

# The Effect of Parents' Attention and Economic Level on Student Learning Outcomes in Social Studies Subjects at SMPN 2 Paciran

Tsinta Alfi Nuriyah Nabilah<sup>1</sup>, Luthfiya Fathi Pusposari<sup>2</sup>

<sup>1,2</sup> Faculty of Tarbiyah and Teacher Training, UIN Maulana Malik Ibrahim Malang  
e-mail: tsinta85@gmail.com

## Abstrak

Penelitian ini dilakukan untuk melihat seberapa jauh pengaruh perhatian dan tingkat ekonomi orang tua pada hasil belajar IPS SMPN 2 Paciran. Metode kuantitatif korelasional digunakan untuk melakukan penelitian ini. Sampel yang dipilih oleh menggunakan metode proporsional random sampling yang menghasilkan 154 responden. Penelitian ini dianalisis menggunakan analisis linier berganda. Dengan demikian, hasil penelitian menunjukkan bahwa (1) perhatian orang tua memberikan pengaruh yang signifikan terhadap hasil belajar siswa dengan signifikansi 0.211, (2) tingkat ekonomi memberikan pengaruh yang signifikan terhadap hasil belajar siswa dengan signifikansi 0.250, (3) perhatian dan tingkat ekonomi orang tua memberikan pengaruh yang signifikan terhadap hasil belajar siswa dengan koefisien determinasi 30.8%.

**Keywords:** *Perhatian Orang Tua, Tingkat Ekonomi, Hasil Belajar*

## Abstract

This study was conducted to see how far the influence of parents' attention and socioeconomic status on social studies learning outcomes at SMPN 2 Paciran. The correlational quantitative method was used to conduct this research. The sample selected by using proportional random sampling method which produces 154 respondents. This study was analyzed using multiple linear analysis. Thus, the results of the study show that (1) parental attention has a significant influence on student learning outcomes with a significance of 0.211, (2) Economic level has a significant influence on student learning outcomes with a significance of 0.250, (3) attention and economic level of parents has a significant influence on student learning outcomes with a coefficient of determination of 30.8%.

**Keywords:** *Parent's Attention; Economic Level; Learning Outcomes*

## INTRODUCTION

Families, especially parents, have a fundamental task in supporting and guiding children to reach the stage of having choices in socializing in the community. Parents are the first educational institutions that are expected to facilitate children's needs and educate them both biologically and psychologically so that maximum learning outcomes are obtained (Darling-Hammond, Flook, Cook-Harvey, Barron, and Osher, 2020). Educational problems, especially regarding learning, are not only the obligation of schools and teachers, but parents are also obliged to monitor children's development. In today's world of education, there are still some parents who completely give up their obligation to educate their children to school, as if they have resigned themselves to the affairs of children's education in formal institutions. They believe in schools so that they can instill character and academic education in students without considering the child's growth and development. In fact, children's learning outcomes are not only caused by internal factors such as intelligence, abilities, or children's talents. However, there are also external factors, one of which is a family factor consisting of parental attention and economic level (Ahmadi, 2017).

Currently, parents have their own activities but still demand that children get good academic and ethical achievements regardless of their children's abilities. The 2020 Indonesian Child Protection Commission (KPAI) survey conducted on 14,169 parents also showed that only 33.8% of parents received information on how to take good care of their children (Kemenpppa, 2020). Parents prioritize their desires because they believe that sending their children to school is their only obligation, and youngsters must do their best for their parents. In fact, a variety of factors influence learning outcomes, one of which is the parent factor. This is in line with Lestari and Suwarsito's research, which shows that parental attention has a positive impact on children, such as increasing children's enthusiasm and interest in learning (Lestari and Suwarsito, 2020). The attention and supervision of parents at home will have an impact on the readiness of their children to learn, both at home and at school. Rahman's research in 2021 also gave results that parental attention had a favorable and large impact on student learning outcomes, with high attention being directly proportionate to high learning outcomes. (Rahman, 2021).

