

Motivation Analysis of Islamic Education and Mathematics Learning Reviewed from The Parents' Socioeconomic Status

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Abstract. This article is motivated by students who, on average, have moderate social-economic status and have low learning motivation. This quantitative research with descriptive method aims to analyze and examine the Islamic Education learning motivation and mathematics of the Tarbiyah and Teaching Faculty students at UIN Suska Riau in terms of the socioeconomic status of the parents. This article shows that there is a positive relationship between Islamic education learning motivation and student mathematics with parents' economic status.

Keywords: Islamic Education; Socioeconomic; Learning Motivation

1 Introduction

A person's academic achievement is generally influenced by 3 (three) main factors. They are: 1) the quality of the learning process, 2) competent educators, and 3) support for facilities and infrastructure [1]. However, besides these 3 factors, the other factors also encourage the academic achievement, including: 1) discipline of learning, 2) social environment, 3) motivation to learn, 4) creativity, 5) intelligence, 6) parents' motivation, and 7) learning environment. In a good learning process what is meant in this article is learning motivation [2].

Motivation developed is the key that distinguishes the behavior of each person in influencing the progress of their learning achievement [3]. Someone who has a high motivation will easily adapt to people, also to events that can support the learning process. The results of [4] showed that motivation has an important role in every individual activity. In the work field, the advancement of an entity depends greatly on the extent to which stakeholders work diligently and discipline where the whole thing is related to the motivation at work [5].

Likewise, in the world of education, the success or failure of an educational institution (especially higher education) in producing outstanding students depends on how much motivation students have in learning [6]. Students who have a high motivation in lectures provide the possibility of obtaining high learning outcomes as well [7]. That is, the higher the motivation, and the more intense the effort and effort carried out, the higher the learning achievement. In fact, everyone's motivation is different. Given the importance of the lecture process as supporting achievement, it is necessary to know what aspects can improve student learning motivation.

Processes give encouragement, direction, and perseverance [8]. This means that motivated behavior is a behavior that is full of energy, directed and lasting. Mardianto, provides three keywords that can be taken by psychological understanding, They are: 1) in motivation there is an impulse that makes someone takes action or does not takes action, 2) in motivation there is a consideration whether to prioritize alternative actions, both actions A and action B, 3) in motivation there is an environment that gives or becomes a source of input or consideration for someone to take the first or second action [9].

The statement above gives an understanding that motivation is an impulse that makes a person take all kinds of actions based on the goals that have been determined in this case if students are fully motivated in the spirit of learning, the child will get an achievement in college. One of the things that can influence students' learning motivation is the economic status of parents [10]. These factors can have a positive and negative effect on students' education. This is supported by [11] who stated that Indonesian children are expected to feel education since early childhood to develop their own potential with the aim of having spiritual strength, control, personality, intelligence, noble character, and soft skills.

The explanation above provides an understanding that education can be carried out well if it is supported by the socioeconomic factor of students' parents. The level of parents' economic status can provide opportunities for students to enjoy educational facilities [12]. The parents' own economic status can be seen through the level of income earned by parents in meeting their daily needs, including to meet the needs of a child in learning. This is because every parent would want their children's education to be more advanced than them. The condition of socioeconomic status of parents can influence the attitudes and aspirations of parents towards children's education.

Children have a wider opportunity to develop knowledge and a variety of physical skills with parental economic support [13, 14]. Furthermore, one of the factors that influence the motivation of students is parents. Students who have a high motivation will try hard in their lectures [15, 16]. Students who will continue their studies too postgraduate must be motivated in lectures, so that he will realize that perseverance in lectures is very important to do while to have a high motivation is required the role of parents as triggers of motivation, one of which is the condition of parents' socioeconomic status.

Based on the results of the preliminary study, it was obtained the income data of parents of Tarbiyah and Teacher Training Faculty students at UIN Suska Riau that: 1) there were 32 parents of students who had < 1,000,000, - ; 2) there are 28 student parents with 1,000,000 to 2,000,000, -; and 3) there are 12 parents of students who earn > 2,000,000. These data show that the living standards of students' families are still very low. Therefore, it can be understood that the motivation of students to continue their studies is low. Because parents' income is low, students consider the costs that will be incurred by their parents if they continue their studies. Learning motivation is the power to encourage students to study hard.

