The Influence of Parents' Socioeconomic Status on the Learning Outcomes of Grade XI Students of State Preparatory Madrasah Aliyah 4

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Abstract

This study aims to describe and analyze the extent to which the influence of the socio-economic status of parents on the learning outcomes of class students. The research method uses quantitative research with a descriptive correlative approach implemented at Madrasah Aliyah Persiapan Negeri 4 Medan. The population in this study were all students of class XI with a sample of 168 students. The data analysis technique in this study used a prerequisite test consisting of a normality test, a homogeneity test, a linearity test, and a multicollinearity test. Then continued with a hypothesis test consisting of a partial test (t test), a simultaneous test (F), multiple linear regression analysis, a determination coefficient test (R^2) and a correlation coefficient test. The results showed that in the education level coefficient, the Tcount value <Ttable is 0.804 <1.97462, so H0 is accepted and Ha is rejected. This means that there is no influence of the level of parental education on student learning outcomes. In the income level coefficient, the Tcount value> Ttable is 2.348 <1.97462, so Ha is accepted and H0 is rejected. This means that there is an influence of parental income level on student learning outcomes. While in the work coefficient, the Tcount value <Ttable is -1.616 <1.97462, so Ha is accepted and H0 is rejected. This means that there is no influence of parental work on student learning outcomes. Then the probability value of significance (sig) <0.05 is obtained, namely 0.044 <0.05 and the Fcount value> Ftable is 2.762> 2.66, so Ha is accepted and H0 is rejected. So it is obtained that there is an influence of parental socio-economic status on learning outcomes which can be shown from the value of the determinant coefficient (R square) of 0.048, meaning that the influence of the socio-economic status variable on learning outcomes is 0.048 or 4.8%. While the correlation value (R) is 0.220 or 22% which indicates a low level of relationship. From the above understanding, it can be concluded that there is an influence of parental socio-economic status on student learning outcomes (Ha is accepted and H0 is rejected).

Keywords: Economy, Learning Outcomes, Social Status

Introduction

Education is an effort made consciously by families, communities or governments, through ongoing guidance, teaching, learning and training, both in schools and outside of schools throughout life to prepare students to be able to carry out their roles in the environment for the future (Abdullah, 2013). According to (Ali F. , 2023), Education is a conscious and planned effort to provide guidance in developing physical and spiritual potential given by adults to students to achieve maturity and achieve goals so that students are able to carry out their life tasks independently. Through

education, a change in a person's behavior will be created, namely from previously not knowing and not understanding something to knowing and understanding. Education contains the meaning of educating, guiding, teaching and training which is contained in the education process at school. Schools as formal educational institutions are a means of achieving educational goals through the teaching and learning process. By learning, students can show a positive change in attitude so that in the final stage they will gain new skills, abilities and knowledge. In following the teaching and learning process, of course, someone will expect to get good results. So

someone is said to have learned if there is a change, from not knowing to knowing (Ali M. , 2023).

The most important problem in education and the most highlighted by society is the problem of student learning achievement, especially related to the low quality of graduates. In carrying out a teaching and learning activity, student learning outcomes are something that is always expected by people involved in the teaching and learning process, be it for students, teachers, or for parents of students who indirectly take part in the learning.

According to Jihad and Haris, learning outcomes are the achievement of a form of behavioral change that tends to persist from the cognitive, affective, and psychomotor domains of the learning process carried out over a certain period of time. This shows that student learning achievement cannot be known without an assessment or evaluation of the student (Alshahrani, 2021).

Learning outcomes are the results obtained through the learning process. Thus, learning outcomes are a better level of mental development when compared to before learning as seen from the student's perspective. The level of mental development is related to the learning materials.

The economic role of parents in general can also be said to have a positive influence on improving student learning outcomes. This is because the student teaching and learning process requires tools or a set of teaching or learning, where these tools are to facilitate students in obtaining information, managing learning materials obtained from school. The economic situation of the student's parents also supports students in procuring learning facilities and infrastructure, which will facilitate and assist the school in improving the teaching and learning process at school. Learning requires a lot of money. The teaching and learning tools in question are textbooks, pencils, rulers, worksheet books (LKS), erasers, and others. The purpose of this study was to describe and analyze the influence of the socio-economic status of parents on the learning outcomes of class XI students of Madrasah Aliyah Persiapan Negeri 4 Medan.