Efforts to care for parents can be realized by showing care and affection for the child to feel protected. Thus, a sense of calm, security, and sincerity will emerge in the learning process because of getting this appreciation. According to Slameto, there are several efforts that parents can try to maximize attention to children in education which are also indicators in this research, namely guiding children in learning, supervising children in learning, giving rewards and punishments, fulfilling learning support facilities, creating a comfortable learning atmosphere, and paying attention to child health (Slameto, 2010).

In addition to parental attention, parents' economic level also has an obligation to facilitate student learning because parents' obligations in educating children are not only through moral but also material support. In line with Slameto's opinion that the economic situation of parents has a close relationship with children's learning (Slameto, 2010). Parents do not only meet the needs of children, such as clothing, food, and housing. However, it is also expected to be able to fulfill learning facilities such as books, uniforms, pocket money, and so on, where these facilities can be achieved if the parents' economy is sufficient. The economic level of parents can be grouped into high, medium, and low economic levels (Hendri, Seran, and Marganingsih, 2020). Some of the causes that can classify the high and low economic level of parents can be seen from the education level of the parents, the type of work, and the income of the parents. This is also supported by Abdulsyani's opinion about a person's economic level can be measured through the level of education and income where these factors will be used as indicators in this study (Abdulsyani, 2012).

Data from the Indonesian Child Protection Commission (KPAI) concluded that there was an increase in the number of children dropping out of school during the COVID-19 pandemic until early 2022 (Indra, 2022). One of the causes is financial problems that cannot be managed properly during the pandemic. Not to mention the cost of education, which is sometimes not sufficient for daily needs because the cost of education tends to increase every year. Meanwhile, the economic condition of the community around SMPN 2 Paciran depends on the traditional agriculture and fishing sectors (BPS Lamongan, 2021). During the pandemic, many fishermen in Paciran beach experienced a crisis, which caused many fishermen not to go to sea. Here the researcher wants to know the economic condition of parents from various livelihood sectors and their influence on the fulfillment of children's educational facilities because families with low economic level will be more focused on meeting primary needs, so that attention to improving children's education is less than optimal.

Based on the preceding explanation, the researcher is interested in conducting a research activity entitled "The Effect of Attention and Economic Level on Learning Outcomes in Social Studies Subject at SMPN 2 Paciran", which aims to analyze how parents' attention and economic level affect students' learning outcomes in social studies subjects at SMPN 2 Paciran. The findings of this study should be helpful to parents, teachers, and schools in maximizing student learning outcomes.

## METHODS

This study uses a quantitative approach to the type of correlational research. The sampling in this study used a proportional random sampling technique performed by calculating the Slovin formula with a margin of error of 5%, resulting in 154 respondents. Parental attention data is taken using a questionnaire, and students will checklist according to level using a likert scale of 16 questions. Data on the economic level of parents was obtained from a questionnaire compiled in the form of multiple choice of 6 questions. Meanwhile, learning outcomes were obtained through the average grade of odd semester report cards class IX A–J at SMPN 2 Paciran.

This study uses data analysis consisting of classical assumption testing and hypothesis testing through multiple linear analysis. The classical assumption test consists of normality, multicollinearity, heteroscedasticity, and autocorrelation tests. While the hypothesis test consists of a t-test, an F-test, coefficient of determination and effective and relative contribution

## RESULT AND DISCUSSION

### RESULT

This study consists of three hypotheses, namely: 1) there is an effect of parental attention on student learning outcomes in social subjects at SMPN 2 Paciran; 2) there is an influence of parents' economic level on student learning outcomes in social subjects at SMPN 2 Paciran; and 3) there is an influence of parents' attention and economic level on student learning outcomes in social subjects at SMPN 2 Paciran. From the classical assumption test calculations performed, all data is normally distributed and there are no problems of multicollinearity, heteroscedasticity, or autocorrelation. Furthermore, a multiple-linear analysis test was performed using SPSS 26 as follows.

