

**Impact Of Family Economic Condition On Students Learning Motivation
At SMP Taman Siswa Kemayoran**

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ARTICLE INFO

ABSTRACT

Published: 09-May-2024

Keywords: : *Economic Condition, Motivation, Facilities*

Economic conditions in the family greatly influence students' learning motivation. Students who have families with relatively high economic conditions usually have high motivation to study, because they don't need to think about costs and get adequate facilities. Meanwhile, students who have families with relatively low economic conditions have low motivation to learn, because they are burdened with a lack of funds to facilitate students' education. Students who come from lower middle class families only have one learning source, while students who come from upper middle class families have more than one learning source. The aim of this research is to determine the influence of family economic conditions on student learning motivation at Taman Siswa Kemayoran Middle School. This research uses quantitative research methods which have a research location at Taman Siswa Kemayoran Middle School. The sample for this research is 35 students in class VIII of Taman Siswa Kemayoran Middle School for the 2023/2024 academic year. In essence, in learning there are activities of selecting, determining and developing methods to achieve the desired learning outcomes related to how to organize learning material. To be able to organize learning materials, supportive learning facilities are needed and this is related to the family's economic conditions. The research results show that the family's economic condition is not optimal effect on student's learning motivation because based on the results of observation data analysis, the average student gets motivation in another form, psychological encouragement given by parents to students, which makes students enthusiastic about learning.

INTRODUCTION

Education is one way to improve the quality of human resources. With the aim of preparing the young generation as the nation's successors who are able to face developments in science and technology. According to article 1 of Republic of Indonesia Law no. 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that 39 The Influence of Parents' Economic Conditions on Learning Motivation in Elementary School Students students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence , noble morals, and skills needed by himself, society, nation and state (Heldie Bramantha, 2020). According to the author, education is one of the basic needs of all mankind today. The very rapid development of technology can encourage people to continue trying to adapt existing developments by learning, this is why education is now a primary need. Humans in general can get education in one place, namely school. School is a place where learning activities occur, which is a process in which there is interaction between students and teachers so that changes in behavior occur both cognitively, affectively and psychomotorically.

The education system has significance as an important policy to improve the quality of our human resources. It acts as a basic channel, allowing individuals to unleash and optimize their innate potential to face the diverse obstacles and difficulties that await them. Providing education requires collaborative efforts that require the participation of various parties including the government, community and family. The family in particular has an important role in education, as the initial and main environment for children, shaping their behavior, imparting knowledge, and instilling habits that shape their potential. Considering the important role of education, all elements of education are very important for the success of student learning, starting from education staff, students, school facilities and infrastructure, curriculum, community environment, and the role of the family. The role of the family has a direct impact on the learning process for children because children spend more time in the family environment. With an optimal family role, both financially and mentally, it will form children who have high motivation to learn. So the lack of family role will cause problems with student achievement.

Motivation is one of the factors that influences student success. A person will get the desired results in learning if within him there is a desire to continue learning. Motivation can function as a driving force for achieving good results. A person will carry out an activity because there is motivation within him. Having high motivation in learning will achieve optimal results (Adan, 2023). In the learning process, motivation is very necessary, because someone who does not have motivation to learn will not be able to carry out learning activities. This is a sign that something to be done does not meet their needs. Everything that interests other people does not necessarily interest certain people as long as it does not touch their needs. Such as physiological needs, a sense of security, a sense of love, being endowed with self-actualization, knowing and understanding and aesthetic needs that are able to motivate individual behavior. (Sulfemi, 2019) Based on this journal, problems were found, including the students' own low learning motivation, even though educational success will also be influenced by learning motivation. Motivation is a psychological factor that greatly influences carrying out an activity. A person who carries out activities such as learning activities is successful in developing motivation within himself so that goals and hopes can be

fulfilled. The fact that always exists is that low motivation to learn will be influenced by factors that increase motivation itself. Among students currently there is still a low level of self-awareness to arouse enthusiasm for learning, so that the educational achievements achieved are not evenly distributed in schools.

