



# THE EFFECT OF PARENTS' ECONOMIC STATUS AND LEARNING DISCIPLINE ON STUDENT LEARNING OUTCOMES DEPARTMENT OF ECONOMIC EDUCATION (S1) FACULTY OF ECONOMICS GORONTALO STATE UNIVERSITY

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## Abstract:

This study aims to determine the effect of parents' economic status and learning discipline on student learning outcomes of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo. Sources of data in this study is primary data through the distribution of questionnaires to 37 respondents and learning outcomes tests to the research sample (students). The data analysis technique used is multiple linear regression with the help of SPSS version 21. The results of this study indicate that (1) the economic status of parents has a positive and significant effect on student learning outcomes of the Department of Economics Education (S1) Faculty of Economics, State University of Gorontalo with a coefficient of determination of 13.60%. (2) Learning discipline has a positive and significant effect on student learning outcomes of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo with a coefficient of determination of 24.70%. (3) Parents' economic status and learning discipline together have a significant effect on student learning outcomes of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo with a coefficient of determination of 38.30%. While the remaining 61.70% can be explained by other variables not examined in this study such as student interest in learning, learning motivation, student intelligence both intellectually, emotionally and spiritually as well as the accuracy of the learning facilities provided by parents.

**Keywords:** Learning Outcomes, Economic Status, Learning Discipline

## INTRODUCTION

Learning outcomes are results that have been obtained or achieved from activities that have been carried out or carried out. Good learning outcomes are certainly born from various good factors that improve learning outcomes. One of the factors that allow a person to have good learning outcomes is family conditions, especially the economic status of parents. Slameto (2011: 63) states that the economic condition of the family is closely related to children's learning. Children who are learning must have their basic needs met. Ahmadi's opinion (2009: 239) which states that the influence of a favorable economic background for children's social development is only medium socioeconomic status compared to lower socioeconomic status.

In addition to the economic status of parents, other factors that affect learning outcomes are student learning discipline. Discipline is an effort to get people on the path of attitudes and behaviors that have been set on individuals by parents. Discipline education is a guidance process that aims to instill certain behavior patterns, certain habits, or form humans with certain characteristics, especially to improve mental and moral qualities (Sukadji, 2012). Discipline will arise if there is openness, cooperation, obeying a norm with a sense of responsibility.

Related to learning outcomes that are influenced by the economic status of parents and learning discipline, this research is focused on students majoring in Economics Education, Faculty of Economics, State University of Gorontalo. Based on the results of observations at the Faculty of Economics in economics lectures for S1 Economics, it is known that according to students, activist students tend to have poor learning outcomes because their time is divided by organizational activities so that obtaining maximum learning outcomes will be constrained by time. Therefore, they assume that being active in the organization will only hinder the learning/academic process and student learning outcomes. Meanwhile, the findings from an interview with one of the course lecturers that student learning scores tend

to be less good, but with consideration of the time limit for the entry of existing grades, remedial work is done to students by giving additional assignments so that the scores of most of the students get better.

**RESEARCH METHODOLOGY**

The research location is in the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo. This research was carried out for 3 (three) months, from January to April 2022. The source of data in this study was primary data through distributing questionnaires to 37 respondents and learning outcomes tests to research samples (students). The data analysis technique used is multiple linear regression with the help of SPSS version 21.

**RESEARCH RESULT**

**Descriptive Research Variables**

The results of the descriptive analysis of each research variable are as follows:

a. Variable Parent's economic status (X1)

The results of respondents' answers to find out how respondents' perceptions of the variable of parents' economic status can be presented in the following table:

Table 4.11: Analysis of Respondents' Answers on the variables of Parents' economic status (X1)

No	Indicator	Score			Criteria
		current	Ideal	%	
1	Educational status	576	925	62.27%	Pretty good
2	Income	522	925	56.43%	Pretty good
3	Ownership of Wealth or Facilities	523	925	56.54%	Pretty good
4	Work	444	925	48.00%	Not good
<b>Total</b>		<b>2,065</b>	<b>3,700</b>	<b>55.81%</b>	<b>Pretty good</b>

Source: Processed Data, 2022

Based on the table above, it can be seen that the variable of parents' economic status lies in the "good enough" criteria with a score of 55.81%. This shows that the economic status of parents is adequate for students of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo, where parents with good economic conditions will certainly be able to provide the facilities needed for their children to receive a good education so that the impact is on improving children's learning outcomes.