In addition, it also has a high willingness to increase knowledge, insight, and develop their potential or ability because they feel dissatisfied with the achievements, they have at this time so that they can develop the motivation to continue to the Higher Education level [17]. But on the contrary, if student learning motivation is low, students are satisfied with their abilities so that the motivation and desire to develop their potential is also low.

This is in accordance with the research conducted by [18, 19], which explains that the economic condition of parents is a condition or reality that is seen or felt by the human senses about the state of parents and the ability of parents to fulfill their needs. On the other hand, it can also be explained that parental economics is also needed in meeting the basic needs of the family so that family life continues and besides that it also influences the functioning of the

family as a socio-economic unit that forms the basis of socio-economic life for their children [20].

Thus, the presence of high and low parents' socioeconomic status can have a positive or negative impact on the learning continuity (learning outcomes and achievements) of students on campus and within the family itself [21, 22]. In other words, the socioeconomic status of parents is the ability of parents who are economically good in meeting their daily needs and learning needs.

Research conducted by [23, 24] suggested that there are several indicators in measuring the economic level of parents, including the following: 1) Education level, 2) Age of parents, and 3) Economic conditions. Another opinion expressed by [25, 26], was "financial status of a family is as a rule connected with the family's salary, parents' instructive level, parents' occupation and social status among the kiths and family and indeed at the worldwide level". Thus, it can be seen that the indicators in the parent socioeconomic status variables that the researcher will use will be divided into several parts, such as income and parental work. Because by looking at the income earned by parents from current jobs, it can be determined how is the economic level of the parents.

Based on the theory proposed, the hypothesis in this study is H1: the socioeconomic status of parents has a positive and significant effect on learning motivation in Islamic religious education students. H2: socioeconomic status of parents has a positive and significant effect on learning motivation.

2 Research Methods

This research is descriptive quantitative research with correlational methods. This study is intended to explore the facts about the socioeconomic status of parents has positive and significant influence on learning motivation in Islamic religious education students, and socioeconomic status of parents has a positive and significant effect on learning motivation in mathematics education students. The population in this study were all Tarbiyah and Teacher Training Faculty students at UIN Suska Riau with random sampling. Data collection techniques used in this research are questionnaires using a Likert scale. In this study, researchers used descriptive test, normality test, a homogeneity test and regression analysis test using SPSS program version 23.0.

3 Results and Discussion

3.1 Results

Based on respondents' answers to the socioeconomic status variables of students in the *Tarbiyah* and Teacher Training Faculty of UIN Suska Riau as a whole are included in the moderate category. With the last level of education, the average parent is SMA/SMK and both parents' work. This is consistent with several studies where when a family's socioeconomic status level is stable and fulfilled, it will affect the performance of their children in school.

While the respondent's answer to the variable student learning motivation was found if the respondents in the *Tarbiyah* and Teaching Faculty of UIN Suska Riau had good learning motivation. The average score of the indicator of high learning motivation is that for the indicator of the award in class and for the lowest score comes from the indicator of a conducive learning environment so that it allows a student to study well. Prior to parametric analysis, the data were tested first using a classic assumption test consisting of a normality test, and a

homogeneity test. The results obtained are the data used in this study are normally distributed, and homogeneous, so that regression analysis can be carried out.

