Student Achievement Motivation:
In Relation to Socio-Economic Conditions

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Abstract— **This study aims to prove the relationship between the socioeconomic conditions of parents and the motivation for learning achievement of students of the Tourism Business Management Study Program during the Covid-19 pandemic. The problems that want to be studied in this research are: What is the socioeconomic conditions of the parents of the Tourism Business Management Study Program students in a pandemic situation and is there a relationship between the socioeconomic conditions of the parents on the achievement motivation of the students of the tourism business management study program during the covid 19 pandemic. Research population This is the entire batch of students of the Tourism Business Management Study Program with a total sample of 87 students using the Slovin Formula. In this study using the questionnaire method and using auxiliary methods, namely the documentation method and the interview method. The analysis used is descriptive percentage analysis and Chi Square analysis. The results showed no significant relationship between the socioeconomic conditions of parents and the achievement motivation of the students of the Tourism Business Management Study Program. This is caused by several factors other than socio-economic factors, where the students who are the research sample are generation Z students, are the generation who understand and master technology.**

Keywords— Parents' Socio-Economic Conditions, Motivation for Learning Achievements

I. INTRODUCTION

Education has a goal to improve the quality of life of individuals as human resources. Education has started since humans were born [1]. There are three components of education implementation, namely family, community, and school. Only one component that does not support the goals results in obstacles that are reflected in the educational outcomes [2][3]. The implementation of education is carried out through two channels, namely the school education path and the out-of-school education path. The school education pathway is education that is held in schools through teaching and learning activities. Educational pathways outside of school do not have to be tired and out of school. Family education is part of the out-of-school educational path that is held in the family and which provides religious beliefs, cultural values, moral values and skills. (UU RI No. 20 Tahun 2003) [4]

The success of each child's learning can be influenced by every adult in society. Parents also play an important role in determining the success of learning. The family is the first environment for children because in the family environment the child first gets education and guidance and learns about all things, both knowledge, conversation and so on. [5] [6]. The success of one's learning process does not depend on college. The family as a place of education also plays an important role in determining the success of learning. In addition to harmonious relations between family members and the way parents educate their children, the socioeconomic conditions of the family also determine children's learning achievements. From 2020, even now, the economic situation is not doing well, as a result of the Covid-19 pandemic that has not yet ended [7]. The pandemic situation caused by the Covid-19 virus has negative implications for people's income levels, especially people in Bali who feel a tremendous impact because the tourism sector is so slumped that it affects all aspects of the Balinese economy [8].

Based on the results of observations and interviews with several students of the Tourism Business Management Study Program, there were several obstacles faced related to the online learning system during the pandemic. The ineffectiveness of online learning activities is due to a lack of understanding of the material being taught, and lack of communication, be it with classmates or lecturers, causing miss communication. Another factor that is no less important is the cost of tuition fees, such as UKT fees, which tend to remain the same and even increase in price with costs before the Covid-19 pandemic occurred. Students feel the injustice

of the costs incurred while they do not feel the campus facilities that they should use such as comfortable classrooms, laboratory facilities and other campus facilities including wifi. During online learning, students are required to buy internet package fees at their own expense, which is quite expensive if they choose a card with a strong signal, but if they buy at a low price they are constrained by the signal, which will cause other obstacles in the learning process.

The impact of the pandemic period that has occurred until now has greatly affected the continuity of learning activities, especially for students. Of course hearing, the word student means relating to a college whose fees are not the same as the previous high school fees, because every college has a semester fee payment system, which requires students to pay every six months. This certainly affects the learning motivation of students whose families have low incomes..

Based on the problems mentioned above, it will be examined about the relationship between the socio-economic conditions of parents on students' learning motivation in terms of the cumulative achievement index of students.

II. METHODOLOGY

A. Research Design

This research uses a descriptive qualitative approach. According to Sugiyono qualitative descriptive research method is research used to investigate, describe, explain, find the quality or privilege of social influences that cannot be explained, measured or described through a quantitative approach. This method is used to examine the condition of natural objects, where researcher is as a key instrument. Sampling of data sources is carried out purposively and snowball, the collection technique is tri-angulation (combined), data analysis is inductive or qualitative and the results of qualitative research emphasize meaning rather than generalization [9].