**b. Learning Discipline Variable (X2)**

Respondents' answers to find out how respondents' perceptions of learning discipline variables. This can be presented in the following table:

Table 4.12: Analysis of Respondents' Answers Variable Learning Discipline (X2)

No	Indicator	Score			Criteria
		current	Ideal	%	
1	Obedience	623	740	84.19%	Very good
2	Obedience	576	740	77.84%	Well
3	Faithfulness	552	740	74.59%	Well
4	regularity	538	740	72.70%	Well
5	Order	610	740	82.43%	Well
<b>Total</b>		<b>2,899</b>	<b>3,700</b>	<b>78.35%</b>	<b>Well</b>

Source: Processed Data, 2022

Based on the table above, it can be seen that the learning discipline variable lies in the "good" criteria with a score of 78.35%. This shows that students of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo have good attitudes and study time for an effective learning process, both face-to-face and online learning which will ultimately enable students to achieve good learning outcomes. both in the assessment and evaluation of courses.

c. Variable Student Learning Outcomes (Y)

Respondents' answers to determine respondents' perceptions for the variable student learning outcomes. This can be presented in the following table:

Table 4.13: Analysis of Respondents' Answers Variable Student Learning Outcomes (Y)

	N	Minimum	Maximum	Mean	Std. Deviation
Learning outcomes	37	54.43	90.50	77.2480	6.19749
Valid N (listwise)	37				

Source: Processed Data, 2022

Based on the table above, it can be seen that the minimum score for students of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo is 54.43 with a maximum score of 90.50. Then the average value and standard deviation of 77.24 and 6.19 where it can be said that the average value is able to represent student learning outcomes as a whole. This shows that students of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo have been able to have the expected learning outcomes where the average value of these students is a sign that students have a tendency to get higher grades than the standard of completeness set in high lecturers. .

2. Assessment of the Regression Model

After testing the classical assumptions and found to be fulfilled, the next step is data modeling using multiple regression analysis. The results of the analysis are shown in table 4.17 as follows:

Table 4.17: Results of Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	43.374	7.603		5.705	0.000
1 Economic Status	0.160	0.065	0.336	2.468	0.019
Learning Discipline	0.318	0.092	0.473	3.470	0.001

Based on the results of the analysis above, the built multiple linear regression model is:

$$= 43,374 + 0.160X1 + 0.318X2 + e$$

3. Hypothesis Testing

a. Partial Hypothesis Testing

The results of testing the effect of each independent variable (parents' economic status and learning discipline) on the dependent variable, namely student learning outcomes are as follows:

**1) The influence of parents' economic status on student learning outcomes majoring in Economics Education S1 Faculty of Economics**

The test results on the influence of parents' economic status on student learning outcomes of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo are presented in the following table:

Table 4.18: Partial Test Results X1 against Y

Model	(Constant)	Parent's Economic Status (X1 variable)
Coefficient Value (t-Calculate)	5.705	2.468
Significance	0,000	<b>0,019</b>
t <sub>table</sub>		2,032
Information		Significant Influence
Significantly influential because:		
1.	1. The value of tcount is greater than the value of ttable	
2.	2. The significance value is smaller than the alpha value of 0.05 (0.019 < 0.05)	

Source: Processed Data SPSS 21, 2022

The results of the above analysis show that the t-count value for the variable of parental economic status is 2.468 while the t-table value is at a significance level of 5% and the degree of freedom n-k-1 or 37-2-1=34 is 2.032. If the two t values are compared, the t-count value is still greater than the t-table value (2.468 > 2.032). Therefore, it is concluded that at a 95% confidence level, the economic status of parents has a positive and significant effect on student learning outcomes of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo.

**2) The effect of learning discipline on student learning outcomes majoring in Economics Education (S1), Faculty of Economics**

The results of testing on the influence of learning discipline on student learning outcomes of the Department of Economics Education (S1) Faculty of Economics, State University of Gorontalo are presented in the following table:

Table 4.19: Partial Test Results X2 against Y

Model	(Constant)	Learning Discipline (X2 Variable)
Coefficient Value (t-Calculate)	5.705	3.470
Significance	0,000	0.001
t <sub>table</sub>		2,032
Information		Significant Influence
Significantly influential because		
1.	1. The value of tcount is greater than the value of ttable	
2.	2. The significance value is smaller than the alpha value of 0.05 (0.001 < 0.05)	

Source: Processed Data SPSS 21, 2022

The results of the above analysis show that the t-count value for the learning discipline variable is obtained at 3,470 while the t-table value at the 5% significance level and the degree of freedom  $n-k-1$  or  $37-2-1=34$  is 2.032. If the two t values are compared, the t-count value is still greater than the t-table value ( $3,470 > 2,032$ ). Therefore, it is concluded that at the 95% confidence level, learning discipline has a positive and significant effect on student learning outcomes of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo.

b. Simultaneous Hypothesis Testing

The results of simultaneous testing in this study can be seen in table 4.20 below:

