



The Contribution of Learning Motivation and Parents' Socio-Economy towards Students' Learning Outcomes through Learning Independence

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Abstrak

Isu tentang pembelajaran daring di atas menimbulkan masalah serius dalam proses pembelajaran yang dilakukan di Indonesia pada masa pandemi covid-19. Disebutkan bahwa terjadi penurunan terhadap hasil belajar siswa selama pembelajaran daring. Penelitian ini bertujuan untuk menganalisis kontribusi motivasi belajar siswa dan sosial ekonomi orang tua terhadap hasil belajar siswa melalui kemandirian belajar. Populasi penelitian adalah 2716 siswa. Sampel penelitian adalah 350 siswa. Penelitian menggunakan teknik analisis jalur. Hasil penelitian adalah: terdapat kontribusi positif antara motivasi belajar terhadap hasil belajar ekonomi dengan kontribusi sebesar 13% terhadap hasil belajar ekonomi. Terdapat pengaruh langsung antara kondisi sosial ekonomi terhadap hasil belajar ekonomi dengan kontribusi sebesar 30% terhadap hasil belajar ekonomi. Terdapat pengaruh antara kemandirian belajar terhadap hasil belajar ekonomi dengan kontribusi sebesar 22% terhadap hasil belajar ekonomi. Terdapat pengaruh antara motivasi belajar terhadap kemandirian belajar dengan kontribusi sebesar 22% terhadap kemandirian belajar. Terdapat pengaruh antara kondisi sosial ekonomi orang tua terhadap kemandirian belajar dengan kontribusi sebesar 13% terhadap kemandirian belajar. Terdapat pengaruh tidak langsung antara motivasi belajar terhadap hasil belajar ekonomi melalui kemandirian belajar sebesar 5%. Terdapat pengaruh tidak langsung antara motivasi belajar terhadap hasil belajar ekonomi melalui kemandirian belajar sebesar 3%. Dapat disimpulkan bahwa motivasi belajar siswa dan sosial ekonomi orang tua selama pembelajaran daring berperan penting dalam mempengaruhi hasil belajar siswa.

Kata Kunci: Kemandirian Belajar, Hasil Belajar, Motivasi, Sosial Ekonomi Orang Tua

Abstract

The issue about online learning above cause a serious problem in the learning process conducted in Indonesia during covid-19 pandemic. It is stated that there is a decrease towards students' learning outcomes during online learning. This study aims to analyze the contribution of students' learning motivation and parents' socio-economy towards students' learning outcomes through learning independence. The study population was 2716 students. The research sample was 350 students. Research using path analysis techniques. The results of the study are: there is a positive contribution between learning motivation to economic learning outcomes with a contribution of 13% to economic learning outcomes. There is a direct influence between socioeconomic conditions on economic learning outcomes with a contribution of 30% to economic learning outcomes. There is an influence between learning independence on economic learning outcomes with a contribution of 22% to economic learning outcomes. There is an influence between learning motivation on learning independence with a contribution of 22% to learning independence. There is an influence between parents' socioeconomic conditions on learning independence with a contribution of 13% to learning independence. There is an indirect influence between learning motivation on economic learning outcomes through learning independence by 5%. There is an indirect influence between learning motivation on economic learning outcomes through learning independence by 3%. Can be concluded that students' learning motivation and parents' socio-economy during online learning plays an important role in influencing students' learning outcomes.

Keywords: Learning Independence, Learning Outcomes, Motivation, Parents' Socio-Economy

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1. INTRODUCTION

Covid-19 pandemic has changed the education system dramatically in which it demands all the educational institution to conduct distant learning as the response towards this situation (Latip et al., 2022; Noermanzah & Suryadi, 2020). This situation emerges several challenges for the students and stakeholders (Primandari & Kesumawati, 2020;

Tomczyk & Walker, 2021). The transmission occurs to the direct interaction in offline learning changed to online learning requiring a significant adjustment. Students face a difficulty in conducting the learning process in which they are struggling in managing time, maintaining learning motivation, and building learning focus to conduct independent learning during online learning (Abidah et al., 2020; Huda et al., 2020). Previous study state that students still have low learning independence which leads to have lack of self-regulation during online learning (Simbolon, 2021). It is also added that unsupported facilities also becoming another factor which influences students' independent learning in conducting online learning. Those difficulties deepen the educational gap between students and digital sources affecting their learning performance during online learning.

