

The Effect of Parents' Social Economic Condition, Way of Learning and Learning Motivation to the Learning Outcome of Economy Subject

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ABSTRACT

This study to analyze 1) The effect of parents 'social economic condition affecting the students way of learning on economy subject class X SMAN 1 Aek Natas North Labuhan batu Region, 2) The effect of parents 'social economic condition affectingto students learning motivation on economy subjects class X SMAN 1 Aek Natas North Labuhanbatu Region, 3) The way of learning effect to students learning motivation on economy subjectclass X SMAN 1 Aek Natas North Labuhanbatu Region, 4) The way of learning effect to student learning outcome on economy subjects class X SMAN 1 Aek Natas North Labuhanbatu Region, 5). The learning motivation effect to student learning outcome on economy subjects class X SMAN 1 Aek Natas North Labuhan batu Region, 6) The effect of parents 'social economic condition affecting the students learning outcome on economysubject class X SMAN 1 Aek Natas North Labuhan batu Region,. with a sample of 150 respondents. Field SURVEY by distributing questionnaires was conducted to collect data. The data obtained were analyzed using Structural Equation Modeling (SEM) with Smart PLS 3.

Keywords : social economic condition, way of learning, learning motivation, learning outcome

1. INTRODUCTION

The success of education is influenced by changes and renewal in all the elements that support education. The elements are students, teachers, tools and methods, materials and educational environment. Esmaeili, et. al., (2015) said that success in education cannot be separated from the main components namely teachers and students. Where on the basis of all these elements are interrelated in supporting the achievement of education purpose.

The development of the world of education has changed from year to year in line with the challenges in preparing quality human resources and being able to compete in the global era. One of the problems faced by our nation is the still low

quality of education at every level. Many things have been done to improve the quality of national education, among others through various training and improvement of teacher quality, curriculum improvement, procurement of books and learning tools and improvement of educational advice and infrastructure. However, the quality of education achieved was not as what was expected. Improvements made by the government would be meaningless if without the support of teachers, parents, students and the community.

From the table 1, it can be seen that many students have obtained learning outcomes in economic subjects under the KKM set by the school. Learning outcomes are benchmarks that can be used in determining student academic success in mastering learning material.

Table 1. The Value Of Student Learning Outcome

School Name	Class	The Amounts Students	KKM	Ketuntasan			
				Complete students (people)	Persentase (%)	Students Incomplete	Persentase (%)
SMAN NA IX-X	X	177	80	101	57,06	76	42,94
SMA N 1 AEK KUO	X	120	80	80	66,66	40	33,34
SMA N 1 MERBAU	X	238	80	135	56,72	103	43,28
SMAN KUALUH HULU	X	206	75	138	66,99	68	33,01
SMAN 1 KUALUH HILIR	X	235	80	137	58,29	98	41,71
SMAN 1 AEK NATAS	X	240	80	105	43,75	135	56,25
SMAN 1 KUALUH LEDONG	X	151	75	82	54,30	69	45,70
SMAN 1 KUALUH SELATAN	X	90	80	62	68,88	28	31,12

Source : Primary data 2020

Parallel with the opinion above Dobbins, et. al., (2016) said that learning outcomes are the main element in the learning process. Furthermore Murtonen, et. al., (2017) explains that the main purpose of learning outcomes is to assist in ensuring the quality and quantity of learning that has been completed. The success of a student in learning can be seen from the results of student learning concerned. In education students will be assessed for success through tests of learning outcomes.

The expected outcome is good learning achievement because everyone wants high achievements, both students, teachers, schools, as well as parents to the community. But between students one student to another is different in achieving learning outcomes, some are able to achieve high results, but there are also students who have low learning outcomes. Pursuant to Suleman (2012) revealed that parents' socioeconomic status is an important factor in achieving student academic achievement. Where parents whose parents' economic status is good tend to meet the learning needs of children, conversely parents whose socioeconomic status is less good tend to be less complete facilities for children's needs.

The difference in student learning outcomes is influenced by many factors. One of them is the factor of the parents' social economic condition.

