The Influence of Parents' Economic Status on Students' Academic Achievement in Arts and Culture Subjects in Grade IV

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Abstract

This study aims to determine whether the socioeconomic status of parents influences students' academic achievement. Parents' socioeconomic status serves as the independent variable (X), while students' academic achievement in the subject of Arts and Culture serves as the dependent variable (Y). The study involved 61 respondents, and the data were analyzed using descriptive statistics, a normality test, a linearity test, and a simple linear regression analysis with the aid of SPSS. The analysis results yielded a regression significance value of less than 0.001, which is below the 0.05 threshold. This indicates that parents' socioeconomic status has a statistically significant influence on students' academic achievement. A regression coefficient of 3.540 points to a positive relationship, meaning that higher levels of parental socioeconomic status are associated with higher academic achievement scores according to the regression model. Furthermore, the coefficient of determination (R-squared) of 0.520 indicates that the model accounts for 52% of the variation in students' academic achievement, while the remaining 48% is attributed to other factors not included in the research model. Thus, parents' socioeconomic status is one of the factors associated with students' academic achievement in Arts and Culture for fourth-grade students, although such achievement may also be influenced by factors beyond the scope of this study.

Keywords: *Parents' Economic Status, Academic Achievement, Arts and Culture, Grade IV Students.*

A. INTRODUCTION

Education is a crucial factor in enhancing the quality of human resources. Through education, students are expected to develop their potential—encompassing knowledge, skills, and attitudes. The purpose of education extends beyond improving academic proficiency; it also aims to foster creativity, critical thinking skills, and the ability to express oneself.

From a legal perspective, the implementation of education in Indonesia is grounded in a framework that defines its objective: to develop students' potential so that they may become individuals who possess faith and piety toward God Almighty, exhibit noble character, are healthy, knowledgeable, competent, creative, and independent, and grow into democratic and responsible citizens (Indonesia, 2003). This underscores that education is not solely focused on academic achievement, but also on the cultivation of students' creativity and cognitive abilities.

One subject that plays a significant role in developing student creativity is Arts and Culture. Arts education provides students with the opportunity to cultivate their imagination, creativity, and visual thinking skills. Through the study of the arts,

students can express their ideas, feelings, and experiences by creating visual works that possess aesthetic value (Eisner, 2002).

This perspective aligns with the ideas of Ki Hadjar Dewantara, who stated that the purpose of education is to guide all the natural faculties inherent in a child, enabling them to attain the highest possible level of well-being and happiness—both as individuals and as members of society (Dewantara, 1977). In this context, arts education serves as a vital means for developing students' creative potential and aesthetic sensibilities.

A family's economic situation is closely linked to its ability to meet a child's educational needs, including the provision of stationery, textbooks, learning materials, and access to educational technology. Students from more affluent families generally have access to more comprehensive learning resources compared to those from families with limited economic means (Ginting, 2002).

A disparity in learning resources was observed during the initial assessment in the fourth-grade class at SD Negeri 4 Pamuruyan, specifically during an Arts and Culture lesson focused on creating simple comics. The observations revealed that the students were highly enthusiastic about the art lesson, particularly when the teacher displayed examples of comics using a projector. The use of such visual media proved effective in capturing the students' attention and helping them remain focused on the lesson. However, during the practical activity of drawing comics, it became evident that students had varying levels of access to learning resources. Some students brought comprehensive drawing kits—such as colored pencils and markers—while others used only standard pencils. Some students even had to borrow drawing supplies from their classmates.

This disparity appeared to influence the students' final work. Those with more complete drawing supplies tended to produce more colorful and engaging illustrations. Conversely, students with limited supplies were still able to develop strong story concepts, even though their actual drawings appeared simpler.

Interviews with the students revealed that some had access to mobile phones and the internet, which allowed them to search for visual references or watch drawing tutorials. In contrast, other students lacked access to such technology at home. Furthermore, interviews with teachers revealed that parental support for students' learning activities varies, depending on the circumstances of each family.

This finding is reinforced by interviews with parents, which indicate that a family's economic situation influences their ability to provide the learning supplies their children need. Some parents noted that they have to adjust their spending to purchase school supplies, given that their employment status and income are not always stable.

Based on these observations, it can be concluded that a family's economic status may affect students' academic achievement—particularly in the subject of Arts and Culture, which requires various tools and materials for practical activities. Although many studies have established a link between a family's socioeconomic status and students' academic achievement, most of this research has focused on core academic

subjects such as mathematics and language. Studies specifically examining the impact of parental economic status on student achievement in arts education at the primary school level remain relatively limited.

This study was conducted to analyze the influence of parental economic status on students' academic achievement in the subject of Arts and Culture among fourth-grade students at SD Negeri 4 Pamuruyan.

