



## Relationship of Parents' Socio-Economic Status to Student Achievement

Arif Zaenal Arifin<sup>1</sup>, Friska Rahmatika Azizah<sup>2</sup>, Mutiara Putri<sup>3</sup>, Nur Afiah<sup>4</sup>, Rohanah<sup>5</sup>, Rosaninda<sup>6</sup>, Iis Holiah<sup>7\*</sup>

Bunga Bangsa Islamic University Cirebon <sup>1,2,3,4,5,6,7</sup>

Correspondence e-mail : [iisholiah@bungabangsacirebon.ac.id](mailto:iisholiah@bungabangsacirebon.ac.id)

**Abstract:** The economic well-being of parents can affect all aspects of life in the family, including by affecting the learning process of a child or student. This study aims to determine the condition of the socioeconomic status of students' parents, the learning achievement of high-class students and to determine the relationship between parents' socioeconomic status and student learning achievement. The method used in this study is descriptive qualitative. The subjects in this study were students who were ranked from 1 to 5 in high grades, namely class IV and V MI Al Washliyah perbutulan Cirebon. Data collection techniques that researchers use are by using observation and direct interviews. The data analysis technique used in this study is a qualitative descriptive method that is by looking for, collect, and organize systematically. Based on the results of research on the relationship between parents' socioeconomic status and learning achievement in high-class students at MI Al Washliyah, it can be concluded that there is a positive relationship between parents' socioeconomic status and learning achievement. From the explanation above, it can be seen that the socioeconomic status of parents has a significant positive relationship with student learning achievement. This shows that the higher the socioeconomic status of the parents, the higher the learning achievement of the learners. vice versa, the lower the socioeconomic status of parents, the lower the impact on student learning achievement

**Keyword :** Socioeconomic status, Parents, Learning achievement, Learners

**Article info:** Submitted : 2023-06-27 | Accepted : 2023-08-28 | Published : 2023-08-31

---

Copyright © 2023, Authors.

This is an open-access article under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

How to Cite :

### Introduction

Education is one of the necessities of life whose process lasts a lifetime and in its implementation can be realized through three channels, namely informal education, non-formal education and formal education. According to Livingstone in (Sudiapermana, 2009) defining informal education is any activity that involves understanding, knowledge, or skills that occur outside the institutional curriculum provided by educational programs, courses or workshops. Informal education is also commonly called institutional education, where education starts from the family.

Non-formal education is education that takes place in the community and formal education is education that is held in schools through continuous and tiered teaching and learning activities. The school provides a place for students to be able to develop their potential talents so that they can be useful for their own interests and for the

benefit of others. In the teaching and learning process it is hoped that there will be changes that occur in students, be it behavior,

A person's socioeconomic status certainly has a role in the development of their children. Families who have a good economic status can certainly meet the needs of their children properly, both in terms of social, life and even education will be given the best. However, there is a possibility that low economic status can provide the same thing to their children, it does not rule out the opposite.

The economic role of parents in general can be said to have a positive influence on increasing student achievement. According to Gerungan's opinion (Chotimah et al., 2018) states that the socio-economic conditions of the family certainly affect the development of children, if it is considered that there is an adequate economy, the material environment faced by children in the family is wider, they get more opportunities area to develop a variety of skills that they cannot develop if there is no infrastructure. This opinion is supported by Djaali's opinion (Djamarah et al., 2010) which states that parents' education, economic status, residence, percentage of parental relationships, words and guidance of parents affect children's learning achievements.

Even the economic conditions of students' parents also support the learning process of students at school, namely in the provision of learning facilities and infrastructure, the aim of which is to facilitate the learning process of students with teachers at school. School facilities and infrastructure that can be obtained by students, namely starting from a safe study room, student handbooks, stationery and school uniforms used.