Method

The method is a way that can be used by researchers and can be implemented in a planned, systematic way and can achieve goals. Quantitative research methods are a method used to answer research problems related to data in the form of numbers and statistical programs. This study uses a descriptive quantitative research method, where the data obtained comes from questionnaires or data and documentation to determine the influence or relationship of researcher variables (Aziz, 2023).

Based on the type of problem in the research title, the researcher uses a descriptive correlative research type, namely, quantitative research includes each type of research that is based on the calculation of achievement, averages and statistical calculations involving the calculation of numbers or quantities. As for quantitative research that is correlative in nature, it is research that aims to detect the extent to which variations in a factor are related to variables in one or more other factors based on the correlation coefficient in terms of the research method used to determine the effect of socio-economic status on the learning outcomes of class XI students of Madrasah Aliyah Persiapan Negeri 4 Medan.

According to (Hadi, 2022) population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by the researcher to be studied and then conclusions drawn. In short, population is defined as the generalization area of research results. Population is not only people, but also objects and other natural objects. Population is also not just the number of objects/subjects studied, but includes all the characteristics/properties possessed by the subject or object. Based on this, the population in this study is all students of class XI of Madrasah Aliyah Persiapan Negeri 4 Medan in the 2023/2024 academic year, totaling 288 people.

Table 1. Population Distribution

Class	Number of Students
XI IPA 1	35
XI IPA 2	35
XI IPA 3	35
XI IPS 4	35
XI IPS 1	29
XI IPS 2	29
XI IPS 3	26
XI IA 1	33

XI IA 2	31
AMOUNT	**288**

Source: WKM I State Preparatory Senior High School 4 Medan

The sample is part of the number and characteristics that the population has. If the population is large, and it is impossible for researchers to study everything in the population, for example due to limited funds, energy and time, then researchers can use samples taken from that population. What is learned from the sample, the conclusion will be applicable to the population. For this reason, the sample taken from the population must be really representative (representative) (Sugiyono, 2016).

This study uses the propotionate stratified random sampling technique, which is sampling from population members randomly and stratified proportionally by stratifying the income of the student's parents which is then seen to the achievement achieved by the student.

To determine the sample size in this study, the Slovin formula is used, namely:

$$S = \frac{N}{N.d^2 + 1}$$

Information:
S = Sample Size
N = Population Size
D = Desired Significance Level (5% or 0.05)

The statistical hypothesis of this study is

Ho : There is no influence of the socioeconomic status of parents on the learning achievement of Class XI students at Madrasah Aliyah Preparatory Negeri 4 Medan.

Ha : There is an influence of the socioeconomic status of parents on the learning achievement of Class XI students at Madrasah Aliyah Preparatory Negeri 4 Medan.

Ho: μ > 0,05
Ha : μ ≤ 0,05

The steps in testing the hypothesis by comparing the tcount test value with the table with the graduation requirements:

a. If the Significance ≥ 0.05 then Ho is accepted and Ha is rejected
If the Significance ≤ 0.05 then Ha is accepted and Ho is rejected

b. If Thitung ≤ Ttable, it means that Ho is accepted, Ha is rejected

If Thitung ≥ Ttable, it means that Ha is accepted, Ho is rejected

Result and Discussion
Normality Test

The normality test was carried out to determine whether or not the influence between the independent variable and the bound variable was normal. Data normality test using the 1-Sample Kolmogorov-Smirnov Test computer program SPSS for windows version 18. A data is said to have a normal distribution at a significant level of 5% if the Asymp value. Sig greater than 0.05. The results of the normality test can be seen in the following table:

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		167
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	14.40924633
Most Extreme Differences	Absolute	.094
	Positive	.065
	Negative	-.094
Kolmogorov-Smirnov Z		1.221
Asymp. Sig. (2-tailed)		.102

a. Test distribution is Normal.
b. Calculated from data.