Learning outcomes can be interpreted as the extent to which students can gain knowledge in the learning process and gain learning experiences that are oriented towards learning goals. Therefore, student learning outcomes are influenced by student motivation and independence (Sri Retno Asih, 2023). According to the research results, the author concludes that the family has a crucial role in the child's development process. For example, a family with a sufficient economy means that the material environment faced by children in their family will be wider. Children will have wider opportunities to develop their knowledge and various skills based on their parents' physical and economic support. Motivation to learn is greatly influenced by the family environment, especially the socio-economic conditions of parents, which can support student achievement in each subject. Parents are the main factor that determines student learning outcomes so that maximum achievement can be achieved. Usually students with high socio-economic conditions have more motivation than those with low levels, they are provided with the facilities provided by their parents so that students are able to achieve high learning achievements.

In this case, if students have maximum learning motivation, they will achieve the specified learning outcomes. Important factors that influence students' learning motivation are financial conditions and family background. These factors can have a positive or negative impact on children's learning motivation. In reality, many children today lack motivation to learn due to family economic factors. Based on data from the Central Statistics Agency (BPS), a 76% majority of families stated that the main factor was that their children did not continue their education due to economic reasons. Most of them, 67.0%, are unable to pay school fees, while the remaining 8.7% have to earn a living (Basmatulhana, 2022). It can be concluded that family economic factors greatly influence children's learning motivation. In urban areas, especially in DKI Jakarta, where the cost of living is quite high, it makes it a burden for parents to facilitate good education for their children. In general, children who come from families with low economic conditions have low motivation to learn because of the burden on them, children financially and mentally. On average, many children choose not to continue their education due to lack of funds to support education. This makes people aware of the important role of learning motivation. Children will have high motivation to learn if they are encouraged by their parents' ability to cover their education costs. The aim of this research is to identify the relationship between family economic conditions and student learning motivation, then analyze factors that might mediate the relationship between family economic conditions and student learning motivation, such as access to learning resources and family support which can shape students' perceptions of future opportunities. future, as well as evaluating the long-term impact of family economic conditions on student academic achievement.

METHOD

This type of research is research with quantitative descriptive methods. Quantitative descriptive research is describing, researching, and explaining something studied as it is, and

drawing conclusions from phenomena that can be observed using numbers (Listiani, 2014). This research was carried out at Tamansiswa Kemayoran Middle School, Jl. Garuda Kemayoran No.25, RT 09/06, Mt. Sahari Sel., Kec. Kemayoran, Central Jakarta City, Special Capital Region of Jakarta 10610. The time for socialization to be carried out is 1 day, so in this research the author wants to know the socio-economic conditions of parents on the learning motivation of students at TAMAN SISWA KEMAYORAN SMP.

The variables studied are socio-economic conditions called variable X or independent variable and student learning motivation called variable Y or dependent variable. Data collection techniques are the main step in research to obtain data. To obtain the necessary data, researchers used a questionnaire method, which is an information collection technique that analyzes the attitudes, beliefs and characteristics of several main people in the form of respondents who could be influenced by existing systems or questions. This questionnaire is a data collection tool by distributing it to respondents and then they answer by choosing answers according to their respective conditions (Samrin, Syahrul, Kadir, & Maknun, 2020).

RESULT AND DISCUSSION

Result

Taman Siswa Kemayoran Middle School is one of the schools in the Kemayoran area of Central Jakarta with an average family economic condition of lower middle class and only a few students' family economic condition of upper middle class. Based on the data table obtained from Class VIII, totaling 35 students, both male and female, it is known that around 63% of the 22 economic students have lower middle class families with parents' income of around Rp. 1,500,000 to Rp. 2,500,000, consisting of 13 students. with a percentage of 37% whose parents earn less than IDR 1,500,000 and 9 students with a percentage of 26% whose parents earn IDR 1,500,000 to 2,500,000, these students believe that the family's economic conditions have no effect on students' learning motivation. On average, those with a low economic background actually have a very high interest in learning because they want to achieve their goals and then repay their services and make their families happy.

Table 1. Income Data Table for Parents of Class VIII Students at Taman Siswa Kemayoran Middle School, Jakarta.