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test				
		Motivation Islamic Education	Motivation Math Education	Parents' Socioeconomic status
N		72	72	72
Normal Parameters ^{a,b}	Mean	90,97	90,76	91,74
	Std. Deviation	5,669	7,622	6,244
	Most Extreme Differences			
	Absolute	,126	,096	,086
	Positive	,061	,053	,081
	Negative	-,126	-,096	-,086
Test Statistic		,126	,096	,086
Asymp. Sig. (2-tailed)		,122	,122	,192

The first hypothesis tested in this study was to determine the significance of the influence of Parental Socio-Economic Status (X) on the Learning Motivation of PAI (Y1) on Tarbiyah and Teacher Training Faculty students at UIN Suska Riau. Based on the results of the analysis that has been carried out with the help of SPSS version 23.00 for windows. To see the variables of Parental Socio-Economic Status (X2), obtained t count = 3.078, while t table = 2.992. This shows that t counts > t table (3.078 > 2.992), and significant values 0.041 < 0.05. That is, the socioeconomic status of parents has a significant effect on the learning motivation of PAI students of the Tarbiyah and Teacher Training Faculty UIN Suska Riau.

The second hypothesis tested in this study was to determine the significance of the influence of Parental Socioeconomic Status (X1) on Math Education Learning Motivation (Y1) on Tarbiyah and Teacher Training Faculty students at UIN Suska Riau. Based on the results of the analysis that has been carried out with the help of SPSS version 23.00 for windows. To see the variables of Parental Socio-Economic Status (X2), obtained t count = 2.106, while t table = 1.992. This shows that t count > t table (2.106 > 1.992 and significant value of 0.039 < 0.05. This means that there is a positive and significant influence between the socioeconomic status of parents on learning motivation of Math Education (Y1) on Tarbiyah and Teacher Training Faculty students at UIN Suska Riau.

3.2 Discussion

The discussion of the article was carried out based on the results of descriptive analysis and regression analysis that has been described in the form of a description of the research variables and analysis of the results of research on the effect of Islamic Education learning motivation (X1), and Math Education learning motivation (X2), on the Socioeconomic Status of Parents. The results showed that there was an effect of Islamic Education and Math Education learning motivation on the socioeconomic status of Tarbiyah and Teacher Training Faculty students at UIN Suska Riau.

This is in line with the results of research conducted by [27, 28, 29]. According to Suyono (2016), the family's socio-economic conditions can play a role in improving student learning achievement because the family is the first social group in human life where he learns and expresses himself as a social being in an interaction with his group [30]. All activities carried

out by children are a reflection of what their parents have taught. The results of this study were also supported by [31] study of student-centered learning models capable of increasing motivation and student learning outcomes because the learning atmosphere was able to attract students' attention. Students who initially feel bored because teacher-centered learning becomes happy to follow the teaching process in class, students are trained to be able to solve and overcome learning difficulties and teachers are as facilitators.

The ability of parents to meet family needs includes the need in terms of facilities and facilities for children's education which can be a motivation for children to learn and achieve. From the opinions expressed by the experts above it can be seen that the condition of the socioeconomic status of parents will provide encouragement motivation to students to learn and excel. Therefore, the influence of Islamic Education learning motivation (X1), and Math Education learning motivation (X2), on Parental Socioeconomic Status to have such high learning motivation requires the role of parents either from parents' backgrounds or education as triggers motivated students to study.

Thus, from the various descriptions above it can be concluded that students' learning motivation will not appear independently but is influenced by various factors that cause students to be able to motivate themselves. That is, students will try to do something new according to them if given the opportunity with adequate support and ability to create an atmosphere for themselves and their surroundings better.

4 Conclusion

Based on the results of the processing and discussion, this study resulted in the following conclusions: 1) that there is a significant effect between the socioeconomic status of parents on learning motivation of Islamic Education students of Tarbiyah and Teaching Faculty UIN Suska Riau; and 2) the results of the study indicate that there is a significant influence between parents' socioeconomic status on Math Education learning motivation of Tarbiyah and Teaching Faculty students at UIN Suska Riau. The form of the influence of parents' socioeconomic status on the interest in continuing their studies to college is positive.

Based on the above conclusions, suggestions can be given as follows: 1) students are expected to obtain optimal learning outcomes regardless of the socioeconomic status of parents, and 2) the campus needs to create conducive learning conditions to support optimal student learning outcomes. Regardless of how the condition of the socioeconomic status of parents, it is the obligation of parents to always be involved in the process of achieving student learning outcomes, so that parents' encouragement and attention is needed for students.

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