Based on table 2, the results of the One-Sample Kolmogorov-Smirnov Test produced an asymptotic significance of 0.102 > 0.05. Based on these results, it can be concluded that the data is normally distributed. Thus, the prerequisites for normality analysis have been met and can continue the next test.

Homogeneity Test

The homogeneity test is used to determine the variation of the data population whether between two or more groups of data have the same or different variants. The decision-making criteria are if the significance value > 0.05 and Fcal < Ftable, then it can be said that the variant is from two or more groups of the same data. With the value (df) = k-1; n-k-1 = 4-1; 167-3-1 = 3; 163. With these provisions, the value of Ftable is obtained which is 2.66. The results of the homogeneity test can be seen in the table below:

Table 3. Homogeneity Test Results

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Education	Between Groups	11.159	36	.310	.907	.623
	Within Groups	44.446	130	.342		
	Total	55.605	166			
Income	Between Groups	21.602	36	.600	.673	.916
	Within Groups	115.942	130	.892		
	Total	137.545	166			
Work	Between Groups	9.607	36	.267	.823	.747
	Within Groups	42.166	130	.324		
	Total	51.772	166			

Based on table 3, the significance value (sig) of the education level > 0.05 is 0.623 > 0.05 and the Fcal < Ftabel is 0.907 < 2.66, then it is declared homogeneous. The income level is obtained a significance value (sig) of 0.916 > 0.05 and Fcal < Ftabel is 0.673 < 2.66, then it is declared homogeneous. And for the occupational variable has a sig, which is 0.747 > 0.05 and Fcal < Ftabel is 0.823 < 2.66, then it is declared homogeneous. Based on these results, it can be concluded that the data is homogeneous. Thus, the prerequisites for homogeneous analysis have been met and can continue with the next test.

Linearity Test

The linearity test aims to see whether the specifications of the model used are correct or not. A data is said to be linear if the significant value of deviation from linearity is greater than the significance level of 0.05 and the value of Fcal is smaller than that of Ftable. With the value (df) = k-1; n-k-1 = 4-1; 167-3-1 = 3; 163. With these provisions, the value of Ftable is obtained which is 2.66. The results of the linearity test can be seen in the following table:

Table 4. Linearity Test Results
Education with Learning Outcomes

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning outcomes * education	Between Groups	(Combined)	484.730	3	161.577	.737	.531
		Linearity	368.496	1	368.496	1.681	.197
		Deviation from Linearity	116.235	2	58.117	.265	.767
	Within Groups		3573.581	163	219.224		
	Total		3621.8.311	166			

Table 5. Results of the Revenue Linearity Test with Learning Outcomes

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning outcomes * education	Between Groups	(Combined)	1471.615	3	490.538	2.301	.079
		Linearity	1164.476	1	1164.476	5.463	.021
		Deviation from Linearity	307.139	2	153.570	.720	.488
	Within Groups		34746.697	163	213.170		
	Total		36218.311	166			

Table 6. Results of the Work Linearity Test with Learning Outcomes

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning outcomes * education	Between Groups	(Combined)	165.097	3	55.032	.249	.862
		Linearity	44.758	1	44.758	.202	.653
		Deviation from Linearity	120.339	2	60.169	.272	.762
	Within Groups		36053.214	163	221.185		
	Total		36218.311	166			

Based on table 6 the deviation from linearity value of significance is $0.767 > 0.05$ and Fcal < Ftabel is $0.265 < 2.66$, then it is declared linear. Based on table 4.11, the deviation from linearity value of significance is

$0.488 > 0.05$ and Fcal < Ftabel is $0.720 < 2.66$, then the data is declared linear. Based on table 4.12, the significant deviation from linearity value is $0.762 > 0.05$ and Fcal < Ftabel is $0.272 < 2.66$, then it is stated Linear. Based on this explanation, it can be concluded that the data is linear (relative).