Furthermore Okioga (2013) states that socioeconomic status in the family also determines the level of parental education, socioeconomic status will determine the level of income which then the income will be used in the needs of educational facilities.

Furtherfactor is the way of learning Soleh, et. al ., (2009) Stating that the quality of learning will determine the learning outcomes obtained. A good way of learning will have an impact on the success of learning. Conversely a bad way of learning will lead to lack of success or failure to learn. then Andria, et. al ., (2018) revealed that the way of learning is the way, habits and various activities chosen to obtain behavior changes as a result of one's own experience in interactions with the environment. (Rohmawati&Sukanti (2012) states that learning is a way or strategy of students in conducting learning activities to achieve the expected achievements. Moldasheva& Mahmood (2013) defines that learning is a form of information processing that will be used in preparing tests. students are activities carried out by students in certain learning situations, these activities are a reflection of their learning efforts. Of the many ways in learning below there are several important methods, namely: 1) preparation of student learning, 2) learning methods, 3) independent learning activities, 4) and preparation for examinations.

Afterwards another factor that affects student learning outcomes is student motivation. Maslow (1954) Suggests that humans can work towards a better life. Where in the concept of Maslow's theory there are five levels of basic human needs. (1). Physiological Needs (2).The need for security and protection (3). Social Needs (4). The need for appreciation (5). Need for actualization.

Someone will succeed in learning if in themselves there is a desire and drive to learn. in line with the opinion above Cheng & Southcott (2016) states that motivation is everyday language that can be understood as a driving force from within an individual to do something. Furthermore Libao, et. al., (2016) Suggests that motivation in learning is a support in academic performance in this case is the result of learning and critical thinking.

Learning motivation is anything that is intended to encourage or encourage people who are doing learning activities to become even more active to obtain better results. Learning motivation is one of the important factors that play a role in determining the success of students. Motivation is a need that will push someone to achieve certain goals.

Li & Pan (2009) states that learning motivation is a very important factor that determines success and failure in the learning process. This means that learning motivation determines the ability to learn independently, and determine the confidence of students in overcoming difficulties in learning.

2. METHODS

This type of research used in this this study is associative descriptive research. This research was conducted on students of SMAN 1 AekNatas, North Labuhanbatu Regency. With a total population and sample of 150 respondents using the proportional random sampling method. The data used in this study are primary data and secondary data.

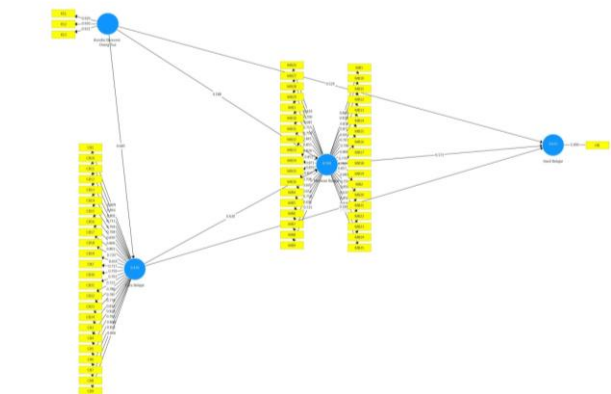


Figure 1. Conceptual Framework

Data collection used in this study is to use questionnaires that are distributed directly to respondents using a Likert scale. Measurements are measured in indicator variables. The indicator is then used as a starting point for creating instrument items that can be statements or questions. The Likert scale consists of five answers and the alternative statement in the questionnaire is a positive statement. For a positive statement the score is 5 for Always, 4 often, 3 sometimes, 2 for rarely, and 1 never and for a negative statement the score is 1 for Always, 2 often, 3 sometimes, 4 for rarely, and 5 never. Data analysis techniques using descriptive analysis and inductive analysis using Structural Equation Modeling (SEM) analysis tools with smart PLS 3.0.

This study evaluates the outer model and evaluates the inner model before testing the hypothesis. Outer model evaluation is done by using validity and reliability tests to get representative data that will be analyzed further. In testing the validity of using convergent validity and discriminant validity. Then, reliability was tested using composite reliability. An inner model evaluation is performed to test the goodness of fit test using predictive-relevance (R-Square). The conceptual framework formulated for this study is presented in Figure 1.