Parent's income	Frequenc y	%
Less than IDR 1,500,000	13	37,1428 6
IDR 1.500.000 - IDR 2.500.000	9	25,7142 9
IDR 2.500.000 - IDR 3.500.000	8	22,8571 4
More than IDR 3,500,000	5	14,2857 1
Amount of data	35	100

Based on the trend table above, a pie chart can be drawn as follows

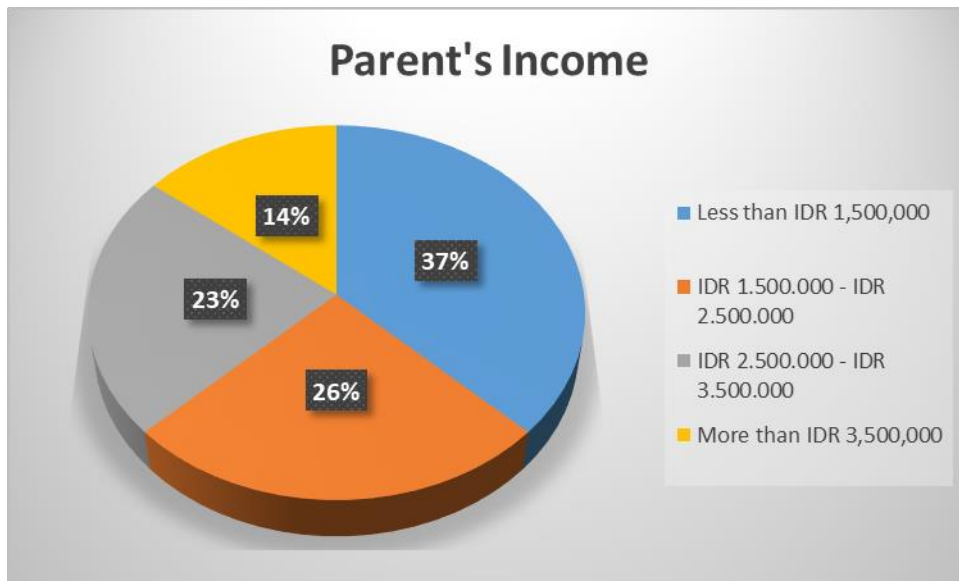


Figure 1. Pie chart of income data for parents of class VIII students at Taman Siswa Kemayoran Middle School, Jakarta.

Table 2. Table of Job Data for Parents of Class VIII Students at Taman Siswa Kemayoran Middle School, Jakarta.

Parent's job	Frequenc y	%
Businessman	11	31,4285 7
Employee	6	17,1428 6
Laborer	2	5,71428 6
Motorbike taxi driver	5	14,2857 1
Not fixed	11	31,4285 7
Amount of data	35	100

