The Relationship of Socioeconomic Status with Motivation for Learning in Religious Studies at SMA Advent Nabire

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Abstrak

The socioeconomic status of parents can be a factor affecting students' learning motivation. If a child's learning facility needs are not met due to the socioeconomic status of their parents, it may potentially impact the child's learning motivation. This study involves two variables: the independent variable (the variable that influences other variables) is socioeconomic status, and the dependent variable (the variable influenced by other variables) is the learning motivation in religious studies. This research uses the quantitative-descriptive correlation. Data collection was done using both population and sample methods. The researcher used the mean score to determine the level of parents' socioeconomic status and the level of student motivation in religious studies. Furthermore, the study aimed to ascertain whether there is a significant relationship between socioeconomic status and learning motivation in religious studies at SMA Advent Nabire, using Pearson correlation. The results of the research conducted at SMA Advent Nabire, Papua, indicate that the level of parents' socioeconomic status is moderate with a mean of 2.89 (rounded from 2.8807), and students' learning motivation in religious studies is moderate with a mean of 3.22 (rounded from 3.2135). Additionally, the study at SMA Advent Nabire, Papua, shows that there is no significant relationship between parents' socioeconomic status and students' learning motivation in religious studies. This conclusion is based on the calculation result with p-value = 0.543, which is greater than α = 0.05, and a correlation value of -0.073, which is less than the table value of 0.227.

Kata Kunci: *socioeconomic status, learning motivation, student*

Abstract

Status sosial ekonomi orang tua dapat menjadi faktor terhadap motivasi belajar peserta didik. Jika kebutuhan fasilitas belajar anak tidak dipenuhi oleh karena kondisi status sosial ekonomi orang tua, mungkin saja bisa mempengaruhi motivasi belajar anak tersebut. Pada penelitian ini memiliki 2 variabel: *independent* variabel (variabel bebas atau variabel yang mempengaruhi variabel lainnya) adalah status sosial ekonomi, dan *dependent* variabel (variabel terikat atau variabel yang dipengaruhi oleh variabel lainnya) adalah motivasi belajar pada pelajaran agama. Sifat dari penelitian ini adalah kuantitatif- deskriptif korelasi. Pengambilan data menggunakan metode populasi dan sampel. Peneliti menggunaka *mean score* (nilai rata-rata) untuk mencari tahu tingkat status sosial ekonomi orang tua dan tingkat motivasi belajar siswa pada mata pelajaran agama, serta untuk mengetahui apakah terdapat hubungan yang signifikan antara status sosial ekonomi terhadap motivasi belajar pada pelajaran agama di SMA Advent Nabire, menggunakan *person correlation*. Hasil dari penelitian yang telah dilakukan di SMA Advent Nabire Papua, menunjukan hasil tingkat status sosial ekonomi orang tua adalah sedang dengan *mean* = 2.8807 dibulatkan menjadi 2.89, dan motivasi belajar siswa pada mata pelajaran agama adalah sedang dengan *mean* = 3.2135 dibulatkan menjadi 3.22. Dan hasil penilitian yang dilakukan di SMA Advent Nabire Papua menunjukan bahwa tidak terdapat hubungan yang signifikan antara status sosial ekonomi orang tua terhadap motivasi belajar siswa pada mata pelajaran agama, dikarenakan hasil dari perhitungan data menunjukan *p value* = 0.543 > α=0.05, serta nilai korelasi -0.073 < R[tabel] 0.227.

Keywords: status sosial ekonomi, motivasi belajar, pelajar

Pendahuluan

Education is one of the crucial aspects of human life, and it is a necessity for every individual. The process of education continues throughout one's life, and the quality of an individual's life can often be traced back to their educational background. Education can be formal or informal, but through this process, individuals learn how to develop their potential. This potential can be harnessed to meet the individual's needs, making education a key measure of a person's success in life. An individual's first exposure to education typically happens within their family, where parents serve as the first educators. According to White (2005), "the family environment is the school where a child receives its first and most enduring lessons." The household or family environment plays a critical role in shaping a child's future development, making it one of the key factors influencing a child's learning motivation.