3. RESULTS AND DISCUSSION

3.1 Evaluation Outer models

Evaluation outer models made to test the *validity and reliability* of data. Validity test consist of

convergent validity, discriminant validity, while reliability is tested using statistical composite reliability.

Table 2. Convergent Validity

Variabel	Indicat or	Loading Factor	Specification	Variabel	Indicator	Loading Factor	Specification
Learning Outcome	HB	1.000	Valid		CB9	0.806	Valid
Social	X11	0.929	Valid	Learning	MB11	0.876	Valid
Economic	X12	0.930	Valid	Motivation	MB12	0.872	Valid
Condition	X13	0.921	Valid		MB13	0.647	Valid
Way Of	CB1	0.809	Valid		MB14	0.707	Valid
Learning	CB10	0.816	Valid		MB15	0.798	Valid
	CB11	0.801	Valid		MB16	0.808	Valid
	CB12	0.713	Valid		MB17	0.779	Valid
	CB13	0.764	Valid		MB18	0.760	Valid
	CB14	0.768	Valid		MB19	0.857	Valid
	CB15	0.830	Valid		MB2	0.681	Valid
	CB16	0.800	Valid		MB20	0.759	Valid
	CB17	0.803	Valid		MB21	0.858	Valid
	CB18	0.720	Valid		MB22	0.634	Valid
	CB19	0.654	Valid		MB23	0.850	Valid
	CB2	0.717	Valid		MB24	0.836	Valid
	CB20	0.759	Valid		MB25	0.869	Valid
	CB21	0.703	Valid		MB26	0.839	Valid
	CB22	0.722	Valid		MB27	0.700	Valid
	CB23	0.780	Valid		MB28	0.685	Valid
	CB24	0.785	Valid		MB29	0.715	Valid
	CB3	0.778	Valid		MB3	0.714	Valid
	CB4	0.810	Valid		MB30	0.845	Valid
	CB5	0.828	Valid		MB31	0.855	Valid
	CB6	0.765	Valid		MB32	0.826	Valid
	CB7	0.808	Valid		MB33	0.851	Valid
	CB8	0.821	Valid				
	MB34	0.871	Valid				
	MB35	0.859	Valid				
	MB36	0.827	Valid				
	MB4	0.708	Valid				
	MB5	0.697	Valid				
	MB6	0.654	Valid				
	MB7	0.758	Valid				
	MB8	0.691	Valid				
	MB9	0.721	Valid				

Source: Processed Primary Data (2019)

Table 2 shows the value of the outer loading of each indicator on the variable. The results that have been shown by the table, can be stated to have convergent validity because each indicator has fulfilled the outer value requirements loading > 0.50 Ghozali, (2008).

Table 3. Average Variance Extracted (AVE)

Variabel	AVE
<i>Social Economic Condition</i>	0.859
<i>Way Of Learning</i>	0.600
<i>Learning Motivation</i>	0.616
<i>Learning outcome</i>	1.000

Source : Processed Primary Data (2019)

Table 3 shows that all variables have AVE values greater than 0.5 (Ghozali, 2008). It can be concluded that all the variables in this study can explain on average more than half the variants of each indicator that have good convergent validity.

Table 4. Cronbach's Alpha dan composite Reliability

Variabel	Cronbach's Alpha	Composite Reliability
<i>Social Economic Condition</i>	0.918	0.948
<i>Way Of Learning</i>	0.971	0.973
<i>Learning Motivation</i>	0.982	0.983
<i>Learning outcome</i>	1.000	1.000

Source: Processed Primary Data (2019)

From the results of data processing in Table 4, it can be seen that the composite reliability and Cronbach's alpha values of each construct exceeds 0.7. When referring to the rule of thumb the composite reliability and Cronbach's alpha values, each of which must be greater than 0.7 (> 0.7) Ghozali (2008), the data in Table 4 is declared to be reliable.