Good education can be enjoyed by children if parents care about their child's future. According to Slameto in (Chotimah et al., 2018) states that parents who pay less or do not pay attention to their children's education, for example they are indifferent to their children's learning, do not pay attention at all to the interests and needs of their children in learning, do not regulate when studying, not providing or completing learning tools, not paying attention to whether the child is studying or not, not wanting to know how their child's learning is progressing, difficulties experienced in learning and so on, can cause children to not or be less successful in their studies. Maybe the child himself is actually smart, but because the way of learning is not regular, in the end the difficulties pile up so that they fall behind in their learning and finally the child is lazy to learn. The results obtained, grades or learning outcomes are not satisfactory and may even fail in their studies. This can happen to children from families where both parents are too busy taking care of their work.

The diversity of socio-economic conditions of parents of grade IV and V MI Al Washliyah The needs of both the Fullday and Regular programs are very diverse. There are those who have a good socio-economic status, so they will pay attention and be able to meet the needs of students properly. Likewise, there are parents of students

with low social economic status who do not pay more attention to students. However, there is also the case that parents of students who have low economic status can give more to their children.

Based on the results of observations and interviews with homeroom teachers for grades IV and V at MI Al Washliyah Perbutulan both from the Fullday and Regular programs, it was found that students who get the highest scores and rank in the top 5 in their class have diverse parental backgrounds. And it can be said that the economic background of these parents influences the ability to finance their children's education and complement their learning needs. So that this situation can be said to be one of the factors influencing social economic status.

Several researchers have conducted research on the relationship of parents' socioeconomic status to student achievement such as the results of Chotimah, Ani & Widodo's research (2018) which shows that there is a significant influence of the variable influence of parents' socioeconomic status on student achievement. The research results from Tapalak (2019) state that the results of this study indicate that there is a positive and significant influence of Parents' Socio-Economic Status on Student Achievement at SMPN 3 Selayar Islands. Then the results of research from Wirawan (2015) that the socio-economic status of parents has a significant effect on economic learning achievement. Parents' socioeconomic status has a significant effect on students' shopping behavior. Based on the results of previous research that there is a relationship between the socioeconomic status of parents with student achievement. However, the relationship between parents' socioeconomic status and student achievement in basic education has not been reviewed. Therefore the researcher plans to take the research title based on the renewal of the previous research.

## Methodology

This study aims to analyze the relationship of parents' socioeconomic status to student learning outcomes at MI Al Washliyah Perbutulan Cirebon. This research was conducted at MI Al Washliyah Perbutulan Cirebon. This research was conducted for 2 months. This type of research is written using qualitative research using case studies. Qualitative research is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects (Sugiyono , 2015).

The approach used in this research is the type of case studies (Case Studies), case study research is a process of collecting data and information in depth, detail, intensive, holistic and systematic about people, events, social settings (social background) or groups using various methods and techniques and from various sources of information (Yusuf, 2014). The reason the researcher uses a case study approach in her research is because the researcher wants to understand and know more deeply about the background of whether there is a relationship between the socioeconomic status of parents and student achievement in elementary schools.

Data collection techniques that researchers use are by using observation and direct interviews. The interview is an event or a process of interaction between the interviewer (interviewer) and the source of information or the interviewee (Yusuf, 2014), where the interviewer here is a student practicing PLP UI Bunga Bangsa Cirebon and the person being interviewed by the homeroom teacher from a high class namely class IV and V MI Al Washliyah Perbutulan Cirebon. The data analysis technique used in this study is a qualitative descriptive method that is by looking for, collect, and organize systematically.

## Result and Discussion

### 1. Socio-Economic Status of Parents of High Grade Students Mi Al Washliyah Perbutulan Cirebon.

Based on the results of observations and interviews with parents or guardians of high-class students at MI Al Washliyah Perbutulan Cirebon, it was found that the socioeconomic status of parents or guardians of students at MI Al Washliyah Perbutulan Cirebon high class has quite a variety of social statuses. The socio-economic status of parents of high-class students at MI Al Washilyah Perbutulan Cirebon, on average, can be said to be quite well off and in a class of people who are classified as well off. The occupations of the parents of students in high grades, namely in grades IV and V of MI Al Washliyah, are mostly civil servants (PNS), police, midwives, and entrepreneurs.