Based on the trend table above, a pie chart can be drawn as follows

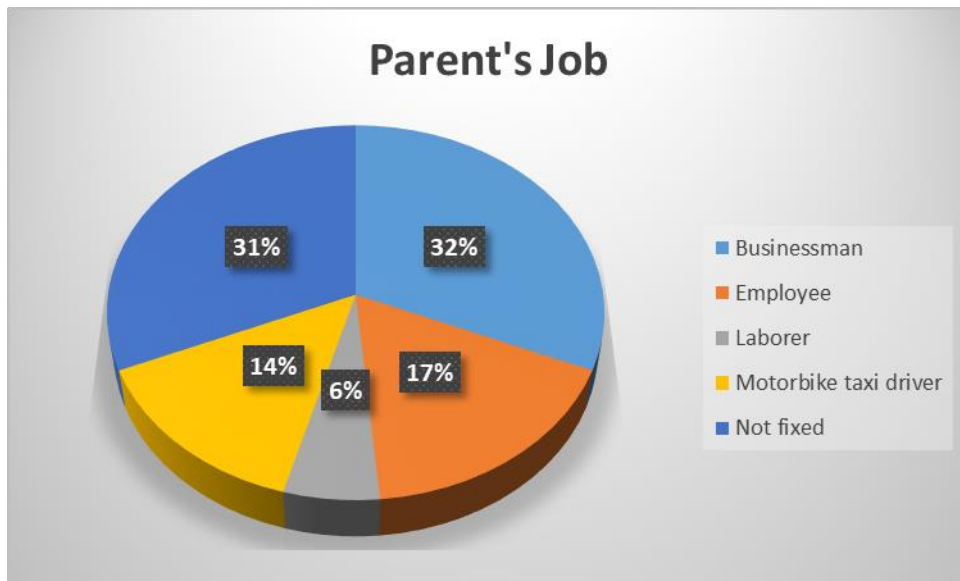


Figure 2. Pie chart of employment data for parents of class VIII students at Taman Siswa Kemayoran Middle School, Jakarta.

Table 3. Data Table Asking Parents for School Needs Fees for Class VIII SMP Taman Siswa Kemayoran Jakarta.

Ask for school expenses	Frequenc y	%
Never	0	0
Difficulty	3	8,57142 9
Have to wait	16	45,7142 9
Give it straight away	16	45,7142 9
Amount of data	35	100

Based on the trend table above, a pie chart can be drawn as follows

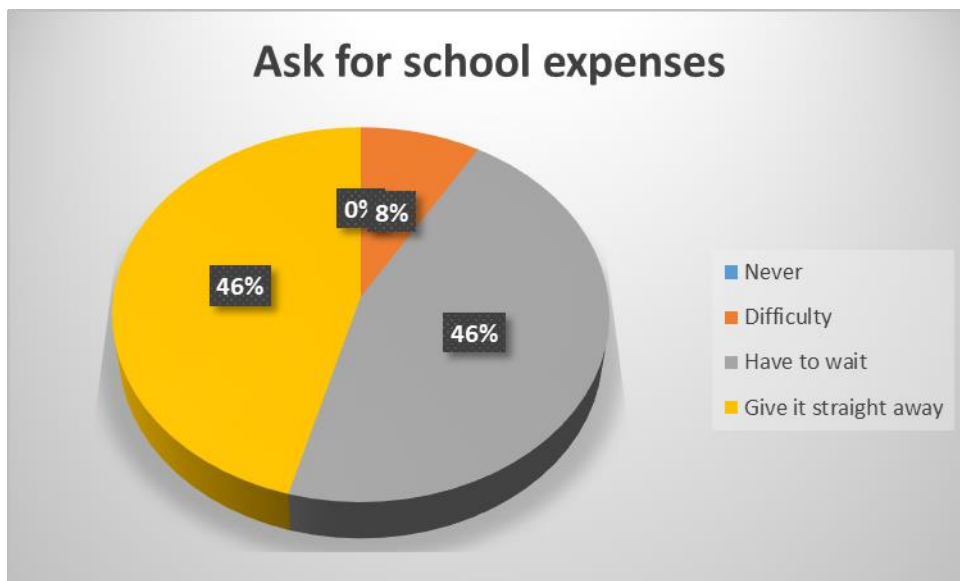


Figure 3. Pie chart data asking for school needs costs from parents of Class VIII students at Taman Siswa Kemayoran Middle School, Jakarta.

Table 4. Data Table of Tutoring Opportunities for Class VIII Students at Taman Siswa Kemayoran Middle School, Jakarta.

Tutoring opportunities	Frequenc y	%
Never	11	31,4285 7
Seldom	15	42,8571 4
1 to 2 times per week	6	17,1428 6
more than 2 times per week	3	8,57142 9
Amount of data	35	100