The issue about online learning above cause a serious problem in the learning process conducted in Indonesia during covid-19 pandemic. It is stated that there is a decrease towards students' learning outcomes during online learning (Ichsan et al., 2021; Nikou & Maslov, 2023). It is relevant to the preliminary observation conducted by researcher towards eight senior high schools in Tabanan, Bali. It shows that most of the students not pass the standard minimum point. The decrease is viewed by comparing the total of students who pass the standard minimum point during offline learning and online learning. It is also found that the decrease is caused by optimized online learning process since the students face difficulty in joining online learning. Most of the students cannot join the class fully and participate actively due to technical problems. It tends to make students having low learning motivation in which it directly influences their learning process. It indicates that the decrease of learning is affected by optimized online learning in which it also directly occurs due to their low learning motivation.

Learning motivation becomes the main point in determining the success of learning process. Previous study states that motivation is an important factor in the learning process assisting students to concentrate on the learning activities to achieve the learning objectives (Baber, 2021; Kong, 2021). Learning motivation is also recognized as students' controlling aspect leading them to achieve the learning objectives. Other study argues that motivation is a basic foundation used as a reference in behaving in which it is reflected in the behavioral change (Wildová & Kropáčková, 2015). Then research previously states that motivation is influenced by two dimensions; intrinsic and extrinsic (Emda, 2017; Hsieh et al., 2011). Intrinsic deals with the desire or wants of achieving something influenced by the individual needs or wishes, meanwhile extrinsic deals with the influence given by other people or environment. It can be concluded that learning motivation is an internal factor within an individual emerged due to extrinsic and intrinsic factors.

The need of proper learning facilities during online learning not only depends on the support given by the social economic background of the parents since they also play important roles and being involved during the online learning. They are the facilitator and supervisor who observe and guide the learning process conducted by the students in their homes. A good technological means as a learning facility can be accomplished by the parents if they have a good social economic background (Mihailidis, 2015; Singh. & Prasad Singh, 2021). They are able to provide complete and modern learning equipment and supplies support directly affects their learning process. It can be achieved if their social economic background is in the good condition considering that it needs more coasts than usual. The parents' socio-economic conditions have an impact towards their own abilities in facilitating students' learning activities.

The socio-economic conditions of parents have an impact on the level of parents' ability to facilitate student learning activities. The facilities that they have make it easier for them to develop their learning as an effort to achieve their learning goals. The existing facilities support students to be not dependent on other people. It directly builds students'

learning independence which makes them as independent learners having their own freedom to find various sources of information and process the information with their learning style or learning strategy (Senja & Lesmana, 2017; Sheromova et al., 2020). Socio-economic condition influences students' learning outcomes since it determines how students can control their learning process with the learning facilities provided by their parents. It is added that students' mental and physic will be also affected by their parents' socio-economy (Supit et al., 2014). It indicates that parents' socio-economy guarantees the learning facilities for the students to conduct their online learning in which it affects their learning outcomes through their learning independence.

Learning independence is referred to students' behaviors to determine the learning objectives by planning and maintaining their learning activities freely without depending on other people's involvement. Previous study argues that learning independence is a part of motivation within students influencing them to do learning activities to improve their potential abilities (Asmar & Delyana, 2020). It is commonly interpreted as an individual's awareness in receiving information, managing the learning sources, and relating the obtained information with the problem which needs to be solved (Arista & Kuswanto, 2018; Zuhdi et al., 2021). Learning independence is also perceived as a perception formed through an interaction or experience which occurs between students and their learning environment (Mulyono, 2021; Wege et al., 2021). Previous study add that learning independence is not attempted to alienate students to be an individualistic learner but it prompts students' awareness to discuss with other students to develop their abilities (Hasibuan et al., 2018). It can be concluded that learning independence is perceived as a learning awareness emerges as a motivation for students to conduct a learning process without depending other parties but it still receives an influence from the environment.