**Table 1. Multiple linear regression test**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	63.650	1.536		41.617	.000
	Attention	.211	.036	.448	5,834	.000
	Economic Level	.250	.107	.180	2.341	.021

a. Dependent Variable: Learning Outcomes

Based on the table above, it can be written an equation of the regression formula as follows:

$$Y = \alpha + B_1X_1 + B_2X_2 + e$$

$$Y = 63.650 + (0,211) X1 + (0.250) X2 + e$$

From this equation, it can be concluded that the constant value (a) is 62.5411. This indicates that if parents' attention and economic level are 0, then learning outcomes have increased by 63,650. The value of the coefficient of Parental Attention (X1) obtained a positive value of 0.211. This shows that there is a positive regression direction between the variables of Parental Attention to Student Learning Outcomes. If there is an increase in X1 then the value of Y will increase by 0.211. The value of the coefficient of the Parent's Economic Level (X2) obtained a positive value of 0.250. This indicates that if there is an increase in the economic level of parents, there will also be an increase in student learning outcomes of 0.250.

Following that, a t-test was used to examine the effect of the independent variables on the dependent variable in part. When the t count exceeds the t table, it is considered substantial and influential. If the t count is less than the t table, however, it can be labeled insignificant and have no effect. In this study, obtained t table of 1.65501. Partial test results can be seen in the following table.

**Table 2. t-test**

Model	t	t tabel	Sig.
(Constant)	41.617	1,65501	.000
Attention	5.834	1,65501	.000
Economic Level	2.341	1,65501	.021

a. Dependent Variable: Learning Outcomes

Based on the table above, the hypothesis testing X1 (Parental attention) shows a t count of 5.834 with a significance level of 0.000. This means that t count > from t table (5.834 > 1.65501) which indicates that Ha is accepted and Ho is rejected. This means that there is a positive and significant effect of parental attention on learning outcomes in social studies subjects for grade IX students of SMPN 2 Paciran. Meanwhile, the results of the X2 hypothesis test (Economic Level) showed a t-count of 2.341 with a significance level of 0.021. This means that t count > from t table (2.341 > 1.65501), meaning that Ha is accepted and Ho is rejected. This means that the economic level of parents has a positive and significant influence on learning outcomes for grade IX students of SMPN 2 Paciran.

In addition, the F test was also used to test the effect of the independent variables on the dependent variable simultaneously or together. If F count > F table and sig value < 0.05, it shows that there is a significant effect and Ha is accepted, while Ho is rejected. Meanwhile, if F count < F table and sig value > 0.05, then Ha is rejected and Ho is accepted. The following table shows the results of the F test:

**Table 3. F test**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	817.731	2	408.865	33.641	.000 <sup>b</sup>
Residual	1835.211	151	12.154		
Total	2652.942	153			

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Economic Level, Attention

The results of the calculation of the F test obtained the results of 33,641 with a significance of 0.000. So the value of F > F table is 33,641 > 3,06 with a significance value of 0.000 < 0.05 which indicates that Ho is rejected and Ha is accepted. That is, there is a significant effect of Parents' Attention and Economic Level on Student Learning Outcomes at SMPN 2 Paciran.

Furthermore, the coefficient of determination is calculated to prove the contribution of Parental Attention (X1) and Parent's Economic Level (X2) in their influence on Learning Outcomes (Y) by proving the results of the adjusted R square. The results of the coefficient of determination can be seen in the following table:

**Table 4. Coefficient of Determination**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.555 <sup>a</sup>	.308	.299	3.48622

a. Predictors: (Constant), Economic Level, Attention

b. Dependent Variable: Learning Outcomes

The results of these calculations show a value of 0.308 which can be seen in the R square column. This shows that the effect of X1 (Attention and X2 (Economic Level) is 30.8% on Y (Learning Outcomes), while other factors, outside of parents' attention and economic level, contribute the remaining 69.2%.

