score index of students.

Data Analysis Technique

Hypothesis testing is done by independent test between two factors, namely:

1. The factor of the level of socio-economic existence of parents as an independent variable (influencing variable).
2. The factor of learning achievement of students as the dependent variable (variables affected).

Hypothesis testing is carried out by using an independent test between two factors (B x K test) with a statistical formula:

$$\text{with } E_{ij} = \frac{n_{io} \times n_{oj}}{n}$$

where:

χ^2 = chi-square

D_{ij} = observation frequency of the i-th row, j-th column

E_{ij} = applied frequency i-th row, j-th column

n_{io} = the number of observation data of the i-th row

n_{oj} = the number of observation data of the i-th column

n = sample size



The social status of parents based on income per month is classified into three categories, namely:

1. High category with income above Rp. 7,000,000
2. Middle category with income of Rp. 2,000,000 - Rp. 6,900,000
3. Low category with income below Rp. 2,000,000

Meanwhile student achievement based on the cumulative score index (CSI) is divided into four categories, namely:

1. High category with CSI = 3-4
2. Medium category with CSI = 2.5-2.9
3. Fair category with CSI = 2-2.49
4. Low category with CSI smaller than 2

Then the collected data is entered into the B x K contingency table as follows (attached).

Research Results

Research results indicate the following:

1. Existence of social economy of parents

The existence of socio-economic of parents of students viewed from the level of income is shown in the following table:

Table 1. The existence of socio-economic of parents

The existence of socio-economic of parents	F	%
High	15	30
Medium	18	36
Low	17	34
Total	50	100

2. Student achievement

Student achievement viewed from the cumulative score index obtained by students is shown in the following table:

Table 2. Student achievement

Student achievement	F	%
High	13	26
Medium	16	32
Fair	13	26
Low	8	16
Total	50	100



3. Observation data on student achievements are viewed from the socio-economic existence of parents

Data on student performance viewed from socio-economic status of parents is presented in the B x K contingency list as shown in Table 3.

D. Result and Discussion

1. Hypothesis Testing

The hypothesis to be tested in this study is formulated as follows:

Ho: The existence of socio-economics of parents does not have a positive effect on student achievement.

Hi: The existence of social economics of parents has a positive effect on student achievement.

The statistical formula, according to Sujana (1989: 279), which is used to test hypothesis is:

$$\chi^2 = \sum_{i=1}^B \sum_{j=1}^K \left(\frac{D_{ij} - E_{ij}}{E_{ij}} \right)^2$$

with $E_{ij} = \frac{n_{i0} \times n_{0j}}{n}$

Where the criteria for testing are Ho is rejected if

$$\chi^2 \geq \chi^2 (1 - \alpha)$$

To test the hypothesis, the data is presented in the B x K contingency list shown in Table 3.

Table 3. A list of B x K contingencies for observational data on student achievement is viewed from the existence of socio-economic of parents.

Social status of parents	Student achievement				Total
	Low	Fair	Medium	High	
High	0	2	4	9	15
Medium	2	4	9	3	18
Low	6	7	3	1	17
Total	8	13	16	13	50



Table 3.Data on the existence of the social economy of the parent and student achievement

$$E_{11} = \frac{15 \times 8}{50} = \frac{120}{50} = 2,4, \quad E_{12} = \frac{15 \times 13}{50} = \frac{195}{50} = 3,9, \quad E_{13} = \frac{15 \times 16}{50} = \frac{240}{50} = 4,8$$

$$E_{14} = \frac{15 \times 13}{50} = \frac{195}{50} = 4,8, \quad E_{21} = \frac{18 \times 8}{50} = \frac{144}{50} = 2,88, \quad E_{22} = \frac{18 \times 13}{50} = \frac{234}{50} = 4,68$$

$$E_{23} = \frac{18 \times 16}{50} = \frac{288}{50} = 5,76, \quad E_{24} = \frac{18 \times 13}{50} = \frac{234}{50} = 4,68, \quad E_{31} = \frac{17 \times 8}{50} = \frac{136}{50} = 2.72$$

$$E_{32} = \frac{17 \times 13}{50} = \frac{221}{50} = 4,42, \quad E_{33} = \frac{17 \times 16}{50} = \frac{272}{50} = 5,44, \quad E_{34} = \frac{17 \times 13}{50} = \frac{221}{50} = 4,42$$

and H_0 is rejected if X^2

for $\lambda = 0,05, \beta = 3$ dan $K = 4$
 results :

$$X^2_{(1-\lambda)\{(\beta-1)(K-1)\}} = X^2_{(1-0,05)\{(3-1)(4-1)\}}$$

$$= X^2_{(0,95)(2 \times 3)}$$

$$= X^2_{(0,95)(6)} = 12,6$$

$$= X^2 = 12.6$$

From the results of the calculation above, $X^2 = 22.12$ and $X^2_{(0,95)(6)} = 12.6$ are obtained. Thus, $X^2 > X^2_{(0,95)(6)}$ and therefore H_0 is rejected or H_1 is accepted. The meaning is that the existence of social economics of parents has a positive effect on student achievement.

3. Determine the degree of relationship between socio-economic existences of parents with learning achievement of students.