The success of online learning process is obtained from students' learning outcomes as the reflection of learning independence itself in which students' learning independence during online learning is a manifestation of students' learning motivation influenced by parents' socio-economy. Several studies have been conducted to investigate the influence of learning motivation, parents' socio-economy, and learning independence towards learning outcomes. Previous study conduct a study which shows that there is a significant influence of learning independence towards students' learning outcomes (Safitri & Pujiastuti, 2020). It is also proved by other researches which indicate that learning independence has a contribution towards students' learning outcomes (Qomariyah & Wulandari, 2021; Riyanti, 2021). Meanwhile, the research conducted by previous study reveal that parents' socio-economy has a contribution towards students' learning outcomes (Dowell et al., 2020). Other investigations point out that there is a relationship between parents' socio-economy and students' learning motivation towards students' learning achievement (Hemmerechts et al., 2016; Senja & Lesmana, 2017). In addition, a clear picture shown by the studies which reveal that motivation brings a significant impact towards students' learning motivation. It is continued by the studies that motivation has a strong impact towards students' learning outcomes (Effendi, 2016; Yuliana et al., 2022). It is also found that learning motivation has a positive relation with students' learning independence in which it influences students to do independent learning (Moh Ghoizi Eriyanto et al., 2021). Those studies have revealed that learning motivation, parents' socio-economy, and independence learning significantly affect students' learning outcomes.

However, a deeper study needs to be conducted related to the limitation of the previous studies and the existing problem found in the senior high schools in Tabanan, Bali. Those previous studies focus on obtaining the influence of each variable (motivation, parents' socio-economy, and independence learning) towards learning outcomes. There are no recent studies which discusses how those three variables are related each other to give contribution

towards students' learning outcomes. The previous studies also focusing on obtaining students' learning outcomes during offline learning and the subjects are higher education students. Therefore, this recent study is conducted analyze the contribution of motivation, parents' socio-economy towards students' learning outcomes through learning independence.

2. METHODS

This study was conducted in the form of ex-post factor research design in which it involved tenth-grade students of senior high schools in Tabanan, Bali as the population of this study (Widodo et al., 2020). There were 350 students were selected as the research sample by using proportional random sampling technique. The object of this study was the contribution of learning motivation and parents' socio-economy towards students' learning outcomes through learning independence. The learning outcomes were obtained from students' learning performance in economic subject during online learning. There were four variables in this study; two exogen variables (learning motivation and parents' socio-economy), one intervening variable (learning independence), and one variable endogen (learning outcomes).

The data were obtained by distributing questionnaire in which it covered the learning motivation, parents' socio-economy, and learning independence. The questionnaire was designed in the form of scale-Likert questionnaire in which the motivation questionnaire consisted of six indicators reflected on 30 items, the questionnaire of parents' socio-economy consisted of seven indicators reflected on 22 items, and learning independence questionnaire consisted of seven indicators with 20 items. The data related students' learning outcomes were collected from the students' final test scores.

The obtained data were analysed by using path analysis in which the data were firstly analyzed through normality test, multicollinearity test, linearity test, regression test, and heteroscedasticity test. The hypothesis testing was conducted by comparing the t_{count} and t_{table} in which the consideration was taken if $t_{count} > 1.96$, then the significant coefficient was indicated to have positive contribution. The data analysis was conducted with the assistance of Lisrel and SPSS application.

3. RESULTS AND DISCUSSION

Result

The obtained data were analyzed by conducting normality test to find out whether the data had been distributed normally or not as a prerequisite test. The normality test result could be seen in Table 1.

Table 1. Normality Test Result

Skewness			Kurtosis			Skewness and Kurtosis	
Value	Z-Score	P-Value	Value	Z-Score	P-Value	Chi-Square	P-Value
0.360	0.257	0.797	23.822	0.004	0.996	0.066	0.967

Based on the data presented in Table 1, it was revealed that *P-Value* was 0,967 which meant it was higher than the standard coefficient value 0.05. It could be interpreted that the data covering students' learning motivation, parents' socio-economy, and students' learning independence have normal distribution. The linearity testing was conducted to find out the linearity and regression direction significance of the data of each variable. The linearity test

result related to students' learning motivation and their learning independence was presented in Table 2.

Table 2. The Linearity Test Result of Students' Learning Motivation and Learning Independence

Variables		F Linearity		F Dev. From Linearity		Note
Independent	Dependent	Count	Sig.	Count	Sig.	
X ₁	Y	19.099	0.000	1.146	0.264	Linier

Table 2 showed that the *F Linearity* value was 19.099 with the significant value (Sig.) = 0.264 > 0.05. It could be concluded that students' learning motivation and learning independence having a significant regression and linear regression. In addition, the linearity test result related to parents' socio-economy and students' learning independence was presented in Table 3.