With parents' income that is adequate for daily needs in the family, this will also have an impact on the learning facilities needed by a child. Parents who are aware of their children's learning facilities are an important aspect in achieving learning goals at school, so they will try to meet their children's needs so that the learning process becomes effective and runs smoothly (Rizkiana, 2014 ; Barokah & Yulianto, 2019 ; Widjdati, 2013).

### 2. Learning Achievement of Middle Class Students Mi Al Washliyah Perbutulan Cirebon Based on Observations and Interviews with Homeroom Class IV and V MI

Al Washliyah, students in high grades who get learning achievements are students who get ratings 1 to 5, besides that students are motivated in learning, students get parental attention and affection for them. This form of affection and attention from parents or guardians of students is manifested by meeting the needs of facilities in their schools.

Apart from the attention and affection of parents, students achieve learning achievements, namely by motivating themselves. There is an important relationship between motivation to achieve achievement with student achievement. When a person studies with the aim of achieving satisfactory success,

then the drive to achieve, especially coming from oneself, will greatly influence how far one succeeds in achieving these achievements.

Students who are motivated to achieve tend to be more disciplined, motivated, have strong endurance, and have high ambitions to achieve good learning achievements. This strong passion and ambition can make it easier for them to achieve better performance than unmotivated students. Students who lack or do not have achievement motivation tend to be less enthusiastic about learning, less focused on participating in class learning, and do not actively participate in learning. Because of this condition, students who lack achievement motivation are generally unable to achieve satisfactory learning achievements (Fahrurrozi, Sari & Wiguna, 2022 ; Trinova, Hasibuan & Nini 2021 ; Fatmasari & Kurniawan, 2021 ; Purnomo & Rosalina, 2016).

### 3. Relationship Between Socio-Economic Status of Parents and Learning Achievement of High Grade Students at Mi Al Washliyah Perbutulan Cirebon

The results of the study show that parents' socioeconomic status has a significant impact on academic achievement. The higher a person's social class, the more they are owned and valued in society, so this differentiates the level of education between individuals. Economic factors play a role in this, because the higher the economy in a family, the more likely the individual is to have complete learning facilities.

Different socioeconomic status of individuals can affect their learning achievements. Facilities are an important factor in improving learning achievement, because if an individual has complete facilities, he will learn more easily and feel comfortable. It can also increase individual learning enthusiasm. In addition, the availability of books and costs are also important in individual education. If a person has sufficient access to books and funds, he can increase his knowledge and more easily achieve the desired achievements.

It can be concluded that there is an important relationship between motivation to achieve achievement with student achievement. When a person studies with the aim of achieving satisfactory success, then the drive to achieve, especially coming from oneself, will greatly influence how far one succeeds in achieving these achievements.

Students who are motivated to achieve tend to be more disciplined, motivated, have strong endurance, and have high ambitions to achieve good learning achievements. This strong passion and ambition can make it easier for them to achieve better performance than unmotivated students. Students who lack or do not have achievement motivation tend to be less enthusiastic about learning, less focused on participating in class learning, and do not actively participate in

learning. Because of this condition, students who lack achievement motivation are generally unable to achieve satisfactory learning achievements.

Education requires a large amount of money, so that the economic conditions of the family also affect a person's pursuit of education. Because, when children enter the world of education, the financial burden on the family will increase. Other family needs, such as basic needs and social needs, as well as children's educational needs, must also be met every month. Therefore, families with poor financial conditions may not be able to provide adequate facilities in the teaching and learning process. This causes children to be hampered in their learning process, because the necessary learning needs cannot be met. For example, to improve one's learning achievement, sufficient reading material is needed. However, if a person does not have access to adequate reading material, then his knowledge will not develop. This poor financial condition makes a person unable to develop his learning achievements.

If students have the motivation to excel, then they will be encouraged to continue to improve their learning achievement. This motivation arises because of the self-awareness of students who want to improve their learning outcomes or because of competition in the class. Students who have achievement motivation will be more motivated to study diligently and pay attention to learning in class. This makes them better understand and master the learning material so that they can finally achieve good learning achievements.