Based on the trend table above, a pie chart can be drawn as follows

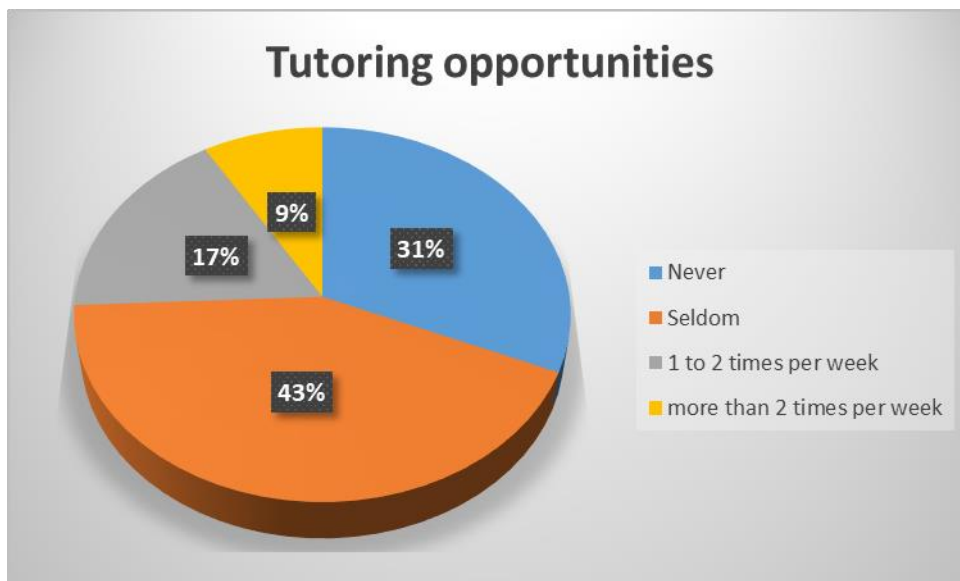


Figure 4. Pie chart data on tutoring opportunities for Class VIII students at Taman Siswa Kemayoran Middle School, Jakarta.

Table 5. Data Table of Learning Resources for Class VIII Students at Taman Siswa Kemayoran Middle School, Jakarta.

Learning Resources	Frequency	%
Only school modules	10	28,5714 3
School modules and additional modules	2	5,71428 6
School modules and devices	21	60
School module and laptop	2	5,71428 6
Amount of data	35	100

Based on the trend table above, a pie chart can be drawn as follows

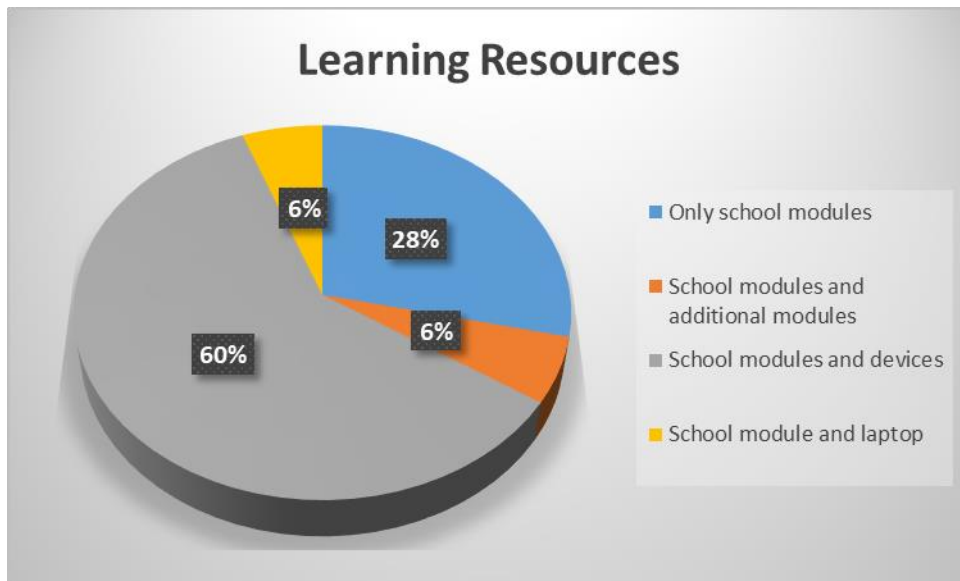


Figure 5. Pie chart data on learning resources for Class VIII students at Taman Siswa Kemayoran Middle School, Jakarta.