Table 3. The Linearity Test Result of Parents' Socio-Economy and Learning Independence

Variables		F Linearity		F Dev. From Linearity		Note
Independent	Dependent	Count	Sig.	Count	Sig.	
X ₂	Y	6.891	0.009	1.061	0.380	Linier

Base on Table 3 revealed that the *F Linearity* value was 6.891 with the significant value (Sig.) = 0.009 < 0.05 and the value of *F Dev. From Linearity* was 1.061 with the significant value (Sig.) = 0.380 > 0.05. The result indicated that parents' socio-economy and students' learning independence having a significant regression and formed linier regression. Then, the linearity result of students' learning motivation and students' learning motivation was presented in Table 4.

Table 4. The Linearity Test Result of Students' Learning Motivation and Learning Outcomes

Variables		F Linearity		F Dev. From Linearity		Note
Bebas	Terikat	Hitung	Sig.	Hitung	Sig.	
X ₁	Z	12.352	0.001	0.911	0.570	Linier

Table 4 showed that the value of *F Linearity* was 12.352 with the significant value (Sig.) = 0.001 < 0.05 and the value of *F Dev. From Linearity* was 0.911 with the significant value (Sig.) = 0.570 > 0.05. It indicated that students' learning motivation and learning outcomes having significant regression and formed linear regression. The linearity test result related to parents' socio-economy and learning outcomes was presented in Table 5.

Table 5. The Linearity Test Result of Parents' Socio-Economy and Learning Outcomes

Variables		F Linearity		F Dev. From Linearity		Note
Independent	Dependent	Count	Sig.	Count	Sig.	
X ₂	Z	43.702	0.000	1.263	0.206	Linier

The data displayed in Table 5 showed that the value of *F Linearity* was 43.702 with the significant value (Sig.) = 0.000 < 0.05 dan nilai *F Dev. From Linearity* was 1.263 with the significant value (Sig.) = 0.206 > 0.05. The result indicated that parents' socio-economy and learning outcomes having a significant regression with linier regression. The linearity test result of learning independence and learning outcomes was displayed in Table 6.

Table 6. The Linearity Test Result of Students' Learning Independence and Learning Outcomes

Variables		F Linearity		F Dev. From Linearity		Note
Independent	Dependent	Count	Sig.	Count	Sig.	
Y	Z	32.648	0.000	1.395	0.126	Linier

The displayed data indicated that the value of *F Linearity* was 32.648 with the significant value (Sig.) = 0.000 < 0.05 and the value of *F Dev. From Linearity* was 1.395 with the significant value (Sig.) = 0.126 > 0.05. 'It drew a conclusion that students' learning independence and learning outcomes was significant regression and linear regression.

Multicollinearity test was conducted to find out whether there was a high relationship between the dependent variables or not. The multicollinearity test was conducted by using Lisrel 8.80 Application in which it showed the correlational matrix of observed variables as presented in Table 7.

Table 7. The Corellationbal Coefficient of Dependent Variables

No.	Variables	Correlational Coefficient	Note
1	X1 - X2	0.027	There was no multicollinearity
2	X1 - Y	0.226	There was no multicollinearity
3	X2 - Y	0.139	There was no multicollinearity

Table 7 showed that the correlational coefficient between learning motivation (X1) and parents' socio-economy was $0.027 < 0.7$, in which it could be interpreted that there was no multicollinearity occurred between learning motivation and parents' socio-economy. The second line showed that the correlational coefficient between students' learning motivation (X1) and learning independence (Y) was $0.226 < 0.7$ which also indicated that there was no multicollinearity occurred. In addition, the correlational coefficient of parents' socio-economy and learning independence was $0.139 < 0.7$ which meant that there was no multicollinearity occurred between those variables. Based on those results, it could be concluded that there was no multicollinearity occurred on the model.

Heteroscedasticity test was conducted to test the homogeneity among the dependent variable and other independent variables. The technique used to heteroscedasticity test was scatter plot diagram on the linear regression module on SPSS program. The result was presented on Figure 1.

