



The Relationship between Parental Education and Occupation Levels on Biology Science Learning Outcomes

Aprima^{a*}

^a*Biology Education Study Program, Universitas PGRI Sumatera Barat, Padang, Indonesia*

*Corresponding author: apri17@gmail.com

Abstract

This research aims to determine the relationship between educational level and parental employment on the learning outcomes of class VII students at SMP N 4 Batang Anai, Padang Pariaman Regency. This type of research is descriptive correlational. The population in this study were all class VII students of SMP N 4 Batang Anai, Padang Pariaman Regency. The research results between educational level and biology science learning outcomes are (tcount 5.175 with a significance value of $0.000 < 0.05$) and the contribution amount is 17.8% of the results, showing that there is a significant relationship. Parental work and biology science learning outcomes are (t-count 2.477 with a significance value of $0.015 < 0.05$) with a contribution amount of 4.7%. The results show that there is no significant relationship. The level of education and employment of parents with the results of studying biology science is (Fcount 14.176 with a significance value of $0.000 < 0.05$) and the contribution amount is 18.7%, The results show that there is a significant relationship. It can be concluded that parental occupation is significantly related to biological science learning outcomes, as well as parental education is significantly related to biological science learning outcomes, and parental education and employment are significantly related to biology science learning outcomes for class VII students at SMP N 4 Batang Anai Regency. Padang Pariaman.

Keywords: Biology Science, Occupation Levels, Parental Education

Acknowledgments: Thanks to all parties who have supported the implementation of this research. I hope this research can be useful.

For citation:

Aprima Susanto. (2024). The Relationship between Parental Education and Occupation Levels on Biology Science Learning Outcomes. *Journal of Digital Learning and Distance Education*, 2(4), 627-633.

Introduction

Parents' educational background greatly influences students' learning outcomes in attending school. This is because the level of parental education influences the way parents educate and guide children. According to Munandar (2009:84), the higher the level of parental education, the better the student's achievement. This means that parents with low educational backgrounds in educating children have limited knowledge when compared to parents with higher education. Thus, the level of parental education will be related to children's learning outcomes at school. Apart from education, parents' work also greatly influences student learning outcomes in the learning process at home. This is because parents' work influences the way parents educate and guide their children. In other words, children's learning outcomes will be influenced by parents' work because they have time to educate and guide children. One of the factors that influence children's learning outcomes is the family environment, therefore parents need to know the factors that can influence their children's learning process so that parents can recognize the causes and support children in achieving or achieving good learning outcomes. satisfying. Parents have an important role in students' learning success.

Based on data obtained from the Administration, the educational background of class VII students' parents in August 2017, information was obtained that the educational levels of students' parents were different. The average formal education of parents is school dropout (4.83%), elementary school/equivalent (26.21%), junior high school/equivalent (26.21%), high school/equivalent (42.08%) and bachelor's degree/college. High (0.69%). Based on observations made at SMPN 4 Batang Anai, the occupations of the parents of students obtained from the Administration of SMPN 4 Batang Anai, that the occupations of class VII students' parents are varied, can be seen from the type of work of the students' parents, namely laborers (17.93%), farmers (27.59%), self-employed (30.34%), private employees (16.55%), traders (2.76%), not working (1.38%), civil servants (2.76%) and fishermen (0.68%). As a result of the author's observations and interviews with one of the Biology Science teachers at SMP N 4 Batang Anai, Padang Pariaman Regency in August 2017, information was obtained that the grades of class VII students in the Biology Science subject were still low below the KKM, namely 80, set by the school. This can be seen from the average student scores in the odd semester of the 2017/2018 academic year, namely VII.1=59.7, VII.2=69.3, VII.3=81.4, VII.4=80.9, VII.5=83.4.

