

# The Relationship Between Parents' Socioeconomic Status and Motivation to Learn Physical Education in Elementary Schools

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## Abstract

This study aims to determine the relationship between the socioeconomic status of parents and students' learning motivation in physical education subjects in elementary schools and to identify factors that influence the socioeconomic status of parents and students' learning motivation. The background of this study is based on the influence of socioeconomic status on students' access to learning facilities, especially in PE subjects that involve physical activity. In this study, the researcher used a correlational design with a mixed method research method, a sequential explanatory model with a non-probability sampling approach. The sample of this study used a proportional stratified random sampling technique consisting of 30 fourth grade students from two elementary schools in Ganeas District, Sumedang Regency, selected according to the geographical location of the sub-district center. Data analysis was carried out using correlation statistical techniques to determine the extent to which the socio-economic status of parents influences students' learning motivation in physical education learning. The results of the study showed that there is the relationship between the socio-economic status of parents and student learning motivation, although the relationship is not significant. The factors that influence the socio-economic status of parents on the motivation to learn physical education in elementary schools include: the economic conditions of parents in facilitating children's learning activities, social and environmental support, and internal factors within students such as interests and personal motivation.

**Keywords:** Socioeconomic status; learning motivation; physical education; elementary school

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## Introduction

Education is an important component that has a significant impact on human life, one of which is formal education (Nugraha & Nurharsono 2020). The lowest level of formal education is elementary school, which includes physical education, which is a compulsory subject because it can help students improve good habits physically, mentally, and emotionally (Nugraha & Nurharsono, 2020). The quality of physical education learning in schools can be determined by various factors, one of which is the availability of adequate facilities and infrastructure in accordance with the provisions of Law Number 20 of 2003 concerning the National Education System in Article 45 (Yusufi et al., 2022).

In addition to schools, the provision of learning facilities and infrastructure for students also needs to be facilitated by parents at home. However, not all parents are able to provide adequate learning facilities, one of which is due to the family's economic background. The socio-economic status of parents influences their parenting patterns in educating children (Atika & Rasyid, 2018). In fact, families with below average socioeconomic status often have difficulty in meeting their children's educational needs because they focus on how they can meet their daily needs to survive so they do not have enough time to be directly involved in their children's education (Taluke et al., 2021).

However, in contrast to low socioeconomic family groups, families with high socioeconomic status usually have good finances to meet their children's educational needs, such as providing support to develop academic and non-academic skills that can help them develop cooperation skills, responsibility and also sportsmanship (Pratiwi & Prasetya, 2019). According to the classical theory of Gerungan (2004, p.196) in research (Oktaviani et al., 2021) revealed that "parents' socioeconomic status affects the increase in students' learning motivation. With adequate economy, the material environment faced by students will be wider, so students will get more opportunities to develop skills that students cannot develop if there is no adequate and adequate infrastructure.

Therefore, the level of parents' economy will affect students' success in education. Not only that, encouragement and enthusiasm can increase children's motivation to continue learning, especially in physical education". Motivation plays an important role in the learning process, both for teachers and students. It is very important for teachers to understand the learning motivation of each student in order to spur and increase their enthusiasm for learning. Conversely, for students, learning motivation can create a positive learning environment so that they are motivated to continue learning. However, economy is not the only cause that can influence students' learning motivation because in reality students who come from high economic families do not necessarily have high learning motivation so that they do not get good learning achievements.

On the contrary, students who come from low economic families are able to get good learning achievements because they have high learning motivation within themselves. This happens because economy is not one of the determining factors of student learning achievement. Student learning achievement can be influenced by several factors both in terms of internal motivation, emotional support or attention from parents and student habits in their learning process. Students who come from low economic backgrounds may have strong

motivation to achieve their learning achievements, to improve the family's standard of living which is much better.

While children who come from high economic backgrounds may be less motivated because they feel they are sufficient and are in their comfort zone. As a result, a number of factors including education, work, and the financial condition of parents, can significantly affect how good a child's motivation and learning achievement are in school (Synthiawati et al., 2021). Here are some previous studies related to the relationship between parents' socioeconomic status and students' learning motivation. Research conducted by (Islamiah et al., 2023) regarding "the influence of parents' socioeconomic background on the learning achievement of students at SDN Cendrawasih I, Makassar City" this type of research uses quantitative research with an ex-post facto research design.