Table 4.20: Simultaneous Test Results

Model		Sum Squares	df	Mean Square	F	Sig.
1	Regression	529.681	2	264.840	10.556	0.000 <sup>b</sup>
	Residual	853.037	34	25.089		
	Total	1382.718	36			

Source: Processed Data SPSS 21, 2022

From the table above, the Fcount value of this study is 10.556. Meanwhile, the value of Ftable at a significance level of 5% and  $df_1$  of  $k = 2$  and  $df_2$  of  $N-k-1=37-2-1=34$  is 3.276. If the two F values are compared, the F-count obtained is much larger Ftable so that the economic status of parents and the discipline of learning together have a significant effect on student learning outcomes of the Department of Economics Education (S1) Faculty of Economics, State University of Gorontalo.

4. Coefficient of Determination

The value of the coefficient of determination is a value that ranges from 0%-100%. The magnitude of the coefficient of determination ( $R^2$ ) in this study can be seen in table 4.21 below:

Table 4.21: Coefficient of Determination

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.619 <sup>a</sup>	0.383	0.347		5.00892

Source: Processed Data SPSS 21, 2022

Based on the results of the analysis of the coefficient of determination in the table above, it can be seen that the large influence (the ability of the independent variable to explain the dependent variable) uses the R Square value, which is 0.383. This value indicates that 38.30% of the variability of student learning outcomes in the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo can be explained by the economic status of parents and learning discipline, while the remaining 61.70% can be explained by other variables not examined. in this study such as student interest in learning, learning motivation, student intelligence both intellectually, emotionally and spiritually as well as the accuracy of learning facilities provided by parents.

**DISCUSSION**

**1. The influence of parents' economic status on student learning outcomes of the Department of Economics Education (S1) Faculty of Economics, State University of Gorontalo**

The results of the regression analysis showed that the economic status of parents had a positive and significant effect on student learning outcomes of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo with a coefficient of determination of 13.60%. The meaning of the positive coefficient indicates that the higher the economic status of parents, the higher the achievement of student learning outcomes. Through these results, it is necessary for parents' efforts to control children's learning facilities which can make students lazy in their learning activities. Then for parents whose children are recipients of the Bidik Misi scholarship, it is better if the scholarship is used as assistance, not as a foundation so that the child still feels cared for in terms of material and non-material by the parents.

All students want the achievement of high learning outcomes. Learning achievement is the result of the efforts that have been made by a student. One of the external factors that influence learning outcomes is the economic status of parents. The economic status of students' parents who tend to be high can affect their learning outcomes. Families with sufficient or high incomes in general will find it easier to meet all educational needs and other needs. In contrast to families who have relatively low incomes, in general they experience difficulties in financing education and other needs. Good socio-economic conditions can hinder or encourage learning, one of the facts that affect the level of education of students is the income of parents. The socio-economic level of parents has a high relationship with the learning achievement of students, because all needs related to education will require the socio-economic conditions of parents.

The results of the study which found that there was a positive and significant influence on the economic status of parents on student learning outcomes of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo, so that it is in line with and supports the theory of Sugihartono, et al (2015:3) stating that the

economic status of parents includes education level parents, parents' occupations, parents' income. Families who have an economically disadvantaged status will tend to think about how to fulfill basic needs, so that there is less attention to improving children's education. The condition of the economic status of parents is one of the external factors that affect learning. The way parents educate their children has a big influence on children's learning achievements. A person's economic status certainly has an important role in the development of their children. Families who have a good economic status will certainly pay good attention to meeting their daily needs and will think about the future of their children.

### **2. The influence of learning discipline on student learning outcomes of the Department of Economics Education (S1) Faculty of Economics, State University of Gorontalo**

The results of the regression analysis showed that learning discipline had a positive and significant effect on student learning outcomes of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo with a coefficient of determination of 24.70%. The meaning of the positive coefficient indicates that the better the level of student discipline, the student's learning outcomes will increase. Through these results, it is important for parents to control their children's learning so that they are always disciplined in learning, both attitude and action discipline as well as time discipline. Then for students, they must further improve their discipline in an effort to be able to get good study results to graduate on time

As a student, it is very necessary to instill a disciplined attitude in terms of learning, this will become a good habit that is embedded in the student. students need to pay attention to the discipline of learning on campus so that they study regularly, so that they get good results at the faculty. Talking about learning disciplines will be endless, because it is a complex matter and has many links, namely related to knowledge, personality, encouragement or motivation. Discipline can affect students in the learning process, so that it has an impact on achievement or learning outcomes. According to Aritonang (in Barnawi, 2012: 110) discipline is an ability to control oneself in the form of taking an action that is not appropriate or contrary to something that has been determined.

