



THE EFFECT OF ECONOMIC CONDITIONS AND PARENTS' MOTIVATION ON MATHEMATICS LEARNING OUTCOMES OF HIGH-GRADE STUDENTS AT SDN 04 BIAU, BUOL REGENCY

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Article history:	Abstract:
<p>Received: October 28th 2021 Accepted: November 30th 2021 Published: January 7th 2022</p>	<p>This research is based on the researcher's thoughts on the importance of the influence of parental motivation and support for family factors to improve student achievement. In particular, the socio-economic condition of the student's family. Parents with what kind of family economic conditions can support their children's education as students and how parents' economic conditions affect their motivation so that it has an impact on their children's learning outcomes. The problem raised in this study is whether there is an influence between family socioeconomic conditions and parental motivation on high grade students' mathematics learning outcomes at SDN 04 BIAU BUOL, Central Sulawesi. Where this problem, the researcher has three initial hypotheses that become allegations of the problem. This study aims to determine whether there is an influence of family socio-economic conditions and learning motivation on students' mathematics learning outcomes at the school. This type of research is field research with quantitative research methods, surveys. The location of this research is SDN 04 BIAU BUOL. The object of this research is the economic condition of the parents, the motivation of the parents and the mathematics learning outcomes of high-class students. The sample in this study amounted to 42 respondents, namely students consisting of class V and VI. Collecting data in this study using questionnaires, interviews, test results (Semester Final Assessment) and documentation. Data analysis used multiple linear regression analysis techniques to see whether there was an influence between the variables of Economic Condition and Parents' Motivation on variable Y, namely the Mathematics Learning Outcomes of High Grade Students at SDN 04 BIAU. Based on the research, it can be concluded that H1 is not proven, where there is no significant influence of parents' economic conditions on students' mathematics learning outcomes, this can be seen from the data processing carried out by researchers where it is known that the Sig value for the effect of X1 on Y is $0.068 > 0.05$ and t value Calculate $1.877 < t$ table 2.022. H2 is accepted because it is known that the Sig value for the influence of X2 on Y is $0.003 < 0.05$ and the t-count value is $3.223 >$ from t table 2.022 so it can be concluded that H2 is accepted which means that there is an influence of parental motivation (X2) on student learning outcomes (Y) . And H3 which shows a significant value for the effect of X1 and X2 simultaneously on Y is equal to $0.001 < 0.05$ and the calculated F value is $8.376 >$ F table 3.23, so it can be concluded that H3 is accepted which means that there is an influence of economic conditions (X1) and parental motivation (X2) simultaneously on Y.</p>

Keywords: Parents' Economic Condition, Parents' Motivation, Learning Outcomes

INTRODUCTION

Ideally, the results of learning mathematics, especially in the High Class of SDN 04 BIAU, meet the KKM standard of 65 with a presentation of 35 students or 80% of students meet the completeness standard. However, in its implementation, there are only 20 students or about 50% of students who complete, and the rest must get remedial in

their mathematics learning outcomes. The low level of success in mathematics is realized due to several factors. One of the most frequently encountered factors is the difficulty in learning mathematics that occurs because of the formula in solving a simple problem so that it looks complicated and troublesome.

Students will look difficult so they become lazy to continue learning mathematics. However, this learning difficulty is not the only factor causing low student learning outcomes. Lack of motivation from within and from outside students can also be a factor. As can be seen in the varied mathematics learning outcomes of students in grades V and VI of SDN 04 BIAU, which are felt to be related to the high lack of motivation that students get from their parents in student education. Students who get more parental assistance and attention on average can get good and complete learning outcomes. On the other hand, students who lack motivation from their parents are in the order of students with incomplete mathematics learning outcomes. This is in line with the condition where the dominance of parents who provide motivation and infrastructure for their children are parents with sufficient economic conditions.

This will certainly have an impact that will only worsen if in fact it is not only true in theory. Of course, if the situation really has a significant impact on the results of learning mathematics, then it cannot be allowed to continue like that. You have to find the root of the problem and find a solution to deal with it. So that in the future the problems of learning children who are not good can be handled properly. Therefore, the author will conduct research on the effect of economic conditions and parental motivation on high grade students' mathematics learning outcomes at SDN 04 Biau, Buol Regency to find out whether economic conditions and parental motivation have an influence on student learning outcomes, in this case high grade students. sdn 04 biau.

RESEARCH METHODS

In this study, the author uses descriptive associative research method with a survey approach. Survey research method is used to obtain data from agencies through the distribution of questionnaires. In this case the author will assist students in filling out simple questionnaires related to the selected variables which will then direct the authors to the final results related to the effect of the variables on student learning outcomes in learning mathematics.

In this study, an approach that uses descriptive and associative methods will be used. This is because the variables that will be looked for are related to find a structured, factual, and accurate picture of the facts and the relationship between the variables studied. Sugiyono (2014: 53) explains that in a problem formulation relating to the question of the existence of independent variables, either only on one or more variables (independent variables are independent variables, not independent variables, because if the independent variable is always paired with the dependent variable). In this study, a descriptive method was used to explain how the mathematics learning outcomes of high grade students at SDN 04 BIAU Kab. buol.