The research sample was 28 students in class VA and 24 students in class VB with a total sample of 52 people. Data collection techniques used questionnaires and documentation. The results of this study indicate that the socioeconomic background of parents has a significant and positive effect on the learning achievement of students at SDN Cendrawasih I, Makassar City. Research from (Synthiawati et al., 2021) regarding "the relationship between socioeconomic status of parents and student learning motivation with physical education learning achievement at SMAN 1 Nganjuk in 2021" This study uses a Correlational Approach using a survey method.

The population in this study were students of SMAN 1 Nganjuk who took physical education subjects with a total of 1041 students. In this case, the sample was taken using Probability sampling. While the sample was students of class XI IPA5, XI IPA6 and XI IPA7 of SMAN 1 Nganjuk with a total of 115 students. The sample was determined by drawing lots with a simple random sampling system. The results of this study, namely the results of the product moment correlation analysis, showed a calculated  $r_{\text{value}}$  of  $0.719 < r_{\text{table}} (0.05) (111) (0.165)$  the results of this study indicate that there is a positive and influential relationship between socioeconomics and learning achievement of SMAN 1 Nganjuk students in physical education subjects.

Presearch conducted by (Raiyan et al., 2023) related to the relationship between the socio-economic status of parents and the learning achievement of the Qur'an of students at TPQ Al-Huda Banda Aceh City, the results of the study showed that the economic status of the parents of students was in the low category while the learning achievement of students was in the high/very good category. There was no relationship/correlation between the economic status of parents and the learning achievement of students because the economic status of parents is not always a determining factor in the success of children's learning and many other factors can influence it. This is indicated by the correlation coefficient which is in the very low category.

Different from previous studies, this study focuses on the relationship between parents' socioeconomic status and students' learning motivation in physical education at elementary school level conducted in two schools using the mixed method sequential explanatory model research method with a non-probability sampling approach. This study aims to provide a clear picture of whether or not there is a relationship between the variables studied, namely parents' socioeconomic status and students' learning motivation, and to identify what factors

can influence these variables. This study highlights the importance of collaboration between educators and parents in meeting students' educational needs and demands

## Method

According to (Goundar, 2012:46; Williams, 2017:67) in the study (Hendrayadi et al., 2023) that the research method is a technique in collecting data, solving problems and finding solutions based on facts. In this study, the researcher used a correlational design with a mixed method research method to obtain more in-depth research results. The mixed method research method is a quantitative and qualitative research method that is used together in a study to obtain comprehensive, valid, reliable and objective data. (Hendrayadi et al., 2023). The procedure in this study is that in the first stage, data collection and analysis are carried out, then the data obtained are processed quantitatively. In the second stage, data collection and analysis are carried out, then the data obtained are processed qualitatively to strengthen the results of the research conducted. According to (Sugiyono, 2013:35) in his research (Subhaktiyasa, 2024) states that the population includes all objects or subjects that are the target of the study.

The population of this study includes all elementary schools in Ganeas District with a total of 13 schools, however, this study will only use two schools as samples selected according to the geographical location of the sub-district center. The sample is part of the population selected to reflect the characteristics of the population as a whole (Subhaktiyasa, 2024). However, this sample is only a small part of the population selected for further analysis, namely only grade IV students at SDN Cikoneng I and also SDN Dayeuhluhur. Participants in this study were grade IV students at SDN Cikoneng I totaling 53 students and grade IV students at SDN Daeuhluhur totaling 25 students. According to (Purba et al., 2021:22) the research instrument is a measuring tool used to obtain accurate and reliable data in a study.

The instruments used in this study were questionnaires and interviews to measure the level of socio-economic status of parents and student learning motivation, as well as to identify the factors that influence these two variables. This study uses quantitative and qualitative data analysis techniques. According to (Sugiyono, 2013:37) in his research (Subhaktiyasa, 2024) states that the population includes all objects or subjects that are the target of the study. The population of this study includes all elementary schools in Ganeas District with a total of 13 schools, however this study will only use two schools as samples selected according to the geographical location of the sub-district center.