Based on the data above, it shows that the Biology Science learning process has not obtained optimal results. This is also based on the author's observations that the level of education of students' parents is different, from no school, elementary school/equivalent, middle school/equivalent, high school/equivalent, and tertiary so that the way parents educate their children is also different, some provide guidance. in studying and some do not guide in studying. The occupational background of class VII students' parents is heterogeneous, it can be seen from the type of work of the students' parents, most of whom are self-employed, farmers, laborers, employees, traders, civil servants/TNI, fishermen, and some are unemployed. Therefore, all different types of work of parents can influence student learning outcomes. Students who are studying, apart from having their basic needs met, for example, food, clothing, health protection, etc., also need study facilities, tables, chairs, lighting, stationery, books, etc. These learning facilities can only be provided if the family has sufficient funds. Based on the background above, the author has conducted research with the title "The Relationship between Educational Level and Parental Occupation on Biology Science Learning Outcomes for Class VII Students at SMP Negeri 4 Batang Anai, Padang Pariaman Regency".

Methodology

This research was conducted at SMP Negeri 4 Batang Anai, Padang Pariaman Regency in January, Even Semester of the 2018/2019 Academic Year. Design: This research is associative (correlational) research because research aims to determine the relationship between two or more variables, or the relationship between the independent variable and the dependent variable (Iskandar, 2009:63). This research uses a quantitative approach because the research data is in the form of numbers and the analysis uses statistics.

Results

The research was conducted in class VII at SMP N 4 Batang Anai, Padang Pariaman Regency. The results of this research show that there is a significant relationship between the level of education and employment of parents on learning outcomes. The results of the analysis are in Table 1.

Table 1. Analysis of the Relationship between Educational Level and Parental Employment on Learning Outcomes

Model	Calculated value	Significant value	Information
Parental education level on science learning outcomes for class VII students	5.17	0.00	Significant
Parents' work on the science learning outcomes of class VII students	2.47	0.01	Significant
Education level and parents' work on science learning outcomes for Class VII students	14.17	0.00	Significant

Source: Processed 2019 Data

Based on the results of hypothesis testing in Table 9, it shows that the level of parental education on the Biology Science learning outcomes for class VII has a significance value of $0.000 < 0.05$, which means that parental education has a significant effect on the Biology Science learning outcomes of class VII students. Parents' work has a significant value of $0.01 < 0.05$, which means that parents' work has a significant effect on the science learning outcomes of class VII students with a significance value of $0.00 < 0.05$.

Based on the results of the research that has been carried out, it can be concluded that H_a is accepted and H_o is rejected. "This shows that there is a significant relationship between the level of education and employment of parents and the Biology Science learning outcomes of class VII students at SMP N 4 Batang Anai, Padang Pariaman Regency, the academic year 2017/2018. To determine the magnitude of the contribution of the level of education and employment of parents to learning outcomes in the Biology Science subject for class VII students at SMP N 4 Batang Anai, Padang Pariaman Regency, it can be seen from Table 2.

Table 2. Contribution of Parental Education and Occupation Level to Learning Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of
-------	---	----------	-------------------	---------------

				The Estimate
Parental education level on science learning outcomes for class VII students	.421 ^a	.178	.171	8.54
Parents' work on the science learning outcomes of class VII students	.217 ^a	.047	.039	9.20
Education Level and parental occupation on the Science Learning Outcomes of class VII Students	.433 ^a	.187	.174	8.53

Source: 2019 Processed Data

In Table 2, it can be seen that the contribution of parents' education level to the Biology Science learning outcomes of class VII students is 0.17 or 17.80%. The contribution of parents' work to the Biology Science learning outcomes of class VII students is 0.04 or 4.70%. Meanwhile, the contribution of the level of education and employment of parents together to the science learning outcomes of class VII students is 0.18 or 18.70%.