Table 6. Table of Parents Paying Attention to the Development of Class VIII Students at Taman Siswa Kemayoran Middle School, Jakarta

Parents pay attention to developments	Frequency	%
Never	1	2,857143
Just look at the exam results	18	51,42857
Routine evaluation	7	20
Routine evaluation and verbal motivation	9	25,71429
Amount of data	35	100

Based on the trend table above, a pie chart can be drawn as follows

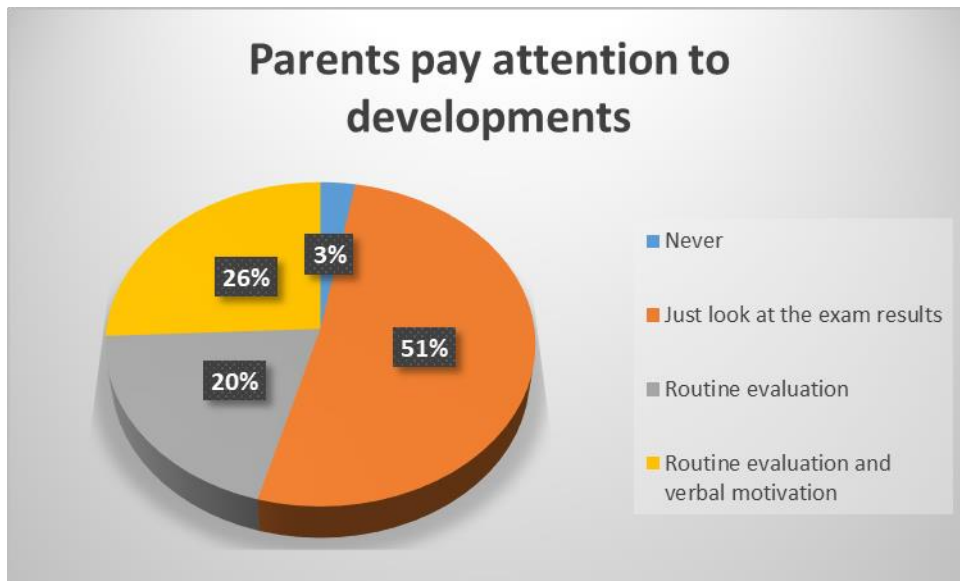


Figure 6. Pie chart of data from parents paying attention to the progress of class VIII students at Taman Siswa Kemayoran Middle School, Jakarta.

Table 7. Table of Learning Desire of Class VIII Students at Taman Siswa Kemayoran Middle School, Jakarta

Desire to learn	Frequency	%
Low	0	0
Currently	9	25,7142 9
high	11	31,4285 7
Very high	15	42,8571 4
Amount of data	35	100

Based on the trend table above, a pie chart can be drawn as follows

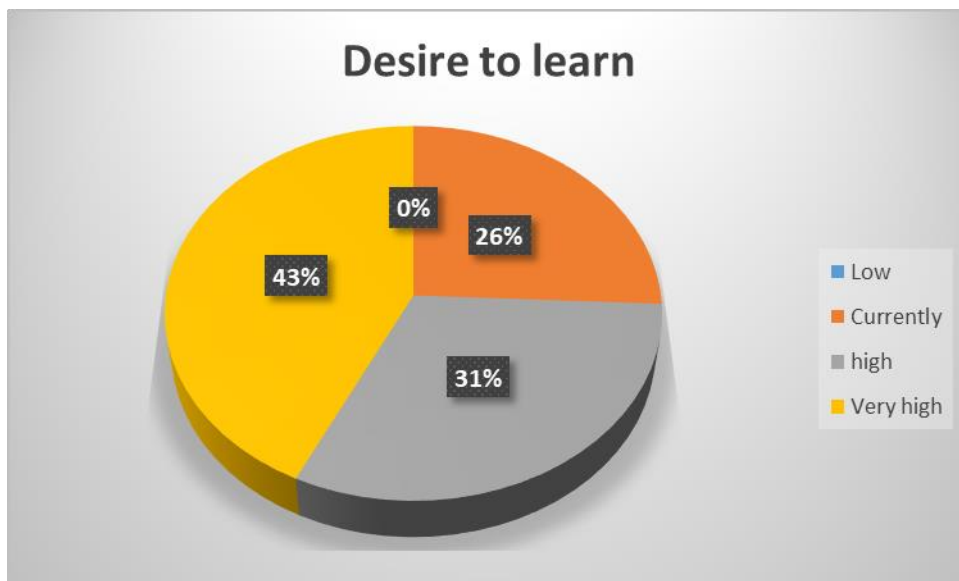


Figure 7. Pie chart of data on students' desire to learn in class VIII Taman Siswa Kemayoran Middle School, Jakarta.