For determinants of the relationship (degree of relationship) of socio-economic status of parents with student achievement, the coefficients in contingency C are compared. According to Syafaruddin Siregar (2005: 186), the contingency coefficient, C_{max} , is determined by the formula:



$$C = \sqrt{\frac{X^2}{X^2 + \pi}}$$

$$C_{maks} = \sqrt{\frac{m-1}{m}}$$

where m = minimum between b and k . The closer C is to C_{max} , the greater the degree of relationship. The calculation results indicate that $X^2 = 22,12$, $\pi = 50$, and $m = 3$. Thus,

$$C = \sqrt{\frac{x^2}{x^2 + \pi}} = \sqrt{\frac{22,12}{22,12 + 50}} = \sqrt{\frac{22,12}{72,12}} = \sqrt{0,306711037}$$

$$C = 0,55$$

$$C_{Maks} = \sqrt{\frac{m-1}{m}} = \sqrt{\frac{3-1}{3}} = \sqrt{\frac{2}{3}} = \sqrt{0,6666}$$

$$C_{Maks} = 0,81649658$$

By comparing $C = 0.55$ and $C_{max} = 0.82$ it appears that the degree of relationship between the existence of social economics of parents and the learning achievement of students is quite large.

E. Conclusions

From the results of data analysis, the researcher can draw conclusions as follows:

1. The existence of the social economic of parents of students of STKIP (College of Teachership and Educational Sciences) Riama Medan is very varied which can be classified as high, medium and low.
2. The learning achievement of students of STKIP (College of Teachership and Educational Sciences) Riama Medan measured



by the cumulative score index varied, namely high, medium, fair, and low.

- From testing the hypothesis it can be concluded that the level of socio-economic existence of parents of students has a positive effect on student achievement.

Socio-economic status of parents	Student achievement				Total
	Low	Fair	Medium	High	
High	/	/	/	/	nio
Medium	/	/	/	/	nio
Low	/	/	/	/	nio
Total	noj	noj	noj	noj	

Table 4.Data on the existence of socio-economic of parents and student achievement

Socio-economic status of parents	Student achievement				Total
	Low	Fair	Medium	High	
High	/	/	/	/	nio
Medium	/	/	/	/	nio
Low	/	/	/	/	nio
Total	noj	Noj	noj	noj	

$$\chi^2 = \sum_{i=1}^B \sum_{j=1}^K \left(\frac{D_{ij} - E_{ij}}{E_{ij}} \right)^2$$

$$\chi^2 = \left(\frac{0-24}{2,4} \right)^2 + \left(\frac{2-3,9}{3,9} \right)^2 + \left(\frac{4-4,8}{4,8} \right)^2 + \left(\frac{9-3,9}{3,9} \right)^2 + \left(\frac{2-2,88}{2,88} \right)^2 + \left(\frac{4-4,68}{4,68} \right)^2 + \left(\frac{9-5,76}{5,76} \right)^2 + \left(\frac{3-4,68}{4,68} \right)^2 + \left(\frac{3-4,68}{4,68} \right)^2 + \left(\frac{5-2,72}{2,72} \right)^2 + \left(\frac{7-4,42}{4,42} \right)^2 + \left(\frac{3-5,44}{5,44} \right)^2 + \left(\frac{1-4,42}{4,42} \right)^2$$

$$\chi^2 = 2,4 + 0,9256 + 0,133 + 6,6692 + 0,268 + 0,098 + 1,8225 + 0,603 + 3,955 + 1,505 + 1,094 + 2,46$$

$$\chi^2 = 22,12339743$$

$$\chi^2 = 22,12$$



Bibliography

- Arigo., Psikologi Pendidikan, Jakarta, PT.Gramedia, 1986.
- Almond., Psikologi Pendidikan, Jakarta,BPK Gunung Mulia, 1986.
- Ari Kunto Suharsimi, Prosedur Penelitian Suatu Pendekatan Praktek,
Jakarta, Renika Cipta, 1991.
- Cohen Bruce, J., Sosiologi 2, PT.Pabean, Surakarta, 1994.
- Durkheim., Pengantar Sosiologi, Bandung, 1986
- Kasmadi, Cs., Panduan Modern Penelitian Kuantitatif, Bandung,
Penerbit Alfabeta, 2016.
- Malau Waston., Sosiologi 2, PT.Pabean, Surakarta,1994.
- Masri, A.W., Psikologi Sosial, Djogyakarta, Yayasan Penerbitan
Psikologi UGM, 1984.
- Muhabbin Syah., Psikologi Pendidikan dengan Pendekatan
Baru,Bandung, Penerbit PT.Remaja Rosdakarya,2008.
- Nawawi Hadari., Hubungan Manusia di Kalangan Murid Terhadap
Prestasi Belajar, 1981.
- Purwanto M.Ngalim., Pembawaan dan Lingkungan, Bandung, PT.Bina
Aksara, 1983.
- Riwo Kaho Jose., Ilmu Sosial Dara, Surakarta, 1986.
- Siregar, Syafaruddin., Statistik Terapan Untuk Peneliti, Jakarta,
Grasindo, 2005.
- Soemanto Wasty., Psikologi Pendidikan, Malang, 1983.
- Sugiyono., Metode Penelitian Pendidikan, Bandung, Alfabeta, 2017.
- Socito Samuel., Psikologi Pendidikan, Jakarta, PT. Gramedia, 1983.
- Sudjana., Metode Stastik Edisi V, Bandung, tersito, 1986.