Finally, the relative and effective contribution is calculated. This contribution is used to determine how much each predictor contributes to the regression line's efficacy. Multiple regression analysis of each independent variable on the dependent variable can reveal the relative contribution and effective impact. The following table shows the relative and effective contribution in this study.

**Table 5. Relative and Effectice Contribution**

	<b>X1</b>	<b>X2</b>	<b>Total</b>
SR%	77,38	22,62	100%
SE%	23,83	6,97	30,8%

Based on the analysis in the table, it is known that parental attention gives a relative contribution of 77.38% and the economic level of 22.62%. While the effective contribution, the parental attention variable contributed 23.83% and the economic level variable was 6.97%. The total effective contribution is 30.8% where the variables of attention and the economic level of parents together contribute to the effective contribution of 30.8%. The remaining 69.2% was given to other variables not mentioned in this study.

## **DISCUSSION**

### **The Effect of Parental Attention on Student Learning Outcomes**

Based on the results of multiple linear analysis calculations on the parental attention variable, it was found that parental attention had a positive and significant influence on student learning outcomes in social studies subject at SMPN 2 Paciran. This effect can be obtained from the regression coefficient on the parental attention variable which produces a number of 0.211, so the effect of parental attention on learning outcomes is 0.211 every time there is an increase in one unit variable. Based on the results of the partial test, it was proven that the attention of parents obtained a t-count value of 5.834 with a significance of 0.000. The t table value for  $n = 154$  is 1.6550. So it can be concluded that  $t$  arithmetic is greater than  $t$  table or  $5.834 > 1.6550$  which means  $H_0$  is rejected and  $H_a$  is accepted.

The results of this study are in line with Slameto's theory in the book "Learning and the Factors That Influence It" which states that if you want to achieve maximum learning outcomes, it is necessary to have parental attention (Slameto, 2010). This finding is based on many factors, one of which is because students at SMPN 2 Paciran are, on average, students who require their students to live in dormitories or ma'had which have limited visiting hours. Not a few of their parents who immediately hand over their children to the school and pay less attention to the child's development. In reality, one of the determining aspects for children's learning performance is their parents' attention to them. The presence of attention in children's learning will provide a stimulus for children to be enthusiastic in learning so that children are more motivated in learning (Filgona, Sakiyo, Gwany, and Okoronka, 2020).

Previous research conducted by Thaba and Baharuddin also found that parental attention had a positive effect on student learning outcomes with a coefficient of 0.230 (Thaba and Baharuddin, 2022). This means that the more maximum attention parents give to their children, the higher the student learning outcomes. However, it is different from the research conducted by Mahmudi et al, in 2020 which actually produced evidence that it was not entirely with the attention of parents (Mahmudi, Sulianto, and Listyarini, 2020). This is because other components such as the teacher's teaching style, the learning environment, and other learning factors contribute to good learning outcomes.



### **The Influence of Parents' Economic Level on Student Learning Outcomes**

The economic status of parents has a favorable and significant influence on student learning outcomes in social studies subject, according to the results of multiple linear analysis on this variable. This can be seen in the regression coefficient of 0.250 which indicates that for every one unit increase in the economic level variable, the influence of parents' economic level on learning outcomes is 0.250. From the results of the partial test, the parental attention variable obtained t count of 2.341 with a significance of 0.021. The t table value for  $n=154$  is 1.6550. So, t count is greater than t table, or  $2.341 > 1.6550$ , indicating that  $H_0$  is rejected and  $H_a$  is accepted. Thus, at SMPN 2 Paciran, the economic level of parents has a positive and significant influence on student learning outcomes.