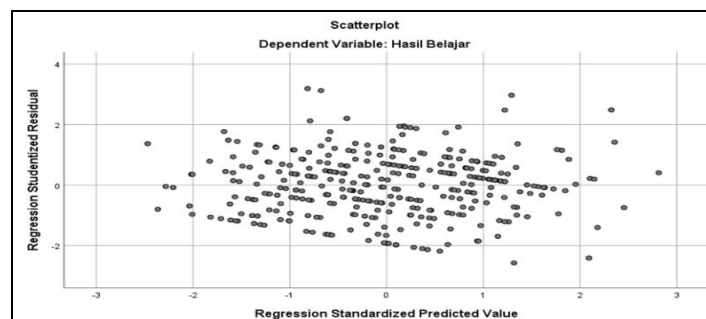


Figure 1. The Result of Heteroscedasticity Test of Students' Learning Motivation, Parents' Socio-Economy, Learning Independence, and Learning Outcomes

Based on Figure 1, it could be seen that the dots spread constantly and in a balanced way, both upper and under the X-axis as well as upper and under the Y-axis. The dots spread

evenly and not formed a specific pattern. It could be concluded there is no heteroscedasticity problem. This result was supported by the result obtained from the analysis conducted through Lisrel 8.80 Application related to the model specification of the research variables. The result was presented in Figure 2.

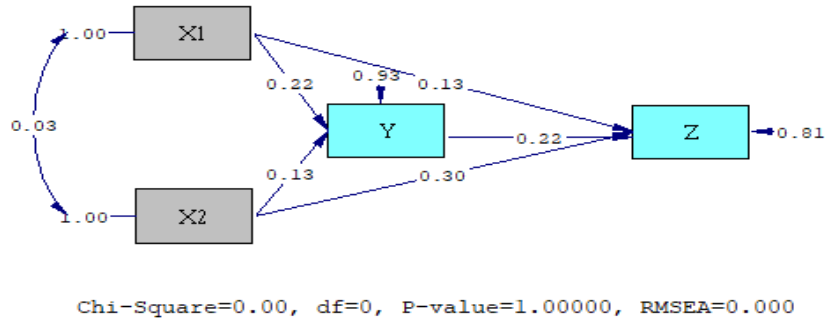


Figure 2. Path Diagram of the Structural Relationship Model between Variables

Figure 2 showed the causal relationship occurred among students’ learning motivation (X1), parents’ socio-economy (X2), learning independence (Y), and students’ learning outcomes (Z). Based on the goodness of fit (GoF) value obtained from the calculation results, it could be said that the path model above had the perfect model fit criteria. In detail, the value of goodness of fit (GoF) and the testing criteria were presented in Table 8.

Table 8. Model Fitment Assessment

Goodness of Fit Index	Cut-off Value	Hasil Analisis	Model
Normed Chi Square	Kecil	0.00	<i>Fit</i>
P-Value	≥ 0.05	1.00	<i>Fit</i>
RMSEA	≤ 0.08	0.00	<i>Fit</i>

Base on Table 8, the path coefficient which stated the magnitude of the direct effect between variables was shown by the numbers printed on each arrow connecting the two research variables. In addition, the path coefficient values could also be read from the Lisrel output on the Standardized Solution Beta and Gamma matrices. In detail, the results of path analysis are presented in Table 9.

Table 9. The Path Coefficient Calculation Results

Relation Direction	Path Coefficient	T-Value	Test Result $\alpha = 5\%$ (1,96)
X1 → Z	0.13	2.57	Significant
X2 → Z	0.30	6.09	Significant
Y → Z	0.22	4.38	Significant
X1 → Y	0.22	4.30	Significant
X2 → Y	0.13	2.56	Significant

Table 9 indicated the direct influence between the obtained variables. The significance was determined by comparing t_{count} and t_{table} in which if $t_{count} > 1.96$, then it meant that the coefficient was significant. There were several conclusions gained based on the result in Table 9. First, there was a direct contribution between students’

learning motivation and students' learning outcomes shown by t-value $2,57 > 1,96$. Second, there was a direct contribution between parents' socio-economy and students' learning outcomes indicated by t-value $6,09 > 1,96$. Third, there was a direct contribution between students' learning independence and students' learning outcomes shown with t-value $4,38 > 1,96$. Fourth, there was a direct contribution between students' learning motivation and learning independence shown with t-value $4,30 > 1,96$. Meanwhile, a direct contribution was also found between parents' socio-economy and students' learning independence indicated by t-value $2,56 > 1,96$. On another side, the indirect contribution among students' learning motivation, parents' socio-economy, and students' learning outcomes could be seen in [Table 10](#).