Discussion

This research produces findings that the family environment and learning media have a significant effect on student learning motivation. A conducive family environment and varied learning media can increase student learning motivation at MI Babussalam. (Irawan, 2024) While based on another data analysis, at Al-Faqih Pakis students in Malang Regency can be concluded that the family environment variable also have a significant effect on the learning motivation variable. (-, 2024)

Based on previous research, it is said that children must have their basic needs met, for example food, clothing, health protection, stationery, notebooks and so on. Learning facilities can be met if the family has enough money. Meanwhile, for children who live in poor families, their basic needs are not met as a result, the child's learning will be disrupted (Sholihuddin, 2020). The economic status of a family greatly influences the educational success of its children. When a family has sufficient financial resources, they are able to meet all their children's learning needs, so academic achievement increases. On the other hand, when a family's economic conditions are inadequate, it has a negative impact on the academic achievement of their children. Families with low economic status prioritize other important needs over their children's educational achievements. Research (Von Stumm, 2020) reveals that children from wealthy and highly educated families have the highest potential for educational success, with 77% continuing their education, compared to only 21% of children from low socioeconomic backgrounds. The author can conclude that in a child's learning process, the role of parents is very important, especially in facilitating children's learning media.

The results of previous research show that parents who have low income levels care less about their children's education, and even accompany them while studying only occasionally because parents are only busy working. The school facilities provided are only what is necessary, apart from that, children are required to help with homework and help their parents. And parents' wishes for children's higher education are not too important,

because their principle is to study until high school and then work to help their parents. So that children's achievements and higher education are given less attention (Fauzi, 2022). The results of this research are inversely proportional to the results of the research we conducted at Taman Siswa Kemayoran Middle School, Jakarta. Our research shows that low family income actually motivates children to learn to achieve maximum results so that they can make their parents happy and achieve their dreams of a better life. Meanwhile, children who are in high family economic conditions feel that family economic conditions are not the main motivation for learning, but the motivation that is more needed by them is in the form of verbal motivation.

If we look at the income of the students' parents, around 37% of 13 students whose parents had middle to upper middle incomes said that the family's economic conditions had an influence on students' learning motivation. Consisting of 8 students with a percentage of 23% whose parents earn IDR 2,500,000 to IDR 3,500,000 and 5 students with a percentage of 14% whose parents earn more than IDR 3,500,000. They say that if an economy is inadequate, it makes them not serious about studying. Therefore, these students really need motivation from their parents, which is provided by their family's fairly good economic conditions.

The results of student observations at TamanSiswa Kemayoran Middle School show that the parents of students have various types of work. Class VIII students, totaling 35 students, have parents whose jobs are not permanent, totaling 11 students with a percentage of 31%. This data is the same as the parents of students who work as entrepreneurs, totaling 11 students with a percentage of 31%. There are 6 students' parents as employees with a percentage of 17%, which also means that these students are in fairly good economic conditions. Apart from that, the students' parents' work as laborers is 2 students with a percentage of 6% and the students' parents' work as motorbike taxi drivers is 5 students. with a percentage of 14%.

Therefore, the relationship between students' parents' different jobs can result in different responses from parents when students ask for school fees or necessities. Based on data from observations from class VIII at TamanSiswa Middle School, Kemayoran, when students asked their parents for school expenses, there was a response from parents who had difficulty in meeting the costs of school needs, 3 students with a percentage of 8% due to the lack of economic conditions of their parents making the cost of school necessities This has become a complex problem that is difficult for parents of students to face. As many as 16 students with a percentage of 46% of the number of students who when asking for school necessities have to wait for some time to be able to meet the costs of school necessities, this also makes it quite difficult for the parents of the students. but the parents also want to maximize their efforts to meet the costs of the students' school needs. There are also 16 students with a percentage of 46%, which is seen from the economic conditions which are sufficient to directly meet the costs of the students' needs.