A child's motivation to acquire an education relies heavily on their parents. Parents serve as motivators and providers of the necessary learning facilities for their children. A child's motivation is greatly enhanced when parents give them sufficient attention, which, in turn, positively impacts their education. Furthermore, a child's education and development are closely tied to the family's economic status. When parents have stable employment and a good income, they can adequately provide for their child's educational needs. Conversely, if the family faces economic hardships, a child's education may become a secondary priority for parents after meeting the basic family needs.

According to UU No. 20 of 2003, the goal of national education is to develop the capacity for character and civilization that benefits the nation's intelligence, in order to enlighten the life of the nation and contribute to the development of the potential of students to become individuals who believe in and are devoted to the One Almighty God, have noble character, are healthy, knowledgeable, capable, creative, independent, and responsible citizens in a democratic society.

Family education is the first education in human knowledge and intelligence. "True education is the grand science, for it is found in the fear of God, which is the beginning of all wisdom. True education is the training of children and young people to live their present life and the life to come in order to inherit a better, even heavenly country. They should be trained for a country that is the hope of the prophets and the fathers" (White, 2005). Student motivation towards lessons is an effort to encourage students to learn. Students with high motivation for learning will be continuously driven to study diligently. The economic role of parents generally has a positive influence on increasing students' learning motivation. This is because the learning process requires equipment, tools, and facilities that are useful in facilitating students to obtain the necessary information for learning.

One of the factors influencing students' motivation to learn is the provision of facilities and infrastructure for learning. This means that the socioeconomic status of parents also plays a crucial role in enhancing the learning process. A child's learning motivation can be influenced by the methods used by parents in educating their children and their preparedness in meeting their children's needs. The research conducted by Mar'ati (2018), entitled "The Influence of Parents' Socioeconomic Status and Learning Motivation on Interest in

Continuing Studies to Higher Education for Grade XII Students of SMK Muhammadiayah 1 Bantul Academic Year 2017/2018," stated that there is a positive and significant influence. This finding is supported by previous research conducted by Chotimah et al., (2017), which found that parents' socioeconomic status has a significant influence on student achievement in Grade VIII of SMP Negeri 1 Jember, Jember Regency, in the Academic Year 2016/2017.

However, in contrast to these findings, research conducted by Holilurrahman (2016) suggested that parents' socioeconomic status, as measured by education, occupation, and income, does not significantly influence the academic performance of their children. This indicates that a child's performance is not solely determined by the family's socioeconomic status but rather by the individual student's abilities and positive encouragement from their parents.

Based on the statements above, the researcher is interested in conducting a study on the "Relationship between Socioeconomic Status and Learning Motivation in Religious Studies at SMA Advent Nabire" to determine whether students from economically disadvantaged backgrounds or those with better socioeconomic status exhibit higher motivation to learn religious subjects.

Metode

This research employs a quantitative research method and utilizes descriptive correlation to analyze the data under investigation, which consists of numerical figures. Quantitative research involves collecting data in numerical form and analyzing it using statistical methods. Descriptive research is a method used to gather data information as it exists and in accordance with events that occur regularly, in line with the existing circumstances during the research process (Sugiyono, 2017). Therefore, the quantitative research method will be employed to assist the researcher in collecting data regarding the "Relationship between Socioeconomic Status and Learning Motivation in Religious Education at SMA Advent Nabire," as well as in data analysis and drawing conclusions.

The population in this study comprises all students in grades X, XI, and XII at SMA Advent Nabire who enrolled in the academic year 2020/2021, totaling 125 students. A pilot study will be conducted with 35 students in grade X, and the actual study will be carried out with 28 students in grade XI and 62 students in grade XII. The questionnaire used in this study is adapted from previous theses (Mar'ati, 2018) and (Santoso, 2007).

Hasil dan Pembahasan

In this section, the results of the research conducted in grade XI and XII at SMA Advent Nabire, Papua, are presented. The respondents in this study are students who were enrolled in the academic year 2020/2021, with a total of 72 students who completed the questionnaire. The analysis and interpretation of the data used in this chapter aim to address the research questions.