This finding is in accordance with Slameto's theory which states that the family economy can affect children's learning outcomes (Slameto, 2010). This is also in line with Nugroho's findings which show that there is an influence of 3.31% of socio-economic conditions on student achievement (Nugroho, Raharjo, and Utomo, 2020). The better the socio-economic conditions of parents, the higher the learning outcomes of their children. On the other hand, the lower the parents' economy, the lower their learning outcomes. Parents are responsible for providing not only clothing, food and shelter for their children, but also educational resources such as books, uniforms, and allowances. If the parents' economy is sufficient, these facilities can be provided. The economic level is a measure of how someone who is able to meet their needs is in a better position than someone who is unable.

Mustikarini in his research also found that learning outcomes were influenced by the socio-economic conditions of parents by 3.31% (Mustikarini, 2019). The better parents' socio-economic circumstances are, the better their children's learning outcomes will be. This differs from the findings of Zuhry and Ghofur's study which actually showed that there was no effect of parental income during the pandemic on learning outcomes at SMK Tamsis Mojokerto (Zuhry and Ghofur, 2021). This is because students' enthusiasm for learning is quite high so that good or bad achievements are not determined by the economic level of their parents.

### **The Effect of Parents' Attention and Economic Level on Student Learning Outcomes**

The findings obtained based on the F test calculation are 33.6 and 41, with a significance of 0.000. This means that the  $F > F$  table has a value of  $33,641 > 3,06$  and a significance value of 0.000 0.05, indicating that  $H_0$  is rejected and  $H_a$  is approved. This demonstrates that parental attention and economic level have an impact on student learning outcomes in social studies subject at SMPN 2 Paciran. Furthermore, the coefficient of determination for this study is 0.308, indicating that 30.8% of student learning outcomes are influenced by parents' attention and economic level. The remaining 69.2% was contributed by other factors not included in this research.

Meanwhile, for the relative contribution and effective contribution, it was found that the attention of parents gave a relative contribution of 77.38% and the Economic Level of 22.62%. While the effective contribution, the parental attention variable contributed 23.83% and the economic level variable was 6.97%. The total effective contribution is 30.8% where the variables of attention and the economic level of parents together contribute to the effective contribution of 30.8% and the rest is given to other variables not mentioned in this study.

Ekowati in her research also argues that learning outcomes are also influenced by socio-economic status and parental attention (Krisnandari Ekowati, 2019). Because of the facilities that have been provided, children from well-off families are more free to pursue their potential and skills. Parents must also meet the moral needs of their children through parental care, in addition to their material needs. Previous research by Hutasuhut and Wirawan found that parental attention and economic status had a favorable and significant impact on learning outcomes. (Hutasuhut and Wirawan, 2019). This proves that parents have a significant influence on children's learning. The amount of attention given to children during their learning activities has an influence on the high learning outcomes achieved, and

vice versa. And if the economic level of the parents is sufficient, it is assumed that the parents can meet the educational needs of their children well. If the provision in the form of attention and support in the form of fulfilling facilities is fulfilled properly, then good learning outcomes can also be achieved properly.

## CONCLUSION

Good parental attention and financial means will encourage their children to be more enthusiastic about learning and improve their learning outcomes. In addition, schools are expected to be able to build community relationships with parents or guardians of students to jointly achieve children's educational goals and provide more complete learning facilities so that students with low economic levels can enjoy them. This research is also expected so that further research can discuss other factors that affect learning outcomes besides the attention and economic level of parents that have not been discussed in this study.