Based on data from observations of class VIII students at SMP Taman Siswa Kemayoran, there are 11 students who never get the opportunity for tutoring with a percentage of 31%, and there are 15 students who rarely get the opportunity for tutoring with a percentage of 43%. These two categories are clearly influenced by parents' ability to finance tutoring outside of school. And there are also 6 students with a percentage of 17% who receive tutoring opportunities 1-2 times per week, and there are 3 students with a percentage of 8% who receive tutoring more than 2 times per week. This makes us aware that the role of parents

in supporting their children's education is very important, not only through verbal motivation but also by supporting children's educational needs, this will be able to improve student achievement at school, one of which is giving children the opportunity to receive study guidance. Based on data from observations of class VIII students at SMP Taman Siswa Kemayoran Jakarta, there were 10 students with a frequency of 28% who only had school modules as their learning source. If we look at the parents' income factor, there are some students whose parents have an income of less than 1,500. 000 This can affect parents' ability to provide other learning resources to support students' education. And there are also 2 students with a percentage of 5% who only have school modules and additional modules as their learning resources, then there are 21 students with a percentage of 60%, who have school modules and also gadgets (electronic devices such as smart phones) as student learning resources. This shows that there is the influence of currently developing technology which can be used as a learning resource other than school modules. And there are 2 students with a percentage of 5% who have school modules and laptops as learning resources.

Based on the results of observations at Taman Siswa Kemayoran Jakarta Middle School in class VIII with a total of 35 students, it was stated that most parents saw their children's development only by looking at the exam results with a frequency of 18 respondents (51.4%). Meanwhile, 25.7% of respondents with a frequency of 9 students felt that there was regular evaluation and verbal motivation from their parents. Then 20% of respondents with a frequency of 7 students only experienced routine evaluation without any motivation from their parents. Then 2.9% of respondents with a frequency of 1 student's development were not noticed by their parents. This causes many students to have low learning motivation because they think their parents are only oriented towards learning outcomes without paying attention to the learning process.

However, if seen from the perspective of learning motivation, the majority of students with lower middle economic conditions (42.9% with a frequency of 15 students) actually have a very high desire to learn because they are aware of the sacrifices their parents made for education so they are motivated to have a bright future. clear. Meanwhile, 31.4% with a frequency of 11 students had a high desire to learn but felt they did not have sufficient thinking capacity. Then 25.7% with a frequency of 9 other students had a moderate desire to learn because their focus on learning was divided by thinking about the family's economic situation.

CONCLUSION

Based on the results of observations related to the influence of family economic conditions on student learning motivation at Taman Siswa Kemayoran Middle School, Jakarta, for class VIII students, it shows that family economic conditions do not fully influence student learning motivation because based on the results of observation data analysis, the average student gets motivation in the form of Another, namely the psychological encouragement given by parents to students, makes students enthusiastic about learning. On the other hand, only some students feel that their family's economic conditions influence their motivation to learn. They are of the opinion that currently technology has developed so much that students need media or technological tools such as gadgets or laptops to study. An adequate family economy also makes them enthusiastic about gaining knowledge at school (Observation of Family Economic Conditions on Student Learning Motivation, 2024, 1, April).

This conclusion contains the meaning of whether or not the family's economic conditions influence students' learning motivation. Based on observations made by researchers, good family economic conditions actually have a very positive impact on students, but this does not mean that it can have a direct impact on student motivation because students' parents can carry out various forms of motivation in different ways. There are suggestions that can be given, especially to parents, to always provide endless motivation to students. If parents cannot provide financial motivation, parents should provide motivation in other forms such as encouraging students, establishing good communication with students and many other motivations that have a positive impact on students that parents need to do. Another suggestion is for students not to waste the opportunity to learn to achieve their dreams so as not to waste the motivation that parents have given to students and continue to seek knowledge as high as the sky.

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