## Conclusion

Based on the presentation of the results and discussion of the relationship between parents' socio-economic status and learning achievement in high-class students at MI Al Washliyah, it can be concluded that there is a positive correlation between parents' social and economic status and students' academic performance. From the explanation above, it can be seen that the socioeconomic status of parents has a significant positive relationship with student achievement. This shows that the higher the socio-economic status of parents, the higher the learning achievement of students. Conversely, the lower the socio-economic status of parents, the lower the impact on student achievement.

## References

Barokah, N., & Yulianto, A. (2019). Pengaruh lingkungan sekolah, self efficacy, dan status sosial ekonomi orang tua terhadap minat melanjutkan pendidikan tinggi dengan prestasi belajar sebagai variabel mediasi. *Economic Education Analysis Journal*, 8(2), 434-452.

Chotimah, L. N., Ani, H. M., & Widodo, J. (2018). Pengaruh Status Sosial Ekonomi Orang Tua Terhadap Prestasi Belajar Siswa. *JURNAL PENDIDIKAN EKONOMI*:

Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial, 11(2), 120. <https://doi.org/10.19184/jpe.v11i2.6457>

Chotimah, L. N., Ani, H. M., & Widodo, J. (2018). Pengaruh status sosial ekonomi orang tua terhadap prestasi belajar siswa. *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial*, 11(2), 120-125.

Dg Tapalak, N. W. (2019). Pengaruh Status Sosial Ekonomi Orang Tua Terhadap Prestasi Belajar Siswa di SMPN 3 Kepulauan Selayar (Doctoral dissertation, Universitas Negeri Makassar).

Djamarah, Bahri, & Aswan, Z. (2010). Strategi Belajar Mengajar. Jakarta : PT. Rineka Cipta.

Fahrurrozi, F., Sari, Y., & Wiguna, P. (2022). Studi Literatur: Pengaruh Status Sosial Ekonomi Orang Tua terhadap Hasil Belajar Siswa Sekolah Dasar. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 4(4), 5472-5479.

Fatmasari, Y., & Kurniawan, L. A. (2021). Pengaruh Status Sosial Ekonomi Orang Tua dan Motivasi Belajar Terhadap Hasil Belajar Siswa. *Jurnal Inovasi Pendidikan MH Thamrin*, 5(1), 36-45.

Prof.Dr.Sugiyono. (2015). Metode penelitian pendidikan (pendekatan kuantitatif , kualitatif dan r & d.

Purnomo, B., & Rosalina, A. (2016). Pengaruh status sosial ekonomi orang tua terhadap prestasi belajar siswa kelas IVB SD no 64/1 Muara Bulian. *Jurnal Gentala Pendidikan Dasar*, 1(2), 275-297.

Rizkiana, A. (2014). Pengaruh status sosial ekonomi orang tua, motivasi belajar, disiplin belajar terhadap prestasi belajar pada siswa SMK Barunawati Surabaya. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 2(2), 186-200.

Sudiapermana, E. (2009). Pendidikan Informal. *Jurnal Pendidikan Luar Sekolah*, 4(2).

Trinova, Z., Hasibuan, A. L., & Nini, N. (2021). Status Sosial Ekonomi Orang Tua dan Hubungannya Dengan Prestasi Belajar Siswa. *Al Irsyad: Jurnal Bimbingan Konseling Islam*, 12(1), 37-48.

Widjdati, Y. (2013). Pengaruh status sosial ekonomi orang tua terhadap prestasi belajar siswa. *Jurnal Ilmiah Pendidikan Geografi* [serial online], 1(2), 99-111.

Wirawan, Y. R. (2015). Pengaruh Status Sosial Ekonomi Orang Tua Terhadap Prestasi Belajar Ekonomi Dan Perilaku Konsumsi Siswa. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 3(2), 147-167.

Yusuf, A. M. (2014). Metode Penelitian Kuantitatif, Kualitatif & Gabungan. Kencana.