

The Influence of Family Socio-Economic, Learning Motivation and Learning Independency on Student Learning Outcomes

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Abstract

This study aims to figure out the influence of Socio-economic, learning motivation and learning independence as anticipated factors affecting students learning outcome. This study is descriptive quantitative study. The data collection method used likert scale questionnaire consisting of negative and positive statements. The data is analysed through graphic presenting. The result of the study shows that socio-economic factor does not have direct effect on learning outcome. Learning motivation shows a positive impact but not consistent while learning independency indicates fairly high impact.

Keywords: Socio-Economic, Learning Motivation, Student Learning Outcomes

Introduction

Every society is undergoing a transition period adapted to the times in the era of globalization that is being experienced today which is influenced by the symptoms of geographic, economic and political sites. The occurrence of upheaval and change in society has an influence in the formation of social groups that have a role in determining the direction of the change movement. In this case the formation shows the existence of social forces that create prominent social groups that ultimately carry out the transformation of modern nation society. Every society always has certain respect for certain things in the society concerned. A higher respect for these things will cause them to be in a higher position in society. This symptom creates a layer of society, which is the differentiation of the position of a person or group of people in different positions vertically. There are 2 factors that affect learning achievement, namely (1) internal factors, which are factors originating from the individual child himself which includes physical (physiological) and psychological factors. Which includes physical (physiological) factors, among others: vision, hearing, body structure and so on, while psychological factors include intellectual (level of intelligence, learning ability, and learning method), non-intellectual (learning motivation, attitudes, feelings, interests, psychological conditions, and conditions due to sociocultural conditions), and physical condition factors. (2) external factors, namely factors originating from outside the individual, including physical factors and social environmental factors. The physical factors themselves include home, school, equipment, and nature, while social environmental factors include family, teachers, community, and friends.

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vision, hearing, body structure and so on, while psychological factors include intellectual (level of intelligence, learning ability, and learning method), non-intellectual (learning motivation, attitudes, feelings, interests, psychological conditions, and conditions due to sociocultural conditions), and physical condition factors. External factor which is defined a factors originating from outside the individual, including physical factors and social environmental factors. The physical factors themselves include home, school, equipment, and nature, while social environmental factors include family, teachers, community, and friends (Biddle & Mutrie, 2007).

Independent learning is a learning activity carried out by students without depending on the help of others, both friends and teachers, in achieving learning goals, namely mastering material or knowledge well with their own awareness and students can apply their knowledge in solving problems in everyday life (Kusurkar et al., 2011; O'Shea, 2003; Moore, 1973). This independent learning is considered very influential because most students only learn when there are schools assignments given by the teacher and only when there are tests (Black, 2010).

Student learning independence is influenced by several factors, namely factors that are in themselves (endogenous factors) and factors that are outside themselves (exogenous factors): (a) endogenous (internal) factors, endogenous (internal) factors are all influences which originates from within himself, such as the condition of his descent and the constitution of his body from birth with all the equipment attached to it. Everything that is carried from birth is a basic provision for the growth and development of the next individual. A variety of basic traits from father and mother may be found in a person, such as talents, intellectual potential and potential for growth in his body. (b) Exogenous (external) factors. Exogenous (external) factors are all conditions or influences that originate from outside himself, often referred to as environmental factors. The life environment faced by individuals greatly influences the development of one's personality, both in negative and positive terms. A good family and community environment, especially in the field of values and life habits, will shape personality, including in terms of independence.s

In addition to the socioeconomic status of the family, other factors that affect student learning outcomes are student motivation and student independence in learning. One of the factors that influence student achievement is motivation. With motivation, students will study harder, be resilient, diligent, and have full concentration in the teaching and learning process. Motivation encouragement in learning is one thing that needs to be raised in learning efforts at school.

Methods

This study is descriptive quantitative. In order to answer the quest, data collection is carried out through distributing Likert-scale questionnaire consisting positive and negative question. The data were taken in high schools students second year.

Results and Discussion

Family Socio-economic

From the results of family income comparison, it is clear that there is no significant difference of learning outcome and family income. This indicates that family income is not a determining factor to learners' achievement.

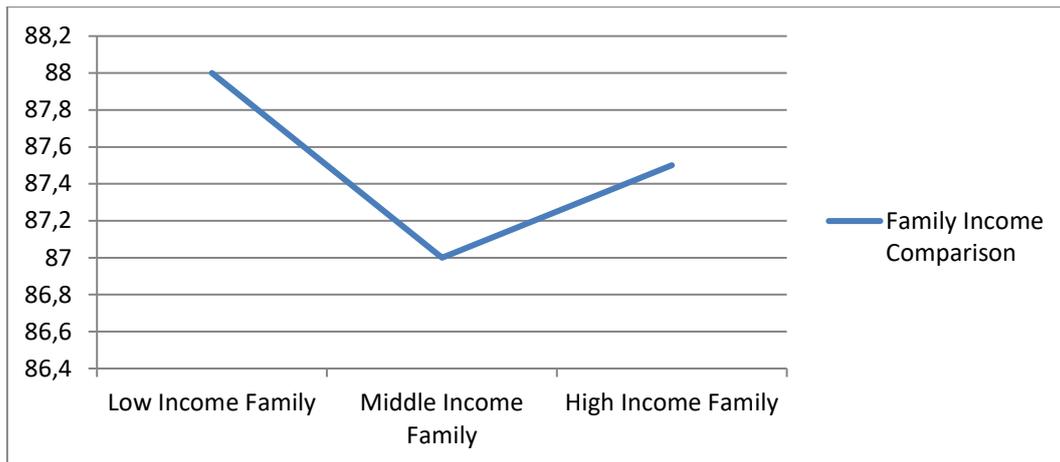


Figure 1. Family income comparison

Plug & Vijverberg (2005) suggest that family income is a significant factor that affect students outcome. The study argue that being able to afford an advanced-education help students to achieve best in school. It also further suggest that intergenerational genetic ability transfer has been affected by family income since children are able to pursue their desired ability. The result of this previous study cannot be taken into students' cognitive process. Although a student is coming from a highly achieving income family, it is not a guarantee that students have better working memory. In addition, the present study suggests no effect of family income in students learning outcome.