A sample is a part of the population selected to reflect the characteristics of the population as a whole (Subhaktiyasa, 2024). But this sample is only a small part of the population selected for further analysis, namely only fourth-grade students at SDN Cikoneng I and also SDN Dayeuhluhur. Participants in this study were fourth-grade students at SDN Cikoneng I totaling 53 students and fourth-grade students at SDN Daeuhluhur totaling 25 students. The sampling technique used in this study used proportional stratified random sampling with a total of 30 students from IV. The research procedure begins with the

planning stage, namely preparing research instruments as a source of information in obtaining research results.

Then, at the implementation stage, a trial of the instrument is carried out first to determine the level of validity and reliability, which is then used during the research. After obtaining research data, the data is then processed quantitatively and qualitatively in the form of questionnaire results and interviews. According to (Purba et al., 2021:25) Research instruments are measuring tools used to obtain accurate and reliable data in a study. The instruments used in this study were questionnaires and interviews to measure the level of socioeconomic status of parents and student learning motivation, as well as to identify the factors that influence both variables.

The grid of this questionnaire on the socio-economic status of parents is a modification of Dini Rahmawati's research on the relationship between the socio-economic status of parents and motivation to learn Islamic Religious Education at SMP Darussalam Ciputat (Rahmawati, 2010). Meanwhile, the learning motivation questionnaire grid uses research from Gumilar Mulya & Anngi Setia Lengkana on the influence of self-confidence, learning motivation on elementary school physical education learning achievement (Mulya & Lengkana, 2020). This study uses quantitative and qualitative data analysis techniques. Where quantitative data is processed using two types of statistics with the help of the SPSS application, namely descriptive statistics and inferential statistics.

Descriptive statistics are used to find the strength of the relationship between variables through correlation analysis, while inferential statistics are used to analyze sample data and the results are applied to the population (Sugiyono, 2013:209). The first step taken is data description analysis, then continued with a prerequisite analysis test in the form of a normality test to determine whether the data is normally distributed or not using the One-Sample Kolmogorov-Smirnov Test. Furthermore, a homogeneity test is carried out to determine whether the samples come from the same variant, and this is a prerequisite if an inferential statistical test will be carried out (Sudrazat & Rustiawan, 2020).

The next step is the data linearity test is carried out to see whether or not there is a relationship between the variables of the socio-economic status of parents (X) and learning motivation (Y). According to Santosa, 2018 in (Sudrazat & Rustiawan, 2020) in the linearity test by looking at the F value with the following provisions: if the significance value  $< 0.05$  means linear. While if  $F_{count} < F_{table}$  or if the significance value  $> 0.05$  means not linear. The last is the non-parametric test, namely the Spearman or Kendall's  $\tau_b$  test with the aim of determining the correlation of these variables. While qualitative data is processed using the help of the NVivo 15 pro application to determine important themes that emerged in participant interview transcripts and conduct coding to formulate existing findings that emerged in the data analysis process.

## Results

The relationship between socioeconomic status of parents and motivation to learn elementary school physical education based on the research that has been conducted, the research data is processed using predetermined data analysis techniques. First, it is carried

outdescriptive statistical analysis to determine the minimum value, maximum value, mean, and also std. Deviation. The following are the results of descriptive statistics.

Table 1. Descriptive statistics of socioeconomic status and student learning motivation

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Socioeconomic Status	30	28	48	40.60	4.959
Motivation to learn	30	80	108	99.20	6,359
Valid N (listwise)	30				

Based on the results of descriptive statistical analysis in table 1 it shows that the two variables have different average values. The average value of socioeconomic status is 40.60 while the average value of learning motivation is 99.20. After obtaining the results of descriptive statistical analysis, the next step is to conduct analysis requirement tests which include normality test, homogeneity test, data linearity test, correlation test. Normality test is conducted to test whether the data is normally distributed or not. With the following provisions: if the significance value is greater than  $> 0.05$ , it means the data is normally distributed, and if the significance value is less than  $< 0.05$ , it means the data is not normally distributed (Sudrazat & Rustiawan, 2020). The following are the results of the normality test.