## REFERENCES

- Abdulsyani. (2012). *Sosiologi: Skematika, Teori, dan Terapan*. Jakarta: PT. Bumi Aksara.
- Ahmadi, A. (2017). *Psikologi Umum*. Jakarta: Rineka Cipta.
- BPS Lamongan. (2021). *Kecamatan Paciran Dalam Angka 2021*. Lamongan: BPS Kabupaten Lamongan. Retrieved from [http://files/172/BPS PACIRAN.pdf](http://files/172/BPS_PACIRAN.pdf)
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., and Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Filgona, J., Sakiyo, J., Gwany, D. M., and Okoronka, A. U. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, 10(4), 16–37. <https://doi.org/10.9734/ajess/2020/v10i430273>
- Hendri, L., Seran, E. Y., and Marganingsih, A. (2020). Pengaruh Tingkat Ekonomi Orang Tua Terhadap Motivasi Berprestasi Serta Minat Belajar Siswa SD di Wilayah Perbatasan Kecamatan Empanang Kapuas Hulu. *Jurnal Pendidikan Dasar Perkhasa*, 6(2), 12. <https://doi.org/https://dx.doi.org/10.31932/jpdp.v6i2.870>
- Hutasuhut, S., and Wirawan, I. P. (2019). Socio-Economic and Parental Attention toward Learning Achievement with Mediation of Motivation to Learn. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 4(2), 189–202. <https://doi.org/10.24042/tadris.v4i2.4043>
- Indra, G. (2022, May 7). Angka Putus Sekolah Naik 10 Kali Lipat! KPAI: Negara Wajib Hadir | Kabar24. *Bisnis.com*. Retrieved from <https://kabar24.bisnis.com/read/20220129/15/1494849/angka-putus-sekolah-naik-10-kali-lipat-kpai-negara-wajib-hadir>
- Kemenpppa. (2020, May 7). *Berikan Pola Pengasuhan Terbaik Bagi Anak*. Retrieved from <https://www.kemenpppa.go.id/index.php/page/read/29/2119/berikan-pola-pengasuhan-terbaik-bagi-anak>
- Krisnandari Ekowati, C. (2019). Factors Onfluencing Students' Learning Outcomes In Stastical Methods Course. *International Journal AJES*, 3(2), 33–37.
- Lestari, V. L., and Suwarsito. (2020). The Influence of Parental Attention and Learning Interest Towards Learning Achievement. *Alasma: Jurnal Media Informasi Dan Komunikasi Ilmiah*, 2(1), 73–83. Retrieved from [http://files/281/33-Article Text-57-1-10-20200709 \(1\).pdf](http://files/281/33-Article Text-57-1-10-20200709 (1).pdf)
- Mahmudi, A., Sulianto, J., and Listyarini, I. (2020). Hubungan Perhatian Orang Tua Terhadap Hasil Belajar Kognitif Siswa. *Jurnal Pedagogi dan Pembelajaran*, 3(1), 122. <https://doi.org/10.23887/jp2.v3i1.24435>
- Mustikarini, S. (2019). Effect Mileage, Discipline Study, the Economic and Social Conditions, and the Role of Parents on Student Achievement. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3415635>
- Nugroho, D. K. K. B., Raharjo, T. J., and Utomo, U. (2020). The Relationship between Parents' Learning Motivation and Socio-Economic Status with Science Learning

- Achievement. *Journal of Primary Education*, 9(5), 518–526.  
<https://doi.org/10.15294/jpe.v9i5.43239>
- Rahman, A. (2021). Pengaruh Perhatian Orang Tua dan Motivasi Belajar Terhadap Hasil Belajar Pada Mata Pelajaran Sejarah Indonesia. *Jurnal Pendidikan Indonesia*, 2(2), 171–180. <https://doi.org/10.36418/japendi.v2i2.95>
- Slameto. (2010). *Belajar dan Faktor Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Thaba, A., and Baharuddin, M. R. (2022). Influence of Parental Attention, Self-Concept, and independent learning on Students' Learning Achievement in the Indonesian Language Subjects. *Eurasian Journal of Educational Research*, 97(97), 29. <https://doi.org/10.14689/ejer.2022.97.06>
- Zuhry, M. V. Al, and Ghofur, M. A. (2021). Pengaruh Tingkat Pendidikan, Pendapatan Orang Tua, Semangat Belajar, dan Fasilitas Belajar terhadap Prestasi Belajar Siswa di Masa Pandemi. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(5), 2501–2512. <https://doi.org/10.31004/edukatif.v3i5.895>