This study aims to determine the relationship between the socioeconomic conditions of parents on student achievement motivation. A total of 87 students were taken as research respondents. Sampling was carried out evenly in each class so that each respondent had the same opportunity as the research sample. The reason the researcher uses random sampling in sampling is that the samples taken can represent the characteristics of a homogeneous population, age equality, the same level of knowledge, besides being able to save costs and time. To determine the number of samples to be taken in this study the Slovin formula is used. [10]

$$n = \frac{N}{1 + N.e^2}$$

With the following calculation:

$$n = \frac{647}{1 + 647.(0,1)^2}$$

$$= \frac{647}{7.47}$$

$$= 87$$

B. Data Analysis Method

The analytical technique used in this research is the Chi Square analysis technique. This technique is used to test the relationship between parents' socio-economic conditions on student achievement motivation. Chi Square analysis is used to test the relationship or influence of two nominal variables and measure the strength of the relationship between one variable and another nominal variable. (C = Coefficient of Contingency). Chi Square can be used to test the hypothesis if the population consists of two or more classes where the data is in the form of categories [9]. The basic Chi-Square formula is as below:

$$X^2 = \frac{\sum(f_o - f_e)^2}{f_e}$$

Keterangan :
X^2 = Chi Square Value
f_o = Observed frequency
f_e = Expected frequency
a   Looking for Value X^2 table with formula
     dk = (k-1)(b-1)
     description :
     k = number of columns
     b = number of lines

The association hypothesis will answer whether there is a relationship between two variables with a measurement scale for categorical variables and unpaired data. Relationship criteria based on p-value > 0.05 then Ho is accepted, Ha is rejected and if p value <0.05 then Ho is rejected, Ha is accepted.

C. Socio-Economic Conditions

The variables of family socio-economic conditions in this study were analyzed from two indicators, namely the education level of parents, and the income level of parents, other indicators in the questionnaire were used to strengthen the results of quantitative analysis which would be described in a qualitative descriptive way.

Table 1. Education Level

		Performance Index Not Good	Performance Index Good	Total
Education Level	Low Education Level	6	55	61
	High Education Level	2	24	26

Total		8	79	87

Source: Processed data, 2022

From the educational background of their parents, 55 respondents had a low level of education, and 24 respondents had a high level of education. Although most of the results of data processing on the level of parental education are still partly low, the awareness of parents shows how important education is for their children up to the university level. If it is associated with several studies on the importance of education in Indonesia, public awareness in Indonesia is in a low category. Public awareness to continue their education level to higher education is still lacking. This is due to economic factors, the environment and the stigma of society that considers education cannot guarantee success for the future [11] [12].

Table 2. Level of Education

		Performance Index Not Good	Performance Index Good	Total
Income Level	Low Income	7	41	48
	Good Income	1	38	39
Total		8	79	87

Source: Processed data, 2022

Based on table 2, illustrates that some parents during this pandemic are still experiencing problems and some are still able to meet the needs of the family, both primary needs consisting of houses or shelter, food and clothing, secondary needs consisting of transportation, ownership of entertainment equipment and learning facilities, and tertiary needs include entertainment or recreation.

D. Student Achievement Motivation: In Relation to Socio-Economic Conditions

Motivation is one of the important factors that affect learning outcomes and learning outcomes of someone who has high motivation tends to devote all his abilities to producing optimal learning outcomes in accordance with the results. For students who have a strong motivation will have the energy to carry out learning activities. So it may be that students who have high enough intelligence tend to fail because their motivation is weak [13].

Motivation to learn is strongly influenced by the family environment, especially the socio-economic conditions of parents who can support student achievement in every subject. Parents are the determining factor for students to motivate their children so that learning achievement can be achieved optimally. Usually, students with high socioeconomic conditions have more motivation than students with low socioeconomic conditions because they are satisfied with the facilities provided by their parents so that students can achieve high learning achievement [13][14].

The results of the analysis of the data obtained in this study based on the distribution of questionnaires to 87 students of the Tourism Business Management Study Program it was found that the socioeconomic conditions of parents of students in a pandemic situation were still quite good. In the following, we will discuss the relationship between the socio-economic conditions of parents of students on the achievement motivation of MBP Study Program students based on analysis using the Chi-Square analysis tool to answer the question of the relationship of socio-economic variables to student achievement motivation.

