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## **THE EFFECT OF ECONOMIC CONDITIONS AND PARENTS' MOTIVATION ON MATHEMATICS LEARNING OUTCOMES OF V AND VI CLASS STUDENTS AT SDN 04 BIAU, BUOL REGENCY**

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**Abstract:** From the cases found by researchers in grades 5 and 6 of SDN 04 Biau, there were several students who were the object of research related to problems regarding their low and striking mathematics learning outcomes. The diversity of student learning outcomes seems to have an influence from their family background. Most students with low grades occupy middle to lower economic positions. When asked the reason, the students admitted that during school, their parents let them work to help their parents. The absence of children in school to help parents then makes the children not focus and of course have poor learning outcomes. In addition, the economic conditions of students who are in the upper middle range tend to have good grades. This is because the motivation given by parents will study and go to high school. Children are provided with facilities and are even included in learning assistance to help with their education. This shows that the economic conditions and the motivation of parents have an influence on the mathematics learning outcomes of the fifth and sixth graders of SDN 04 BIAU.

**Key Words:** Motivation, Learning

### **Introduction**

Elementary school (SD) is the beginning of the basic school level which is the basic means for children to become students to prepare themselves for higher education. In the 1945 Constitution, Elementary School Education is an effort to educate and mold the life of a nation that is devoted, loves and is proud of the nation and state, has skills, creativity, has good character, is polite and is able to solve problems in their environment. Primary school education is the education of children aged 7 to 13 years as education at the basic level which is developed in accordance with the education unit, regional potential, and socio-culture. Muhammad Ali in his book (2009:33) explains some of the functions of basic education, namely being a place for providing basic skills for children, related to critical thinking skills, reading, writing, arithmetic and basic mastery in scientific and technological learning as well as communication skills as Minimum basic skills in social life. In addition, elementary school also serves as a basis for preparing children for further education.

In the learning curriculum, in elementary schools in general there are subjects such as Indonesian Language, Citizenship Education, Mathematics, Science, Social Studies, Religious Education, Physical Education, Sports and Health, and Cultural Arts. These subjects should be taught to children as a basis for learning to go to a higher and wider level of education. Of course, each of these subjects has a function or benefit in studying it. In this case the author focuses on learning mathematics which also has a purpose and function for students. Rusyanti (2014) suggests that learning mathematics is a process of interaction between teachers and students where the development of students' mindsets and logic is involved in the learning process that is deliberately created by the teacher using methods to achieve maximum mathematics learning. Mathematics is used as a medium for students to gain experience in using mathematics as a tool to understand or convey information, for example by working on equations, or tables in mathematical models which are simplifications of story problems or other mathematical description questions (Inayati, 2012). In this context, mathematics learning has a function as the formation of a mindset in understanding an understanding as well as in reasoning a relationship between those meanings. Mathematics in schools even has a very important role for students so that they have the knowledge and for the formation of attitudes and patterns of thought.

The implementation of good mathematics learning can certainly be seen from how students learn mathematics at school, in this case in elementary school. Learning mathematics with the functions and benefits as described above means that it has a fairly important role for students in the formation of their mindset, logic and experience. The achievement of the KKM and the running of learning that is in line with the objectives and the achievement of students' Basic Competence can be seen from how the students' learning outcomes in this mathematics subject are. According to Dimiyati and Mudjiono (2006:54), learning outcomes are the results achieved in the form of numbers or scores after being given a test of learning outcomes at the end of each lesson. Meanwhile,

according to Mulyasa (2008), learning outcomes are students' overall learning achievement which is an indicator of competence and the degree of change in the behavior concerned.

Ideally, mathematics learning outcomes, especially in Class V and VI of SDN 04 BIAU, meet the KKM standard. However, in practice, there are only a few students or about 50% of students who complete, and the rest must get remedial in their mathematics learning outcomes. The low level of success in mathematics is realized due to several factors. One of the most frequently encountered factors is the difficulty in learning mathematics that occurs because of the formula in solving a simple problem so that it looks complicated and troublesome. Students will look difficult so they become lazy to continue learning mathematics. However, this learning difficulty is not the only factor causing low student learning outcomes. Lack of motivation from within and from outside students can also be a factor. As can be seen in the various mathematics learning outcomes of students in grades V and VI of SDN 04 BIAU, which are perceived to be related to the high lack of motivation that students get from their parents in student education. Students who get more parental assistance and attention on average can get good and complete learning outcomes. On the other hand, students who lack motivation from their parents are in the order of students with incomplete mathematics learning outcomes. This is in line with the condition where the dominance of parents who provide motivation and infrastructure for their children are parents with sufficient economic conditions. They can facilitate their children by buying books or other counting tools that can support their child's math learning. Even parents seek to provide math tutoring to their children. So that their children's mathematics learning outcomes look good. However, the reverse situation is seen in the learning outcomes of students with low economic families. In this condition, it can be seen that students with parents who are mostly fishermen with low economic ranges show low mathematics learning outcomes. Most of the reason is because parents do not motivate their children, it is not uncommon for parents to invite and allow their children to go fishing or help with their work during school hours. This is the most fatal thing that causes low student learning outcomes. In addition to very minimal motivation, the weak economic condition of parents which becomes an obstacle to the lack of facilities for children in learning is also a very clear picture of the differences in student learning outcomes in class.