Socioeconomic Status of Parents

Data analysis indicates that the results for the socioeconomic status of parents are moderate, with a mean value of 2.8807 rounded to 2.89 (see Table 4.1). Based on the data interpretation, a mean value of 2.89 falls within the range of 3 on the scale, categorized as moderate (see Table 3.2). Therefore, the calculated data shows that the average socioeconomic status of parents at SMA Advent Nabire, Papua, falls into the moderate category.

Table 4.1 The Average Value of Socioeconomic Status Level

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Socioeconomic Status Level of Parents	72	1.65	4.24	2.8807	.57508
Valid N (listwise)	72				

Level of Motivation in Religious Studies

Data analysis shows that the level of student motivation in religious studies is moderate with a mean of 3.2135 rounded to 3.22 (see Table 4.2). Based on the data interpretation, a mean of 3.22 falls within the range of 3 on the scale, categorized as moderate (see Table 3.3). Thus, the results indicate that the average level of student motivation in religious studies at SMA Advent Nabire falls into the moderate category.

Table 4.2 Average Values of Student Motivation Levels in Religious Studies

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Level of Student Learning Motivation in Religious Studies	72	1.94	4.00	3.2135	.38538
Valid N (listwise)	72				

The Relationship Between Socioeconomic Status and Learning Motivation in Religious Studies

The research conducted at SMA Advent Nabire, Papua, shows that there is no significant relationship between parental socioeconomic status and students' learning motivation in religious studies. This is because the results of the statistical data calculations indicate that the p-value for parental socioeconomic status is 0.543, and the p-value for learning motivation in religious studies is 0.543, both of which are greater than $\alpha=0.05$. This means that they are not correlated. The correlation value of -0.073 is less than the critical value (Rtabel) of 0.227. This comparison between the correlation value and the critical value can be interpreted as indicating that there is no relationship between parental socioeconomic status and students' learning motivation in religious studies. In the correlation coefficient table, the value of -0.073 is categorized as having no correlation, and the negative sign (-) indicates that the relationship between the two variables is negative.

From the data presented above, it can be interpreted that there is no significant relationship between parental socioeconomic status and students' learning motivation in religious studies. Socioeconomic status does not act as a barrier to students' motivation in religious studies. Therefore, the alternative hypothesis (Ha) is rejected.

Table 4.3 Relationship between Socioeconomic Status and Learning Motivation in Religious Lessons

Correlations

		Level of Parental Socioeconomic Status	Level of Student Motivation in Religious Subjects
Level of Parental Socioeconomic Status	Pearson Correlation	1	-.073
	Sig. (2-tailed)		.543
	N	72	72
Level of Student Motivation in Religious Subjects	Pearson Correlation	-.073	1
	Sig. (2-tailed)	.543	
	N	72	72

Simpulan

Based on the results of the data analysis using statistical tools, it can be interpreted that there is no significant relationship between socioeconomic status and motivation to learn in religious studies. This indicates that the motivation to learn religious studies among students at SMA Advent Nabire is not influenced by their parents' socioeconomic status. In other words, students from low, moderate, or high economic backgrounds all have similar motivation levels when it comes to learning religion. Therefore, the alternative hypothesis (Ha) suggesting a significant relationship between parents' socioeconomic status and students' motivation to learn religious studies is rejected.

Recommendations

Based on the findings of this study, it is recommended that teachers of religious studies at SMA Advent Nabire continue to motivate their students. They should use language that fosters student motivation and employ efficient teaching methods and media to ensure effective learning processes. Teachers should also impart an understanding to students that their parents' socioeconomic status should not be a barrier to their motivation to learn. Through this research, it is hoped that it can contribute to the knowledge of researchers, readers, and literature regarding the relationship between parents' socioeconomic status and students' motivation to learn religious studies at SMA Advent Nabire. It was found that there is no significant relationship, meaning that socioeconomic status does not influence students' motivation to learn. Future research could use the same instruments and research design but investigate different independent or dependent variables and different research settings.

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