B. METHOD

This study employs a quantitative approach, specifically a correlational research design within an ex post facto framework. A quantitative approach was chosen because the research data consist of numerical values, which are analyzed using statistical techniques to determine the influence of parents' economic status on students' academic achievement in the subject of Cultural Arts among fourth-grade students at SD Negeri 4 Pamuruyan. A correlational design is used to examine the relationship between parents' economic status—as the independent variable (X)—and students' academic achievement—as the dependent variable (Y). An ex post facto design is applied because the variables under investigation have occurred naturally, without any intervention or manipulation by the researcher. According to Emzir (2021), ex post facto research is conducted to explore the causal relationships of events that have already taken place, without manipulating the research variables.

Data collection in this study was carried out through questionnaires and documentation. Questionnaires were used to obtain information regarding parents' economic status, while documentation was used to gather data on students' academic achievement in the subject of Cultural Arts. The research population includes all fourth-grade students from eight elementary schools within a single cluster in the Cibadak District. The sampling technique employed is saturated sampling, meaning the entire population is included as the research sample. The collected data were then analyzed using statistical techniques to determine the influence of parents' economic status on students' academic achievement.

C. RESULTS AND DISCUSSION

Based on a data analysis of 61 respondents, this study provides an overview of the socioeconomic status of parents and the academic achievement of fourth-grade students in the subject of Arts and Culture. The data analysis was conducted using descriptive statistics, a normality test, a linearity test, and a simple linear regression analysis to determine data characteristics and examine the influence of parents' socioeconomic status on students' academic achievement.

Descriptive statistical analysis reveals that the scores for parents' socioeconomic status range from a minimum of 7 to a maximum of 20, with a mean of 15.13 and a standard deviation of 2.412. These results indicate a variation in the socioeconomic status scores among the respondents. Regarding the variable of students' academic achievement, scores range from a minimum of 280 to a maximum of 378, with a mean of 325.98 and a standard deviation of 13.582. This also indicates a

variation in the students' academic achievement scores. The mean value of 325.98 represents the average academic achievement of the students in this study, while the standard deviation of 13.582 reflects the dispersion of student scores around this mean. In general, the descriptive statistics show variation in both the parents' socioeconomic status and the students' academic achievement.

The normality test, performed using the Kolmogorov-Smirnov method, yielded a significance value of 0.080. Since this value is greater than 0.05 (0.080 > 0.05), the residuals in the regression model satisfy the assumption of normality. This indicates that there are no significant deviations from a normal distribution.

The linearity test yielded a Deviation from Linearity significance value of 0.089. Since this value is greater than 0.05 (0.089 > 0.05), no significant deviation from a linear relationship between parents' economic status and students' academic achievement was found. This result indicates that the relationship between the two variables satisfies the assumption of linearity, allowing for further analysis using simple linear regression.

The simple linear regression analysis yielded a significance value of less than 0.001. Because this value is below 0.05, it can be statistically confirmed that parents' economic status has a significant influence on the academic achievement of fourth-grade students in the subject of Arts and Culture. A regression coefficient of 3.540 indicates a positive relationship; specifically, every one-unit increase in the parents' economic status score is predicted to be accompanied by a 3.540-point increase in academic achievement. Thus, higher scores for parents' economic status are associated with higher predicted academic achievement scores within this regression model. This interpretation holds under the assumption that higher scores indeed reflect a better economic status for the parents.

An R-squared value of 0.520 indicates that parental economic status accounts for 52% of the variation in students' academic achievement within the regression model employed. The remaining 48% is attributable to other factors not included in this research model—such as learning motivation, student interests, parental support, study habits, and the learning environment. Since these factors were not specifically examined in this study, the extent to which each individual factor influences student academic achievement cannot be determined. These findings suggest that while parental economic status is a factor associated with student academic achievement, other elements also play a role in shaping educational outcomes.

Overall, the research results indicate that parental economic status has a statistically significant positive influence on the academic achievement of fourth-grade students in the subject of Arts and Culture. A family's economic condition may relate to the parents' ability to meet their children's educational needs—for instance, by providing learning supplies and supporting educational activities. Fulfilling these needs can help students engage more effectively in the learning process. Nevertheless, parental economic status cannot be considered the sole determinant of academic achievement; factors such as motivation, interest in learning, family support, and the learning environment also contribute to educational outcomes. Thus, this study

demonstrates that parental economic status is one of the factors influencing student academic achievement, based on the model analyzed while other factors also warrant consideration.

D. CONCLUSIONS

Based on data analysis and hypothesis testing, it can be concluded that parents' socio-economic status has a statistically significant influence on the academic achievement of fourth-grade students in the subject of Arts and Culture. This is evidenced by a regression significance value of less than 0.001, well below the 0.05 significance threshold along with a positive regression coefficient of 3.540. These results indicate that a higher level of parental socio-economic status is associated with an increase in academic achievement scores, as predicted by the regression model.

An R-squared value of 0.520 indicates that this regression model explains 52% of the variation in students' academic achievement, while the remaining 48% is not accounted for by the model. Thus, the study's findings support the existence of a statistically significant relationship between parents' socio-economic status and students' academic achievement. These findings should be interpreted with consideration for the study's limitations; the results do not imply that parents' socio-economic status is the sole factor determining students' academic achievement.

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