Table 10. The Indirect Influence Calculation Results

Relation Direction	Indirect Influence		T-Value	Test Result $\alpha = 5\% (1,96)$
	Estimate	Standardized		
X1 \rightarrow Y \rightarrow Z	0.02	0.05	3.07	Significant
X2 \rightarrow Y \rightarrow Z	0.01	0.03	2.21	Significant

[Table 10](#) showed the indirect influences given by the research variables of this study. It was found out that learning motivation had indirect value towards students' learning outcomes indicating by t-value $3,07 > 1,96$. An indirect influence was also contributed by parents' socio-economy towards students' learning outcomes shown with t-value $2,21 > 1,96$. Based on all the analysis results, it could be concluded that there was a contribution given by students' learning motivation, parents' socio-economy, towards students' learning outcomes in economic subject through learning independence.

Discussions

The results that had been discussed in the previous section showed that there was an influence given by learning motivation towards students' learning outcomes. It supported the previous study conducted which showed that there was a significant effect given by learning motivation towards students' learning outcomes ([Hromalik & Koszalka, 2018](#)). It was also relevant to the finding revealed out that students' learning motivation during online learning plays an important role in influencing students' learning outcomes ([Nortvig et al., 2018](#)). Motivation had a significant role in leading students to do their learning activity in which the students with high motivation tend to have a better learning outcomes than the students with low motivation ([Latip et al., 2022](#)).

The second finding in this recent study indicated that there was a contribution given by parents' socio-economy and students' learning outcomes. It was relevant to the findings shown by previous study conducted in which it showed that there was a significant influence from parents' socio-economy towards students' learning outcomes ([Elshami et al., 2021](#)). It was also found that the higher parents' socio-economy, the easier students to get a facility for conducting or accessing their learning process. A contrast result had been found due to the effect of parents' socio-economy towards students' learning outcomes. It was found that there was no relation between parents' socio-economy and students' learning outcomes indicating that there was no effect given by parents' socio-economy towards students' learning outcomes ([Hisyam, 2018](#); [Rudiasa et al., 2021](#); [Setyorini & Syahlani, 2019](#)). Oppositely, those studies investigated the effect of parents' socio-economy towards students' learning outcomes in offline learning.

The third finding showed that there was an influence of students' learning independence on students' learning outcomes with a contribution size of 22% to students' learning outcomes. The results of this study were relevant to the research conducted which

revealed that there was a strong relationship in a positive direction between students' learning independence and learning outcomes (Sulistyaningsih et al., 2018). It was also found that there was a direct contribution between students' learning motivation on students' learning independence as the fourth finding in this recent study. It supported the research conducted which showed that students' learning motivation influenced students' learning independence (Rahmatih et al., 2020). Learning motivation affected students' behaviors to learn independently in maximizing their learning outcomes.

The fifth finding was the direct contribution of parents' socio-economy to students' learning independence. It was relevant to the research conducted which showed that high socio-economic parents helped students to be independent by providing optimal facilities (Slovaček & Čosić, 2020). It was also supported by the previous study which showed that there was a relation between parents' social economic levels towards students' learning independence (Simarmata & Kurniawati, 2018). The sixth and seventh finding of this study showed the indirect contribution given by each variable. It was found that there was an indirect contribution given by learning motivation to students' learning outcomes meanwhile it was also shown that parents' socio-economy had indirect contribution towards students' learning outcomes. Those were new findings which were not found in other researches.

The implications of this research can help strengthen understanding of the role of learning motivation and socio-economic conditions of parents in achieving better learning outcomes. This information can assist educators in designing learning strategies that are more effective and support students as a whole. The results of this study can increase awareness of the importance of learning motivation in achieving optimal learning outcomes. This can encourage schools and educational institutions to focus more on developing student motivation. This research may be conducted on a certain sample of the student and parent population, so the results may not be fully representative of the student population as a whole. However, measuring learning motivation, socio-economic conditions, and learning independence may involve instruments that are not completely accurate or complete. The research method used can also affect the validity of the research results.

4. CONCLUSION

Based on the research learning motivation contributes directly and significantly to students' learning outcomes. The higher the motivation to learn, the higher the student's economic learning outcomes. The parents' socio-economy contributes directly and significantly to students' learning outcomes. It means that the higher the socio-economic conditions of the parents, the higher the student's economic learning outcomes. Students' learning independence contributes directly and significantly to students' learning outcomes. Students' learning motivation contributes directly and significantly to students' learning independence. Parents' socio-economy contributes directly and significantly to students' learning independence. Students' learning motivation through independent learning contributes indirectly and significantly to students' learning outcomes. The parents' socio-economy through independent learning contributes indirectly and significantly to students' learning outcomes.

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