RESULTS AND DISCUSSION

The Influence of Economic Conditions on Mathematics Learning Outcomes

Based on the hypothesis test, it is known that H1 or the first hypothesis is rejected because based on the questionnaire data distributed to respondents, it shows that the economic conditions of parents have no effect on the mathematics learning outcomes of high-class students at SDN 04 BIAU. This is shown in the data on the economic conditions of parents that have been described above, it can be seen that based on the indicators of parental education, both father and mother are at a percentage of 54.8% - 66.7% in the range of very high parental education choices, namely college graduates. While the rest are in the moderate range, namely the level of high school graduates, low at the level of junior high school graduates and there is no very low range or elementary school graduates / not schooling on the education indicators of the parents of students who are respondents.

Furthermore, the economic condition of parents is based on indicators of parental income where it can be seen that the highest percentage is in a high percentage with the main income range ranging from Rp. 2,000,000 to Rp. 3,000,000 or additional income ranging from Rp. 500,000 to Rp. 1,000,000. It is also shown that there are only a few percent of parents with low incomes, namely 10 to 11 students with parental incomes of less than 1 million rupiah.

Next is the economic condition of parents with indicators of spending and meeting family needs, where it can be seen that the expenditure range is only in very high and high criteria. It can be said that even parents with moderate to low incomes still pay attention to meeting the needs of their families.

The researcher initially formulated the hypothesis that there was a significant influence of economic conditions on the mathematics learning outcomes of high-grade students on the grounds that some of the students with incomplete grades were students with fishermen's family backgrounds. The researcher assumes that the economic conditions of parents, namely fishermen, make students incomplete in learning because their educational needs are not met or do not have enough money to meet their learning facilities or media. However, this hypothesis was rejected on the basis of the data described above. There are also some parents with low economic conditions but their children have a complete range of grades. This shows that economic conditions have no significant effect on students' mathematics learning outcomes.

The Influence of Economic Conditions on Mathematics Learning Outcomes

Hamzah B. Uno (2008: 3) explains that with regard to motivation, some psychologists refer to motivation as a hypothetical construct used to explain the desire, direction, intensity, and constancy of goal-directed behavior, so that motivation is related to the need for achievement, the need for affiliation, habits, and someone's curiosity about something.

As Slavin stated that more educated parents have the possibility of expecting and demanding high achievement from their children while less educated parents are more likely to demand good behavior and obedience (Slavin, 2001: 135). The socioeconomic status of the family is not only related to the economic condition of the parents, but also from the motivation of parents who participate in building the educational development of their children. This is in accordance with several facts that lower middle class children can still achieve and have higher education but are still successful because of the motivation of their parents.

From the data obtained from the distribution of questionnaires, it shows that as many as 25 respondents often get motivation both materially and non-materially related to their education, and 4 other respondents with the criteria of always getting motivation from their parents. These students were also in the interval of the test that was completed even with very good grades. This is in accordance with the second hypothesis of the study where it is suspected that parental motivation (X2) partially has a significant effect on Mathematics Learning Outcomes (Y).

The Influence of Economic Conditions and Parents' Motivation on Mathematics Learning Outcomes

Based on the results of the data analysis, the third hypothesis is accepted because it shows the results that economic conditions and parental motivation simultaneously have a significant influence on high grade students' mathematics learning outcomes at SDN 04 BIAU (Y). Bahar in Jericho (2007), states: in general, children who come from upper middle class families get more direction and good guidance from their parents. Children from low economic backgrounds do not get sufficient guidance and direction from their parents, because parents are more focused on how to meet their daily needs. While encouragement or motivation from the family is an external factor needed to achieve maximum learning outcomes. Learning motivation is very influential on the success of student learning.

CONCLUSIONS AND SUGGESTIONS

CONCLUSION

Based on the description and explanation of the data found above, conclusions can be drawn which are the answers to the research problem questions, which have been proven by hypothesis testing, namely:

1. There is no significant effect of the economic conditions of parents on the mathematics learning outcomes of high grade students at SDN 04 BIAU in the 2021/2022 academic year.
2. There is a significant effect of parental motivation on high grade students' mathematics learning outcomes at SDN 04 BIAU Academic Year 2021/2022
3. There is a simultaneous influence of economic conditions and parents' motivation on the mathematics learning outcomes of high-grade students at SDN 04 BIAU in the 2021/2022 academic year.

SUGGESTION

From the results of the research above, it can be seen that there are several facts that occurred at the research location that can be used as examples or references in improving the conditions of education or children's learning conditions. Where it can be seen that economic conditions do not significantly impact student learning outcomes. Students with low economic conditions do not necessarily get low grades, and vice versa.

This condition is possible because parents with low economic conditions have a high percentage of motivation in their children, so that economic conditions are no longer a big barrier to the success of a child. Therefore, teachers must be more sensitive in paying attention to students and eliminate the idea that economic conditions always have a very significant impact on students' grades or learning.

Parents must also continue to develop a supportive attitude and motivate their children to study, regardless of the economic conditions they face. Children with parental motivation can get a good position in their education, because they feel supported by the people they care about.

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