3.2 Evaluation of Inner Model

Testing *goodness of fit* models structural in the inner model using model *predictive-relevance* (R-

Square). The value of R-square from each endogenous variables can be seen in table 5.

Table 5. R-Square

Variabel	R Square
<i>Way Of Learning</i>	0.470
<i>Learning Motivation</i>	0.594
<i>Learning outcome</i>	0.632

Source: Processed Primary Data (2019)

Table 5 can be seen that the value of R-Square variable Learning Method (X2) shows a figure of 0.470. This shows that the socioeconomic conditions of parents (X1) contributed to the way of learning (X2) by 47%. The rest is influenced by other variables outside this research model. Furthermore, the R-Square value on Learning Motivation variable (X3) shows a number of 0.594. This shows that of parents' social economic condition (X1), way of learning (X2) contributed to Learning Motivation (X3) as much as 59.4%. The rest is influenced by other variables outside this research model.

Likewise, the learning outcome variable (Y) from table 5 can be seen the R-Square value of 0.632. This illustrates that the variable socioeconomic conditions of parents (X1), ways of learning (X2), motivation to learn (X3) contributed 63.2% to learning outcomes (Y). The rest is influenced by other variables outside this research model.

Table 6 shows the influence of parents' social economic condition variable (X1) on the way of learning (X2) this is indicated by a significant level of 0,000 < 0.050 in other words the P value meets the significant requirements at 5%. The results obtained indicate H1 was accepted. While the influence of parents' socioeconomic condition variables (X1) on learning motivation (X3) this is indicated by a significant level of 0.008 < 0.050 in other words the P value meets the significant requirement at 5%. The results obtained show H2. the effect of parents' social economic condition variable (X1) on learning outcomes (Y) this is indicated by a significant level of 0,000

<0.050 in other words the P value meets the significant requirement at 5%.

The results obtained indicate that H3 was accepted. Furthermore, the effect of the variable Way of learning (X2) on learning outcome (Y) is indicated by a significant level of 0,000 <0.050 in other words the value of P value meets the significant requirements at 5%. The results obtained show that H4 was accepted. Furthermore the influence of the variable Way of learning (X2) on learning motivation (X3) is

indicated by a significant level of 0.025 <0.050 in other words the value of P value meets the significant requirements at 5%. The results obtained indicate that H5 is accepted. Furthermore, the variable learning method (X2) towards learning outcomes (Y) is indicated by a significant level of 0.030 <0.050 in other words the value of P value meets the significant requirement at a value of 5%. The results obtained show that H6 was accepted.

Table 6. *Path Coefficient*

Hipotesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Of Parents' social economic condition(X1) ->Way Of Learning (X2)	0.685	0.687	0.042	16.295	0.000
Of Parents' social economic condition(X1) -> learning motivation (X3)	0.188	0.188	0.070	2.676	0.008
Of Parents' social economic condition(X1) -> Learning outcomes (Y)	0.529	0.531	0.066	8.065	0.000
Way Of Learning (X2) -> Learning motivation (X3)	0.630	0.631	0.069	9.096	0.000
Way Of Learning (X2) -> Learning outcome (Y)	0.181	0.177	0.080	2.253	0.025
Learning motivation (X3) -> learning outcome (Y)	0.171	0.171	0.079	2.173	0.030

Source :Processed Primary Data (2019)

3.3 The effect of parents 'social economic condition affecting the students way of learning on economy subject class X SMAN 1 AekNatas North Labuhanbatu Region

This study found that there is a significant The Effect of parents' social economic conditions on student learning. This indicates that the social economic conditions of parents in low incomes

tend to be more concerned with daily needs compared to meeting the learning needs of children.

This is in line with research conducted by Rizkiana (2014). It suggests that parents' social economic status influences how students learn. Furthermore Utomo, et. al., (2018) suggested that parental education influences student learning. Where parents with high education tend to

always pay attention to the way children learn which will then change the child's learning patterns to get good learning achievement.