Discussion

Based on the results of research that has been carried out, it shows that the level of parental education has a significant influence on the Biology Science learning outcomes of class VII students at SMP N 4 Batang Anai, Padang Pariaman Regency with a contribution of 17.8% and 82.3% coming from other factors, namely internal factors and external factors include parental attention which can increase students' motivation and interest in learning and infrastructure at home and at school to support the learning process. According to (Slameto, 2013: 54), the condition of parents' low level of education does not affect student learning outcomes. This happens because many factors influence student learning outcomes, both internal and external factors. Learning outcomes can be achieved well if the factors that support the achievement of learning objectives can interact and complement each other. According to Slameto's theory (2013:62), relations in science subjects do not require a sufficient level of parental education to provide all the student equipment to support student learning at home. Without a sufficient level of education, it will not have an impact on students' learning motivation so it will not also have an impact on the low learning outcomes obtained by students.

The level of parental education is considered to be one of the factors that influences a child's achievement in learning as can be seen from the child's learning outcomes. Parents with a higher level of education will indeed have greater insight so they can provide direction and motivation for their children to be active in studying. People who are highly educated can increase facilities in the form of more knowledge for the advancement of their children's education and have problem-solving strategies that are conducive to schooling for the success of their children. Parents who have higher education may also use more effective strategies for their children's schooling than parents who have less education. The thoughts of parents who have higher

education will also definitely be different from the thoughts of parents who have less or less education, although there are still some people parents who have less education but have great ideas like parents with higher education. Most highly educated parents have high aspirations for their children's education. They will want their children to have a higher education or at least equal or equal to their parents' education. These parents will encourage their children to go to school and have a higher education and encourage them to continue to excel.

To meet daily needs and other needs, everyone needs work. By working they will earn income. If this income can meet daily needs and meet other household needs, then the family is said to be prosperous. Income is all income earned by the family in the form of money or services. Everyone has the right to earn a living to meet their living needs so that income can influence someone to pursue what they aspire to. For people who have a small income, the results of their work are only to meet their daily needs. For middle-income families, they are more focused on fulfilling adequate basic needs such as food, clothing, housing, education, and so on. Meanwhile, families with high incomes and affluence will fulfill all their desires, including the desire to send their children to a higher level of education. The results of research regarding parental employment on learning outcomes are strengthened by the results of research conducted by Hayati (2015) where parental employment has a significant influence on learning outcomes. According to Hadiyanto (2014), there is a significant influence between parents' work on student learning outcomes. This is supported by the opinion of Suryabrata (2004) that factors outside the student that influence the learning achievement they will achieve include the family's socio-economic status and, in this case, the type of work of the parents.

The occupation of the parents of students in class VII SMP N 4 Batang Anai Padang Pariaman Regency is very heterogeneous where the work of the parents of class VII students is varied, it can be seen from the type of work of the students' parents, they are laborers (17.93%), farmers (27.59%), self-employed (30.34%), private employees (16.55%), traders (2.76%), unemployed (1.38%), civil servants (2.76%) and fishermen (0.68%). However, the majority of parents of class VII students have a work background as entrepreneurs. From the data above, 96.8% of class VII students' fathers work and 3.17% of class VII students' fathers do not work. Meanwhile, to support the family economy, there are 32.5% of class VII students' mothers have jobs, and 67.5% of students' mothers in class VII do not have jobs. There is a relationship between the level of education and employment of parents together on student learning outcomes with a contribution of 18.7%. This shows the significance of a significant relationship between the level of education and employment of parents on student learning outcomes.

Learning outcomes according to Rusman (2012: 123) state that learning outcomes are several experiences that students gain during the learning process. Student learning outcomes are influenced by several factors, including internal factors and external factors. External factors are the level of education and employment of parents. Student success is a learning process that can be influenced by the level of education and employment of parents. The importance of education level is influenced by the educational background of the parents themselves. Because psychologically, parents who are highly educated will usually try as hard as possible so that in the future their child will have at least the same education as their parents and this will greatly influence the child's success in learning, both at home and at school. This is what was conveyed by Indra Kusuma (2003) who stated that children from ordinary families are no different. The situation of an educated family will provide positive encouragement for children to compete to achieve high goals through high learning achievements. According to Cholifah (2016), there is a positive and significant influence between educational background and parental employment on student learning outcomes. Likewise, according to Qaiser Suleman, et. al. (2011), research results show that parental income level affects the academic achievement of students.