Table 2. Normality test

One-Sample Kolmogorov-Smirnov Test			
		Zscore: Socioeconomic Status Results	Zscore: Learning Motivation Results
N		30	30
Normal	Mean	.0000000	.0000000
Parametersa,b	Std. Deviation	1.00000000	1.00000000
Most Extreme Differences	Absolute	.133	.225
	Positive	.089	.092
	Negative	-.133	-.225
Test Statistics		.133	.225
Asymp. Sig. (2-tailed)		.183c	.000c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Based on the normality test in table 2, the significance value for socio-economic status is  $0.183 > 0.5$ , so the data is declared normal, while for learning motivation, the significance result is  $0.000 < 0.05$ , so the data is declared to be distributed abnormally. Furthermore, a homogeneity test is carried out with the provisions; if the significance value is greater than  $> 0.05$ , it means that the sample is from a homogeneous population, while if the significance value is smaller than  $< 0.05$ , it means that the sample is from a non-homogeneous population (Sudrazat & Rustiawan, 2020). The following are the results of the homogeneity test.



Table 3. Homogeneity Test

	Chi-Square Tests		Asymptotic
	Value	df	Significance (2-sided)
Pearson Chi-Square	81.833a	77	.332
Likelihood Ratio	61.972	77	.894
Linear-by-Linear Association	.172	1	.678
N of Valid Cases	30		

a. 96 cells (100.0%) have expected count less than 5. The minimum expected count is .07.

Based on the homogeneity test in table 3, a significant value of more than  $> 0.05$  is obtained, which states that the data is homogeneous. Furthermore, a data linearity test is carried out to determine whether the two variables have a linear relationship or not. With the provision; if the significant value  $< 0.05$  means there is a linear relationship between the variables, while if  $> 0.05$  then the data does not have a linear relationship between the variables. The following are the results of the data linearity test.

Table 4. Data linearity test

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Motivation to Learn *	Between	(Combined)	137,600	7	19,657	.418	.881
Socioeconomic Status	Groups	Linearity	6,949	1	6,949	.148	.704
		Deviation from Linearity	130,651	6	21,775	.463	.828
	Within Groups		1035.200	22	47,055		
	Total		1172.800	29			

Based on the data linearity test in table 4, the results show that the data does not have a linear relationship between variables. Thus, parametric testing cannot be carried out (Sudrazat & Rustiawan, 2020). This study aims to find the relationship between the socioeconomic status of parents and student learning motivation in physical education learning. Because the results of the linearity test showed no linearity, a non-parametric test was carried out, namely the Spearman's rho test or Kendall's tau\_b test. The following are the results of the correlation test.

Table 5. Correlation test

			Correlations	
			Socioeconomic Status	Motivation to learn
Kendall's tau_b	Socioeconomic Status	Correlation Coefficient	1,000	.003
		Sig. (2-tailed)	.	.985
		N	30	30
	Motivation to learn	Correlation Coefficient	.003	1,000
		Sig. (2-tailed)	.985	.
		N	30	30
Spearman's rho	Socioeconomic Status	Correlation Coefficient	1,000	.023
		Sig. (2-tailed)	.	.902





Based on Figure 1, it shows that the socio-economic status of parents greatly influences the ability of parents to meet the educational needs of children, including in the field of physical education. However, economic factors are not the only determinants of children's success in physical education. In addition to financial factors, moral support and parental involvement in child development also play an important role in increasing student learning motivation and participation in physical activity.

## Discussion

Based on the research findings that have been presented above, the following will present a more detailed and in-depth discussion of the research results. The relationship between socioeconomic status of parents and motivation to learn elementary school physical education based on the findings of the research results, it shows that there is a relationship between the socio-economic status of parents and students' learning motivation in physical education in elementary schools, although the results are not significant. Socio-economic status is defined as the relationship between a person's social and economic standing (Kasingku & Mantow, 2022).

Students with high socio-economic status of parents do not necessarily have high learning motivation even though they are supported by adequate learning facilities. Likewise, students with low socio-economic status of parents do not necessarily have low motivation even though they are not supported by adequate learning facilities. In learning activities, motivation can be interpreted as the integrity of the driving force within students that creates learning activities, ensures the continuity of direction in learning activities, and provides direction in learning activities so that the learning goals set by students can be achieved. Learning motivation can arise from intrinsic factors, such as the desire to succeed and the desire to learn, as well as the achievements to be achieved. In contrast, extrinsic factors include the existence of a learning environment, interesting learning activities, and awards (Sari, 2015).