Multicollinearity Test

The Multicollinearity Test aims to test and find out whether a regression model finds a high or perfect correlation between independent variables. Testing can be done by looking at the Tolerance and Variance Inflation Factor (VIF) values in the regression model. If the Tolerance Value > 0.100 and the VIF < 10.00, then there are no symptoms of multicollinearity. The results of the linearity test can be seen in the following table:

Table 7. Multicollinearity Test Results

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	77.002	9.634		7.993	.000		
Education	1.770	2.201	.069	.804	.422	.785	1.274
Income	3.307	1.408	.204	2.349	.020	.776	1.289
Work	-3.647	2.257	-.138	-1.616	.108	.802	1.247

a. Dependent Variable: Learning Outcomes

Based on table 7, the tolerance value for the education level variable is $0.785 > 0.100$ and the Variance Inflation Factor (VIF) value is $1.274 < 10.00$, so the data is stated to be no multicollinearity symptom. Then on the income level variable, the tolerance value is $0.776 > 0.100$ and the Variance Inflation Factor (VIF) value is $1.289 < 10.00$, so the data is stated to have no multicollinearity symptoms. Furthermore, in the occupational variables, a

tolerance value of $0.802 > 0.100$ and a Variance Inflation Factor (VIF) value of $1.247 < 10.00$ were obtained, so it was declared that there was no multicollinearity symptom. Based on this explanation, it can be concluded that the data does not have symptoms of multicollinearity between variables.

Hypothesis Testing
Partial Test (t-Test)

To find out which variables have a significant effect or not partially, regression coefficient testing is carried out using t-value statistics. The determination of the test result (Ha acceptance / H0 rejection) can be done by comparing the t-count with the t-table or it can also be seen from the significance value. To make a conclusion of accepting Ha or rejecting H0, it must first determine the t-table values to be used. This value depends on the magnitude of the degree of freedom (df) and the level of significance used. Using a significant rate of 5% (< 0.05) and a value (df) = n-k-1 = 167-3-1 = 163. With these provisions, the value of the Table was obtained, which is 1.97462. The results of partial hypothesis testing using SPSS 18 For windows can be seen in the following table:

Table 8. Partial Test Results (t-Test)
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	77.002	9.634		7.993	.000
Education	1.770	2.201	.069	.804	.422
Income	3.307	1.408	.204	2.349	.020
Work	-3.647	2.257	-.138	-1.616	.108

a. Dependent Variable: hasil belajar

Based on table 8 above, it is obtained that at the coefficient of education level the value of Tcount < Table is $0.804 < 1.97462$ and the significance value > 0.05 is $0.422 > 0.05$, then H0 is accepted and Ha is rejected. This means

that there is no influence on the level of parental education on student learning outcomes. At the income level coefficient, the value of Tcount > Ttable is $2.349 < 1.97462$ and the significance value < 0.05 is $0.020 < 0.05$, then Ha is accepted and H0 is rejected. That is, there is an influence of parental income level on student learning outcomes. Meanwhile, in the work coefficient of Tcount < Ttable, the value of Tcount is $-1.616 < 1.97462$ and the significance value > 0.05 is $0.108 > 0.05$, then H0 is accepted and Ha is rejected. This means that there is no influence of parents' work on student learning outcomes.

Simultaneous Test (Test F)

The simultaneous test is used to determine the significant influence of two independent variables together on the bound variable so that it can be known whether the existing conjecture can be accepted or rejected. To make a conclusion of accepting Ha or rejecting H0, it must first determine the values of the F-table to be used. This value depends on the magnitude of the degree of freedom (df) and the level of significance used. Using a significant rate of 5% (0.05) and a value (df) = k-1; n-k-1 = 4-1; 167-3-1 = 3; 163. With these provisions, the value of Ftable is obtained which is 2.66. The results of the linearity test can be seen in the following table:

Table 9. Simultaneous Test Results (Test F)
ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1752.332	3	584.111	2.762	.044[a]
Residual	34465.979	163	211.448		
Total	36218.311	166			

a. Predictors: (Constant), Jobs, Education, Income

b. Dependent Variable: Learning Outcomes

Based on table 9 above, it can be seen that the probability of the significance of education, employment, and income together is 0.044. The significance probability value (sig) < 0.05, which is $0.044 < 0.05$ and the F value of the F calculation > the table is $2.762 > 2.66$, so simultaneously there is an influence of the socioeconomic status of parents on student learning outcomes.