This will certainly have an impact that will worsen over time if in fact it is not only true in theory. Of course, if the situation really has a significant impact on the learning outcomes of mathematics, then it cannot be allowed to continue like that. It must be able to find the root of the problem and a solution to deal with it. So that in the future the problems of learning children who are not good can be handled properly. Therefore, the author will conduct research on the EFFECT OF ECONOMIC CONDITIONS AND PARENTS' MOTIVATION ON MATHEMATICS LEARNING OUTCOMES OF V-CLASS STUDENTS AT SDN 04 BIAU, BUOL REGENCY. To find out whether economic conditions and parental motivation have an influence on student learning outcomes, in this case the fifth grade students of SDN 04 BIAU.

## **Discussion**

### **A. Economic Condition**

According to Soerjono Soekanto (2001:73) economy is a person's position in society in relation to other people in terms of the social environment, achievements, and rights and obligations in relation to resources. Socio-economy according to Abdulsyani (1994:141) is the position or position of a person in a human group which is determined by the type of economic activity, income, level of education, type of residence, and position in the organization.

Regarding socio-economic conditions, Yayuk Yuliati as quoted by Zaenal Arifin (2002) explains socio-economic conditions as a link between social status and daily living habits that have been entrenched for individuals or groups. These entrenched living habits are usually called culture activity, then he also explains that in all societies in the world, both simple and complex, the pattern of interaction or social life between individuals refers to differences in position and degree or status criteria in differentiating status among individuals. Small communities are usually very simple, because in addition to the relatively small number of citizens, people who are considered high in status are not so numerous in number or variety.

### **B. Parents' Motivation**

Motivation gives energy to individuals to perform an action in order to achieve the goals set. McClelland and Atkinson (Sri Esti Wuryani Djiwandono, 2006: 354) say that the most important motivation for education is achievement motivation, where a person tends to struggle to achieve success or choose activities that are oriented towards the goal of success or failure.

High achievement motivation makes children spend more time studying and be more diligent in studying, trying to complete assignments, and asking questions if they do not understand. Children are encouraged to start activities on their own accord, complete tasks on time and be persistent and not give up when they encounter difficulties in carrying out tasks.

Based on the source, motivation is classified into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation caused by internal factors or inherent in the task being carried out, while extrinsic motivation is motivation caused by individual external factors and not related to the task being carried out. Extrinsic motivation can grow in individuals through the influence of friends, parents, and the environment or society.

According to Stainback & Stainback (1999: 30), the roles of parents are: 1. Parents as facilitators Parents are responsible for providing themselves to be involved in helping children learn at home, develop good learning skills, promote education in the family and provide tools such as places to study, adequate lighting, and books. 2. Parents as motivators Parents provide motivation to children by increasing motivation in doing homework, preparing children for tests, controlling stress related to school, encouraging children to be involved in various activities at school, and rewarding good achievements. obtained by the child. Awards can be in the form of praise or gifts. 3. Parents as mentors or teachers Parents provide help to children by being ready to help learn through providing explanations for parts that are difficult for children to understand, helping children manage study time, and overcoming learning problems and children's poor behavior.

According to Reni Akbar-Hawadi (2003: 45), support from parents can encourage students to excel. Parental support is part of social support. Social support is a social bond that is closely woven between individuals with one another, given in the form of information or advice, affection, appreciation, and assistance materially and non-materially.

Motivation encourages behavior and influences and changes behavior. So, the motivation function includes: a. Encouraging behavior or actions. Without motivation, there will be no actions such as the act of learning. b. Directing students' learning activities. c. Drive like an engine for a car. The size of the motivation will determine the sooner or later an action.

### **C. The Role of Parents in Children's Education**

The role of parents in the education of students is the second educational institution after education in the school environment. If you look at the scope of the community, you can find a lot of diversity in forms and characteristics. However, it is precisely this diversity that can enrich the culture of the Indonesian nation.

Educational institutions provided by parents are one element of the implementation of the principle of lifelong education. The education provided in the school environment is very limited, it is in the family that people will continue it until the end of their lives. All knowledge and skills acquired in the family education environment and school environment will develop and benefit the community.