The results of the study also showed that the weak correlation between the socioeconomic status of parents and learning motivation was below 0.05. Thus, although there is a relationship between the socioeconomic status of parents and student learning motivation, the relationship is not significant. The following are some previous studies that are relevant to the findings of the research results related to the relationship between parents' socioeconomic status and students' learning motivation. Research conducted by (Sari et al., 2023) showed that there is a relationship between parents' socioeconomic status and students' learning motivation in grades IV, V, and VI in PAI and Budi Pekerti subjects at SDN 002 Kinali. Research conducted by (Afna & Abdi, 2022) showed that there is a significant positive correlation between parents' socioeconomic status and learning motivation with geography learning outcomes in the odd semester of the 2020/2021 academic year for grades X and XI IPS students at SMA Negeri 12 Banda Aceh. Research conducted by (Novita et al., 2021) showed that supportive economic conditions are one of the factors driving students' enthusiastic learning motivation in physical education learning.

Factors influencing socioeconomic status of parents on motivation to learn physical education in elementary schools there are three factors that influence a person's social and economic status, namely education, employment, and personal income (Jailani, 2019). Parents with higher incomes have more access to support their children's learning activities compared to parents with low incomes. This can be in the form of providing educational facilities, nutritious food intake, and learning facilities in the field of sports. In line with Slameto's opinion in (Fisalma, 2024) that the economic condition of parents is closely related to student learning achievement because they are able to provide facilities for children's learning needs.

However, in some cases, economic limitations do not always hinder children's learning motivation, especially if parents continue to provide moral support and attention to their children's development. According to Al Zuhry & Ghofur in (Rahmawati & Sayekti, 2023) the higher the income of parents, the higher the support for learning needs. Meanwhile, expenses that are greater than income will cause limitations to meet children's educational needs and also provide sports facilities for children. Therefore, parents' jobs will affect income stability. Parents who have permanent jobs will have a more stable income compared to parents who work irregularly and have to turn over capital to meet their daily needs.

Parents' income and economic expenditure will affect daily basic needs such as food consumed. Adequate and balanced nutrition is very important in supporting children's health and improving their performance in physical activities. According to Afifah in (Aziza & Mil, 2021) states that family income is a determinant of purchasing power for good food intake. Children who get nutritious food have more energy to learn and participate in sports activities, while children who have less balanced nutritional intake will feel tired more quickly or less enthusiastic about participating in physical activities at school. More nutritious food intake can improve children's health and endurance, which has an impact on their motivation to exercise.

According to research (Daulay, 2022), there is a correlation between parental income and student learning motivation. The higher the parental income, the greater the influence on student learning motivation. The level of parental income has a positive impact on students' enthusiasm for learning. In contrast to low parental income, which tends to result in less than optimal learning motivation, high parental income will increase achievement. Slameto in (Daulay, 2022) stated that there is a strong correlation between parents' financial conditions and children's academic success. Children's basic needs must be met, such as food, clothing, health care, stationery, notebooks, and others. If the family has sufficient funds, learning facilities can be provided.

According to (Sholihuddin, 2020), children from poor families experience learning disorders because their basic needs are not met. According to (Thahi et al., 2024) stated that parental involvement has a positive impact on increasing student motivation and learning achievement. Therefore, parents need to be involved in the student learning process. Parents who are active in social activities tend to be more concerned about their children's development and provide greater support in their education and physical activity. In addition, parental involvement in community activities can reflect a more positive parenting pattern, which allows children to be more active in school activities including physical education.

Conversely, parents who are less active in community activities tend to have a more individualistic parenting pattern, which may have an impact on children's lack of motivation to participate in physical activities in elementary school.

## Conclusion

Based on the findings and discussion of the research results, it can be concluded that there is a relationship between the socio-economic status of parents and the motivation to learn physical education in elementary schools. The factors that influence the socio-economic status of parents on the motivation to learn physical education in elementary schools include the economic conditions of parents in facilitating children's learning activities, social and environmental support, and internal factors within students such as personal interests and motivations. The implication of this study is that there is deeper communication between teachers as educators at school and parents as educators at home regarding children's learning facilities in meeting needs that can support the learning process more optimally, especially in physical education learning that involves students' physical activities. Although in this case it will be more difficult to do because of the different economic conditions of the students' parents, there are parents of students who have high incomes and there are also parents of students who have low incomes, but communication between teachers and parents is very important.

## Author's Statement

The author declares that the results of this research have never been published in any source. In addition, The author would like to thank all parties involved in this research. The author realizes that this research still has many shortcomings that can be used as a reference for further researchers.

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