Multiple Linear Regression Analysis

The test uses a simple linear regression analysis which aims to determine the influence of independent variables on dependent variables. Based on the calculation using SPSS 18 for windows, it can be seen as follows:

Table 10. Multiple Linear Regression Analysis Results

Coefficientsª

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	77.002	9.634		7.993	.000
Education	1.770	2.201	.069	.804	.422
Income	3.307	1.408	.204	2.349	.020
Work	-3.647	2.257	-.138	-1.616	.108

a. Dependent Variable: Learning Outcomes

From the results of table 10 above, it can be seen that the multiple regression equation is as follows:

$$Y=77.002+1.770+3.307-3.647+e$$

Based on the equation above, it can be explained as follows:

a. α = When the variables of education, income and parental employment are valued at 0 (zero), the variables of student learning outcomes at Madrasah Aliyah Preparatory Negeri 4 Medan are 77,002 units.

b. $\beta1X1$ = When the parental education variable is worth 1,770 units, it will affect the increase in the learning outcomes of Madrasah Aliyah Preparatory Negeri 4 Medan students by 78,772 units.

c. $\beta2X2$ = When the variable of parental income is worth 3,307 units, it will affect the increase in the learning outcomes of Madrasah Aliyah Preparatory Negeri 4 Medan students by 80,309 units.

d. $\beta3X3$ = When the parental education variable is valued at -3,647 units, it will affect the decrease in the learning outcomes of Madrasah Aliyah Preparatory Negeri 4 Medan students by 73,335 units.

Coefficient of Determination Test (R^2)

The determination coefficient essentially measures how far the model is able to explain variable variations. This determination coefficient is used because it can explain the merits of the regression model in dependent variables. The higher the value of the determination coefficient, the better the ability of the independent variable to explain the dependent variable. The value of the determination coefficient is between zero and one. A small R^2 value means that the ability of independent variables to explain the variation of dependent variables is very limited. A value close to one means that the independent variable provides almost all the information needed to predict the variation of the dependent variable. To find out the value of the determination coefficient (KD) = R^2 x 100%. The results of the hypothesis test in terms of determinant coefficient using SPSS 18 for windows can be seen in the following table:

Table 11. Determination Coefficient Test Results (R^2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1 dimension0	.220ª	.048	.031	14.541

a. Predictors: (Constant), Jobs, Education, Income

Based on table 11, we can see that the value of the determinant coefficient (R square) is 0.048. This means that there is an influence of variables such as education level, income level and parental work on student learning outcomes of 0.048 or 4.8% and the remaining 95.2% is influenced by other variables.

Coefficient Correlation Test

The correlation coefficient test is used to show the correlation value or relationship between two variables expressed by the correlation coefficient. The type of relationship between variables x and y can be positive or negative. The basis for decision-making is to be able to see from the value of significance. If the significance value of F change < 0.05, it is correlated (related). The results of the hypothesis test in terms of coefficient correlation using SPSS 18 for windows can be seen in the following table:

Table 12. Coefficient Correlation Test Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
dimension0 1	.220 a	.048	.031	14.541	.048	2.762	3	163	.044

a. Predictors: (Constant), Jobs, Education, Income

Based on table 12, we can see that the significance value (sig) of Fchange < 0.05, which is 0.044 < 0.05, which shows that there is a positive relationship between the socioeconomic status of parents and student learning outcomes. Then the degree of relationship between variables can be determined from the correlation value (R) of 0.220, which shows the relationship of socioeconomic status to learning outcomes of 0.220 or 22% with a low level of relationship. From the above understanding, it can be concluded that there is a relationship between the socioeconomic status of parents and student learning outcomes.