The results of the study which found that there was a positive and significant influence of learning discipline on student learning outcomes of the Department of Economics Education (S1) Faculty of Economics, State University of Gorontalo are in line with and support the theory of Mulyawati, et al (2019) that student learning outcomes are one of the benchmarks in seeing to what extent the achievement of predetermined learning objectives with certain targets designed to support student success in classroom learning. One of the efforts made to improve learning outcomes is through learning discipline. Discipline of learning indirectly teaches students to be responsible for obedience to study time, punctuality in collecting lesson assignments, accuracy in using time to come and go to school, and compliance with the use of learning facilities. In addition, learning with directed discipline can avoid feeling lazy and create student enthusiasm in learning, which in turn can increase the ability of student learning outcomes. Discipline provides great benefits in a person for that discipline is very much needed in an effort to improve an orderly life and improve learning outcomes because of its regulatory and educational nature.

### **3. The influence of parents' economic status and learning discipline simultaneously on student learning outcomes of the Department of Economics Education (S1) Faculty of Economics, State University of Gorontalo**

Simultaneous test results show that the economic status of parents and learning discipline together have a significant effect on student learning outcomes of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo with a coefficient of determination of 38.30%. While the remaining 61.70% can be explained by other variables not examined in this study such as student interest in learning, learning motivation, student intelligence both intellectually, emotionally and spiritually as well as the accuracy of the learning facilities provided by parents. Through these results, it is important for all parties to work together in improving student learning outcomes that do not only focus on academics, but also on non-academics. Where with the latest educational programs, various student achievements in non-academics can be a support for obtaining better learning outcomes.

The results of the study which found that there was an influence of parents' economic status and learning discipline on student learning outcomes of the Department of Economics Education (S1) Faculty of Economics, State University of Gorontalo was in line with and supports the theory of Kapinga (2014) that the socio-economic ability of parents is a background for achieving one's position. Parents in the community can affect the success of children's learning in school. The state of economic status has a crucial role in the process of child development. For example, a family with a sufficient economy causes the material environment faced by children in the family to be wider. Children will have wider opportunities to develop their knowledge and various skills for the physical and economic support of their parents. The economic sufficiency of parents allows the maintenance of the relationship between parents and their children, because parents will focus their attention on their children and their development. On the other hand, a very limited economy will hinder students from going to college, so that many students lose their enthusiasm to study in higher education. So it is not uncommon for students who have a low economy and have low academic achievement as well

These results support the opinion of Munawaroh (2013: 114) explaining that discipline is an action or human behavior that always obeys the rules or regulations that have been applied in the community. The purpose of discipline is to discipline children so that they behave in accordance with applicable rules and are expected to be applied in the

community. Discipline is needed by anyone and anywhere, as well as if students also have to be disciplined in obeying campus rules and regulations. Discipline in learning in the classroom and faculty environment, discipline in doing assignments, as well as discipline in studying at home. So that it is expected to achieve good and optimal learning outcomes.

### CONCLUSION

Based on the results of research and discussion in the previous chapter, some conclusions can be drawn as follows:

1. The economic status of parents has a positive and significant effect on student learning outcomes of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo with a coefficient of determination of 13.60%. The meaning of the positive coefficient indicates that the higher the economic status of parents, the higher the achievement of student learning outcomes.
2. Learning discipline has a positive and significant effect on student learning outcomes of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo with a coefficient of determination of 24.70%. The meaning of the positive coefficient indicates that the higher the student's learning discipline, the student's learning outcomes will increase.
3. Parents' economic status and learning discipline simultaneously have a positive and significant effect on student learning outcomes of the Department of Economics Education (S1), Faculty of Economics, State University of Gorontalo with a coefficient of determination of 38.30%. While the remaining 61.70% can be explained by other variables not examined in this study such as student interest in learning, learning motivation, student intelligence both intellectually, emotionally and spiritually as well as the accuracy of the learning facilities provided by parents.

### SUGGESTION

Based on the research results and research conclusions, the suggestions for this research are as follows:

1. There is a need for parents' efforts to control children's learning facilities which can make students lazy in their learning activities. Then for parents whose children are recipients of the Bidik Misi scholarship, it is better to use the scholarship as assistance, not as a pedestal so that the child still feels cared for in terms of material and non-material by the parents.
2. It is important for parents to control their children's learning so that they are always disciplined in learning, both attitude and action discipline and time discipline. Then students must further improve their discipline in an effort to be able to get good learning outcomes to graduate on time.
3. It is important for all parties to work together in improving student learning outcomes that do not only focus on academics, but also on non-academics. Where with the latest educational programs, various student achievements in non-academics can be a support for obtaining better learning outcomes.

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