3.4 The effect of parents 'social economic condition affecting to students learning motivation on economy subjects class X SMAN 1 AekNatas North Labuhanbatu Region

This study found that there is a significant the effect of parents' social economic condition on student learning motivation. This indicates that parents' social economic conditions in terms of low education tend to pay less attention to children's learning so that children also do not care about the learning outcomes obtained. This is in line with research conducted by Rahayu (2011) in his research saying that people's social economic status has a significant influence on student motivation. Where the parents' good social economic status tends to be able to complete the needs of their children's learning facilities, so that children are motivated to improve learning achievement.

3.5 The effect of parents 'social economic condition affecting the students learning outcome on economy subject class X SMAN 1 AekNatas North Labuhanbatu Region

This study found that there is a significant influence of parents' social economic conditions on student learning. This indicates that the economic situation of parents is very closely related to children's learning.

Ogunshola&Adewale, (2012) suggested that parents' socioeconomic status influences student performance. Parents who have a good economic background will also encourage and complete their children's learning needs such as textbooks and other facilities that support children's learning. Gabriel, et. al., (2016) the results of his study stated that parents 'social economic status influences students' academic achievement.

3.6 The way of learning effect to students learning motivation on economy subject class X SMAN 1 AekNatas North Labuhanbatu Region

This study found that there was a significant influence of the way of learning on student learning motivation. This indicates that good and disciplined student learning methods will certainly increase student learning motivation, on the contrary poor learning methods will not increase student motivation and tend to be lazy in learning so learning outcomes are less good. Mappedasse (2009) states that the way of learning has a significant effect on student learning motivation. Where learning is a student's strategy in achieving good learning outcomes. Students who have good learning methods tend to increase their learning motivation in achieving learning outcomes as expected.

3.7 The way of learning effect to student learning outcome on economy subjects class X SMAN 1 Aek Natas North Labuhanbatu Region

This study found that there is a significant way of learning effect to student learning outcome. This indicates that the way of learning is a way or effort that must be taken by students in learning so as to obtain the expected learning outcome. This is in line with research conducted by Natakusuma&SurosoHardati (2017) Reveal that there is a significant influence between the way students learn about learning outcomes. Furthermore Hayutika&Subowo (2013) states that there is an influence of learning methods on economic learning outcomes. Where the better the ways of learning students have, the higher the economic learning outcomes. Vice versa, the lower the way students learn, the lower the economic learning outcomes achieved. The way a person learns also influences the achievement of his learning outcomes. Learning without regard to techniques and physiological, psychological and health sciences will get unsatisfactory results. Learning techniques also need to be considered, how to read, take notes, underline, make summaries and conclusions, what should be noted and so on. Apart from these techniques, it is also important to pay attention to study time, place of study, facilities for the use of learning

media and the preparation of learning materials. Students should have an efficient and effective way of learning so that they can optimize their learning outcomes.

3.8 The learning motivation effect to student learning outcome on economy subjects class X SMAN 1 Aek Natas North Labuhanbatu Region

This study found that there was a significant the effect of learning motivation on student learning outcomes. This indicates that students who have high motivation tend to get high grades as well, conversely students who have low motivation to learn tend to get low grades too. This is in line with research conducted by. Furthermore Taurina (2015) states that student learning motivation is a very significant factor in achieving learning outcomes. where student learning motivation plays an important role in increasing the achievement of learning outcomes, students will be active in learning activities and follow learning material. Achievement motivation is a driving force in a person to obtain successful learning.

4. CONCLUSION

Learning outcomes are abilities acquired by individuals after the learning and learning process takes place which can then provide changes in behavior, knowledge, attitudes, understanding and skills. High learning outcomes can be formed through factors of socio-economic conditions of parents and factors of learning and factors of learning motivation. The results of this study indicate direct and indirect effects on student learning outcomes. First, parents' socioeconomic conditions and ways of learning have an indirect effect on student learning outcomes through learning motivation.

This shows that the socio-economic conditions of parents and ways of learning play a role in fostering student learning motivation in growing improve learning outcomes . secondly, parents' socioeconomic conditions, ways of learning and

learning motivation have a direct influence on student learning outcome.

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