Based on the results of the preliminary and hypothetical tests that have been carried out, it is obtained that in the coefficient of parental education level, a value of T_{hitung} which is 0.804 while the Ttable value for 167 samples is 1.97462. It was obtained that the value of Tcount < Ttabel was 0.804 < 1.97462. The significance value on the coefficient of parental education level was obtained greater than 0.05, which was 0.422 > 0.05. So, H0 was accepted and Ha was rejected. This means that there is no influence on the level of parental education on student learning outcomes.

In the coefficient of parental income level, the value of Tcount was obtained which was 2,349 while the value of Ttabel for 167 samples was 1.97462. It was obtained that the value of Tcount > Ttabel was 2.349 < 1.97462. The significance value on the coefficient of parental income level was obtained less than 0.05, which was 0.020 < 0.05. So, Ha is accepted and H0 is rejected. This means that there is an influence of parents' income level on student learning outcomes.

In the coefficient of parental employment, the Tcount value is -1.616 while the Ttable value for 167 samples is 1.97462. It is obtained that the Tcount value <Ttable is -1.616 <1.97462. The significance value of the parental employment coefficient is greater than 0.05, which is 0.108> 0.05. So, H0 Ha is accepted and Ha is rejected. This means that there is no influence of parental education level on student learning outcomes. In the determination coefficient test, the determinant coefficient value (R square) is 0.048. This means that there is a relationship between the variables of education level, income level and parental employment on student learning outcomes of 0.048 or 4.8% and the remaining 95.2% is influenced by other factors. While in the correlation coefficient test, the significance value (sig) Fchange <0.05, which is 0.044 <0.05, it shows that there is a positive relationship between the socio-economic status of parents and student learning outcomes. Then the degree of relationship between variables can be seen from the correlation value (R) which is 0.220, this shows that there is a relationship between socio-economic status and learning outcomes of 0.220 or 22% with a low level of relationship. From the above understanding, it can be concluded that there is an influence of the socio-economic status of parents on student learning outcomes (Ha is accepted and H0 is rejected).

A good level of parental education, sufficient parental economic income can improve student learning outcomes. Conversely, students with parents with low socio-economic status have relatively low learning achievements. This close relationship is influenced by the availability of student

learning facilities, parents who have high incomes can meet the needs of student learning facilities. While students who have parents with low socio-economic status cannot get adequate learning facilities from their parents. In addition, their concentration is also disturbed by the economic conditions in their families.

According to Dimyati, one of the most influential factors on learning outcomes is the socio-economic status of parents. In line with that, Sugihartono stated that the socio-economic status of parents includes the level of education of parents, the occupation of parents and the income of parents. Placement of these positions is due to differences in social status. Many societies today are colored by the existence of several types of differences by showing the type of labeling by the individual group itself, either intentionally created or formed by itself, not only at the economic level (Nurlaila Sapitri, 2023).

Slameto also stated that parents who pay little or no attention to their children's education, for example they are indifferent to their children's learning, do not pay attention at all to their children's interests and needs in learning, do not manage their study time, do not provide or complete their learning tools, do not pay attention to whether the child is studying or not, do not want to know how their child's learning progress is, the difficulties experienced in learning and so on, can cause children to be unsuccessful or less successful in their studies. Maybe the child himself is actually smart, but because his learning method is irregular, finally the difficulties pile up so that he lags behind in his learning and finally the child is lazy to study. The results obtained, grades or learning outcomes are not satisfactory and may even fail in his studies. This can happen to children from families where both parents are too busy taking care of their work (Putri Syahri, 2024). External factors of learning outcomes consist of 3 factors, namely, first, family environmental factors, meaning that the family environment that helps the student's learning activity process must provide enthusiasm so that it can directly or indirectly influence his learning outcomes. Second, school environmental factors such as learning methods, teacher-student relationships, and student-student relationships. Third, community environmental factors, student activities in the community, friends and the way of life of the environment.

The results of this study indicate that the socio-economic status of parents has a positive and significant effect on student learning outcomes, this indicates that the higher the student's learning outcomes, what has been learned by students can be directly applied in their lives. This can also be interpreted that the learning achievements achieved by students are not only grades but also in the form of changes in attitudes and behavior (Rizki Inayah Putri, 2023).