1. The Relationship of Parents' Education Level Variables on Student Achievement Motivation of the Tourism Business Management Study Program

Tabel 3
Chi-Square Test Parents' Education Level

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.100ª	1	.751		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.103	1	.748		
Fisher's Exact Test				1.000	.553
Linear-by-Linear Association	.099		.753		
N of Valid Cases	87				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.39.
b. Computed only for a 2x2 table

Table 3 above shows that the results obtained by testing the Chi-Square method on the variable level of education with the results > Chi square table are 0.751 > 0.05 so Ha is rejected. This means that the level of parental education does not have a significant relationship to student achievement motivation. In essence, motivation is an internal and external encouragement for students who are learning to make changes in behavior, generally with several indicators or supporting elements. the tendency of students who have high learning motivation will have high interest and enthusiasm to learn happily and voluntarily. On the other hand, students with low learning motivation will have low interest and enthusiasm in learning, lazy to participate in the learning process

2. The Relationship of Parents' Income Level Variables on Student Achievement Motivation of the Tourism Business Management Study Program

Table 4
Chi-Square Test Parents' Income Level

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.723[a]	1	.054		
Continuity Correction[b]	2.422	1	.120		
Likelihood Ratio	4.243	1	.039		
Fisher's Exact Test				.069	.056
Linear-by-Linear Association	3.680	1	.055		
N of Valid Cases	87				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 3.59.
b. Computed only for a 2x2 table

Table 4 above shows the results obtained by the Chi-Square method test on the parental income level variable with the results > Chi square table, which is 0.054 > 0.05 so Ha is rejected. This means that the income level of parents does not have a significant relationship to student achievement motivation. This is interesting to study because at the time of the pandemic learning was almost completely held online and activity restrictions were imposed. Purwanto stated that students' achievement motivation has a greater chance to be developed by teachers through organized learning practices, through increasing task-value, self-efficacy, and goal orientation. If students are able to find valuable things from learning activities and learning outcomes achieved, if students have valuable experiences that foster self-efficacy in learning, and are encouraged to apply goal setting in learning, then that's when the learning organized by the lecturer contributes to the mastery of learning materials. at the same time for the growth of student achievement motivation [15] [16]

E. Discussion

Based on the results of the Chi-Square analysis above, it turns out that there is no significant relationship between the variables of parents' socioeconomic conditions on the motivation of students' achievement in the Tourism Business Management Study Program. Based on the results of interviews with students, online learning that was carried out during the pandemic did not affect the mastery of the course material given by the course lecturers. Research respondents, namely MBP Study Program students who received the online learning process during the pandemic, were students who were

included in the generation Z category, namely students who were born in the range of 1995 – 2010. This means that this generation has characters who likes technology, are flexible, smarter, and tolerant of differences culture. This generation is also globally connected and networked in a virtual world. The characteristic of Gen Z when compared to the previous generation is that it is more independent. Gen Z children often make decisions independently without involving the roles and considerations of others. Not only that, but Gen Z children also prefer to learn and develop on their own. The ease of accessing learning materials that previously had to be searched in the library can now be accessed easily only through internet facilities.

Online learning is also considered not optimal during the covid-19 pandemic, it can be seen in the results of a review by the Federation of Indonesian Teachers' Unions, 55.6% of teachers complain about internet quotas when studying at home and teachers who experience problems due to students who are not familiar with learning. online as much as 44%. On the other hand, 26.7% of teachers do not understand online learning applications, 20.8% complain about the lack of time in online learning, and 14% of teachers complain about the amount of subject matter. Several cases related to the obstacles experienced by teachers in teaching and learning activities seem to need special attention to provide the best performance for effective learning to take place. [17].

According to Purwanto, the achievement of children's learning achievement is influenced by many factors. Because individually, children consist of two substances, namely physical and psychological. Then socially, children live in their environment, both family, community, and school. All of these factors are interrelated and influence each other in increasing children's learning achievement. As Purwanto's opinion states, the factors that influence children's learning can be divided into two types, namely internal factors (factors from within the child), namely the child's physical and spiritual condition, and external factors (factors from outside the child), namely environmental conditions around the child [15][18]

III. CONCLUSION

The results showed no significant relationship between the socioeconomic conditions of parents and the achievement motivation of students in the Tourism Business Management Study Program. The students who were the research sample were included in the generation Z category, where this generation is very easy to adapt to technology so it is easy to go through the online teaching and learning process during the pandemic. this generation has characters who likes technology, are flexible, smarter, and tolerant of differences culture.

The suggestion that must be made according to the results of the research is that lecturers must prepare online learning materials, not conventional learning materials that are online. Of course, the challenge is not only the implementation of online lectures but how to ensure the

achievement of course learning outcomes in this emergency situation.

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