Learning Motivation

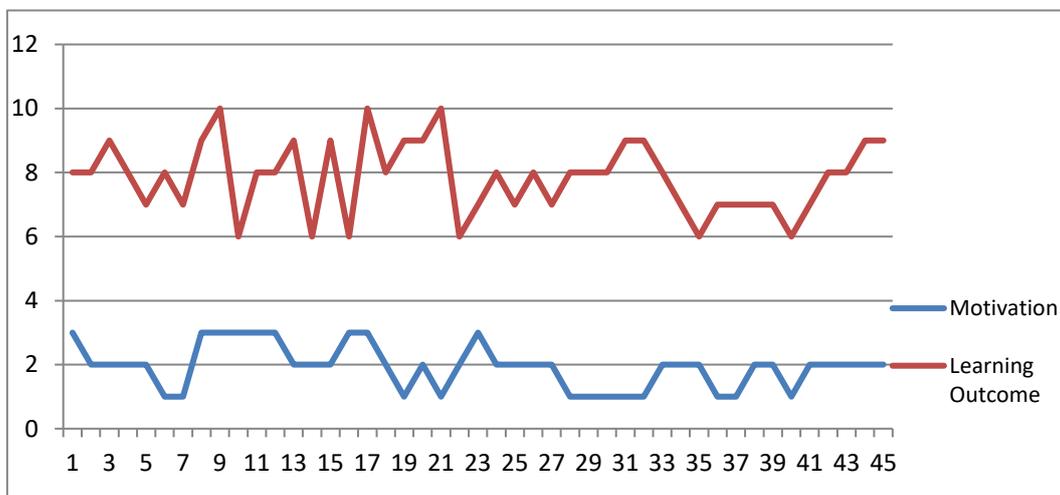


Figure 2. Learning Motivation Comparison

Majorly, the present study suggests several contradicting outcome but somehow it suggests that learning outcome may have an effect at students' learning motivation. Thus we conclude that motivation might have influence to learning outcome of the students but not that consistent. The present study is in line with the previous study result but not as consistent like (Rafiola et. al., 2020; Lin et al., 2014; Feng et al., 2013; Fadlelmula, 2010).

Learning Independency

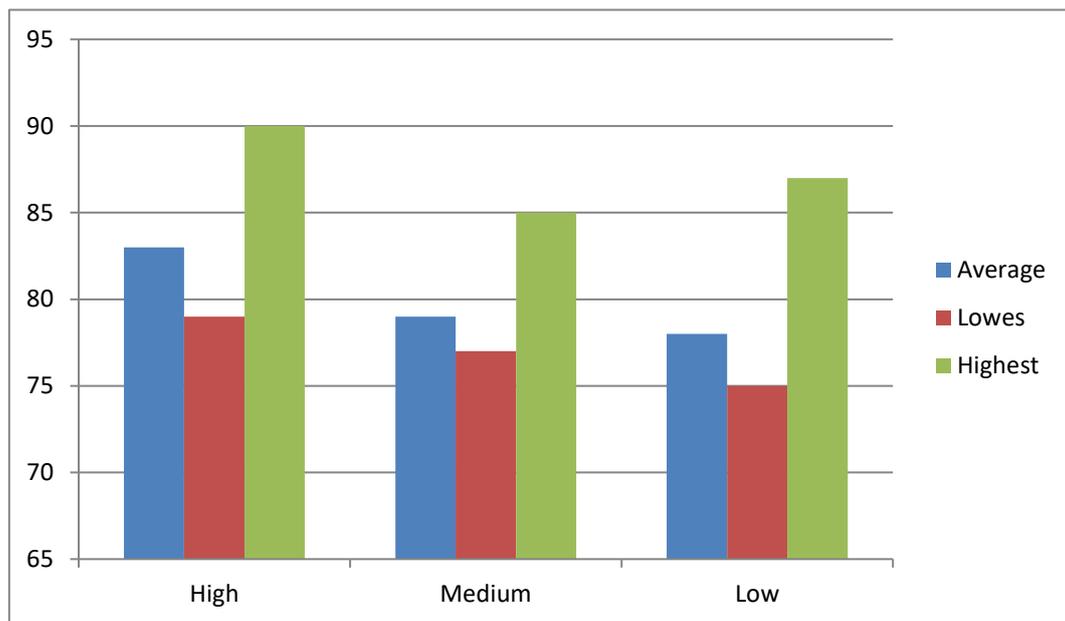


Figure 3. Learning Autonomy Comparison

The average data from low, medium, and high learning autonomy students of the present study suggests that there is a consistent learning outcome of students learning autonomy and learning outcome. This is inline with previous studies results (Ikhsan et al., 2019; Wöbmann et al., 2007).

Finally, the results of generated data presented above have revealed important implication for inderict factor to cognitive process. The present study merely generated data from a independent self-assessment which is compared to their achievement in learning which has a fairly high subjectivity. Therefore, there needs to be further study using examining this results.

Conclusion

The results of the present study suggest that the most influential factor of students learning outcome is student learning autonomy followed by learning motivation. Socio-economic status of the students does not indicate any effect on learning outcome. Finally, educational teaching approaches are recommended to be designed to develop learner's autonomy and motivation.

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