The family is the first place where children experience education, because in the family children grow and develop well, so that directly or indirectly the existence of the family will affect the success of children's learning. Family factors have a very large influence on children's success in learning, the high or low education of parents, the size of their income, sufficient or insufficient attention and guidance from parents, whether or not the parents are harmonious, whether or not the relationship between parents and their children is close, whether or not the situation in the house is calm, all of which contribute to the achievement of learning outcomes. In addition, home conditions also affect learning success. The size of the house where the equipment or learning media are available (Umi Kalsum, 2024).

The results of this study are in accordance with the theory and several previous research results on student learning outcomes. Families with a low socio-economic status tend to think about how to fulfill basic needs, so that attention to improving their children's education is also lacking. The socio-economic status of parents certainly plays a role in the development of their children. Families with a good socio-economic status will certainly pay good attention to fulfilling daily needs and will think about the future of their children. In this case, good parental education, sufficient parental economic income can improve students' economic learning outcomes. Conversely, students with low socio-economic parents have relatively low economic learning outcomes. Good learning outcomes cannot be obtained by relying only on the information given by the teacher in front of the class, but also require adequate tools such as notebooks, pencils, maps, pens and especially reading books. Most of these learning tools must be provided by the students themselves. For parents whose economic situation is inadequate, they certainly cannot meet their children's needs satisfactorily.

Conclusion

Based on the results of the research and discussion that has been done, it can be concluded that the socio-economic status of parents has an effect on student learning outcomes (Ha is accepted and H0 is rejected). This is confirmed by the results of the trials obtained, namely: In the coefficient of parental education level, the Tcount value is 0.804 while the Ttable value for 167 samples is 1.97462. It is obtained that the Tcount value <Ttable is 0.804 <1.97462. The significance value of the coefficient of parental education level is greater than 0.05, which is 0.422> 0.05. So, H0 is accepted and Ha is rejected. This means that there is no effect of parental education level on student learning outcomes. In the coefficient of parental income level, the Tcount value is 2.349 while the Ttable value for 167 samples is 1.97462. It is obtained that the Tcount value> Ttable is 2.349 <1.97462. The significance value of the coefficient of parental income level is obtained less than 0.05, which is 0.020 <0.05. Therefore, Ha is accepted and H0 is rejected. This means that there is an influence of parental income level on student learning outcomes. In the coefficient of parental employment, the Tcount value is obtained, which is -1.616 while the Ttable value for 167 samples is 1.97462. It is obtained that the Tcount value <Ttable is -1.616 <1.97462. The significance value of the coefficient of parental employment is obtained greater than 0.05, which is 0.108 > 0.05. Therefore, H0 is accepted and Ha is rejected. This means that there is no influence of parental employment level on student learning outcomes. In the coefficient of education level, income level and parental employment, the Fcount value is obtained, which is 2.762 while the Ftable value for 167 samples is 2.66. It is obtained that the Fcount value> Ftable is 2.762> 2.66. The significance value at the level of education, income level and parents' occupation is obtained less than 0.05, which is 0.044 <0.05. Therefore, Ha is accepted and H0 is rejected. This means that simultaneously there is an influence of parents' socio-economic status on student learning outcomes. Socio-economic status is positively correlated between learning outcomes and education level, income level and occupation. The magnitude of the influence of parents' socio-economic status on the learning outcomes of class XI students of Madrasah Aliyah Persiapan Negeri 4 Medan based on the results of the degree of relationship between variables can be seen from the correlation value (R) which is 0.220, this indicates a relationship between socio-economic status and learning outcomes of 0.220 or 22% with a low level of relationship. Learning outcomes are not only influenced by the socio-economic status of parents, but can be influenced by several other factors, namely: (1) factors found in students or internal factors such as student interests and attitudes, learning motivation, learning concentration, student ideals and intelligence. (2) school factors: teachers and learning methods, learning models, learning tools, school curriculum, teacher and student interaction, school discipline and educational media. (3) community environmental factors: student activities in the community, friends and environmental lifestyle.

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