Parental responsibility for education is a very important factor after school education. This is due to time, relationship, and nature, which occurs in the family environment. There is a lot of time at home, relationships are always established at home, and the traits that are passed down by parents will be the same. This will help children's interest in learning directly or indirectly. (Fuad Ihsan, 2013). Children become good or bad all depending on the parenting pattern of parents in the family. According to Djamarah (2014: 51) the habits of parents (father or mother) in providing care such as caring for and educating children and guidance such as helping and training children in the family, namely parenting in the family. Parents have a very big role in the implementation of student education because seen from the educational environment, parents are called non-formal environments that provide education intentionally and planned to all members but not systematically.

However, what happens is that children's education is often neglected and the lack of parental motivation for children's education is the main problem behind student attendance at school, in order to help their parents who work as fishermen they often neglect their obligations as students.

On a big level, this is indeed the case because it consists of various heterogeneous family members. Every member of the community has indirectly cooperated and influenced each other to meet needs and achieve their goals. Thus the dynamics of society has been running from the past until now and so on. Parents have a big role in the education of their children. Parents are required to provide motivation as a form of support for their children's education. This will certainly have an impact on the continuity of children's education.

### **D. Math Learning Results**

Dimiyati and Mudjiono (2006: 3-4) also mention that learning outcomes are the result of an interaction between the act of learning and the act of teaching. Learning outcomes are the end of the learning process that becomes an evaluation. Student learning outcomes are essentially changes in behavior as a result of learning in a broader sense covering the cognitive, affective, and psychomotor fields (Nana Sudjana, 2009:3). Benjamin S. Bloom (Dimiyati and Mudjiono, 2006: 26-27) even mentions that learning outcomes are part of the evaluation which is part of the cognitive assessment of students or students. Evaluation, including the ability to form opinions about several things based on certain criteria. for example, the ability to assess test results. Learning outcomes are abilities that students have after receiving their learning experiences. These abilities include cognitive, affective,

and psychomotor aspects. Learning outcomes can be seen through evaluation activities that aim to obtain evidence data that will show the level of students' abilities in achieving learning objectives.

Learning outcomes are usually influenced by several factors that come from within and outside the student. Factors in students such as how physical and psychological factors in learning that affect learning outcomes, or also known as internal factors. While factors from outside students or external factors are usually related to family factors, school factors, and community factors. This of course has something to do with the economic conditions of the students' families as well.

In this case, it means that if it is associated with one of the subjects being evaluated, namely in this case the subject of mathematics, it means that the results of learning mathematics are the results of the evaluation of learning mathematics in a particular competence or sub-theme that is used as a benchmark in student learning.

Based on an explanation of the understanding of economic conditions, learning motivation and student learning outcomes in mathematics, the researchers can relate the relationship between them which also answers the problems in this paper. From the cases found by researchers in grades 5 and 6 of SDN 04 Biau, there were significant differences in students' math scores or learning outcomes. The difference in question is that most students with middle to lower economics with their parents work as fishermen, often get scores below the standard of completeness. This often happens because students are not focused on studying or school. Especially during the pandemic, students prefer to help their parents. This shows that the economic conditions of parents have an impact on their learning outcomes. The lack of income triggers less motivation from parents for their children's education. In contrast to students with middle to upper economic conditions. They can even provide good support facilities for their children. So that children can focus on learning and most of them get good grades.

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This is of course related to motivation which functions to encourage behavior or actions. Without motivation, there will be no actions such as the act of learning. Motivation also serves to direct the learning activities of students, the size of the motivation will determine the sooner or later an action.

Especially in the child's environment, parents are one of the motivational drivers for children. If the child is not encouraged or gets support or motivation from his parents, the child will not be enthusiastic, even though he has self motivation or motivation that comes from within him. Of course this has an impact on student attendance at school and further has an impact on learning outcomes. So it can be said that the economic conditions and motivation of parents to school-age children greatly affect student learning outcomes.

## Conclusion

Economic condition is a person's position in society in relation to other people in terms of social environment, achievements, and rights and obligations in relation to resources. While motivation can be divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation caused by internal factors or inherent in the task being carried out, while extrinsic motivation is motivation caused by individual external factors and not related to the task being carried out. Extrinsic motivation can grow within individuals through the influence of friends, parents, and the environment or society.

From the cases found by researchers in grades 5 and 6 of SDN 04 Biau, there were several students who were the object of research related to problems regarding their low and striking mathematics learning outcomes. The diversity of student learning outcomes seems to have an influence from their family background. Most students with low grades occupy middle to lower economic positions. When asked the reason, the students admitted that during school, their parents let them work to help their parents. The absence of children in school to help parents then makes the children not focus and of course have poor learning outcomes. In addition, the economic conditions of students who are in the upper middle range tend to have good grades. This is because the motivation given by parents will study and go to high school. Children are provided with facilities and are even included in learning assistance to help with their education. This shows that the economic conditions and the motivation of parents have an influence on the mathematics learning outcomes of the fifth and sixth graders of SDN 04 BIAU.

Realizing that the author is still far from perfect, in the future the author will be more focused and detailed in explaining the paper above with more sources which of course can be accounted for. conclusion from the discussion of the paper that has been described.

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