Conclusion

Based on the results of data analysis and discussion, it is concluded that: Parental education has a significant influence on student learning outcomes at SMP Negeri 4 Batang Anai, Padang Pariaman Regency. Parental employment does not have a significant influence on student learning outcomes at SMP Negeri 4 Batang Anai, Padang Pariaman Regency. Education and employment have a significant relationship to student learning outcomes at SMP Negeri 4 Batang Anai, Padang Pariaman Regency.

References

- Arikunto, Suharsimi. 2009. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Aunurrahman. 2010. *Belajar dan Pembelajaran*. Bandung: Alfabeta. Biro Pusat Statistik.
- Cholifah 2016. *Korelasi antara Status Sosial Ekonomi Orang Tua Dengan Kualitas Pembelajaran Siswa Di Sekolah*. Jurnal Pendidikan dan Pengajaran STKIP PGRI Pontianak No. 1/XXV/2006
- Dimiyati dan Mudjiono. 2006. *Belajar dan Pembelajaran*. Jakarta: PT. Rineka Cipta.
- Direktorat Metodologi Statistik. 2002. *Klasifikasi Baku Jenis Pekerjaan Indonesia*. Jakarta: Badan Pusat Statistik.
- Hadiyanto. 2014. *Pengaruh Pendidikan, Pekerjaan, Dan Pendapatan Orang Tua Terhadap Prestasi Belajar Anak Ekonomi Pada Siswa SMA*. Jurnal Ekonomi Pendidikan Dan Kewirausahaan.
- Hamdani. 2011. *Dasar-Dasar Kependidikan*. Bandung: Pustaka Setia.
- Hasbullah. 2006. *Dasar-Dasar Ilmu Pendidikan*. Jakarta: PT. Raja Grafindo.
- Hayati 2015. *Pengantar Pendidikan*. Semarang: IKIP Semarang PRESS
- Ihsan, Fuad. 2005. *Dasar-Dasar Kependidikan*. Jakarta: PT Rineka Cipta.
- Iskandar. 2009. *Metodologi Penelitian Pendidikan dan Sosial (Kuantitatif dan Kualitatif)*. Jakarta: Gaung Persada Press.
- Jufri, Wahab. 2013. *Belajar dan Pembelajaran Sains*. Bandung: Pustaka Reka Cipta.
- Kementerian Pendidikan dan Kebudayaan. 2016. *Peraturan Menteri Pendidikan dan Kebudayaan No. 22 Tahun 2016 Tentang Proses Pendidikan Dasar dan Menengah*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Kusuma 2003. *Pengaruh Sistem Pembelajaran dan Status Sosial Ekonomi Terhadap Tingkat Economic Literacy Siswa SMA di Kota Malang*. Disertasi. Malang: Universitas Negeri Malang.
- Lufri. 2007. *Strategi Pembelajaran Biologi*. Padang: UNP Press.
- Luluk Kartika Wati. 2015. *Pengaruh Profesi Orang Tua Terhadap Prestasi Belajar Siswa Kelas VI Semester Gasal SDN Sigit 3 Tahun Ajaran 2014/2015*. (Skripsi).
- Munandar (2009) *Pengembangan Kreativitas Anak Berbakat*. Jakarta: Rineka Cipta.
- Qaiser Suleman et al 2011. *Effects of Parental Socioeconomic Status on the Academic Achievement of Secondary School Students in District Karak (Pakistan)*. International Journal of Social Sciences Tomorrow (ISSN, 2277-6168), Vol. 1 No. 78, September 11.
- Riduwan. 2012. *Belajar Mudah Penelitian*. Bandung: Alfabeta.
- Roudaitai, 2013. *Pengantar Ilmu Pendidikan*. Surabaya: Usaha Nasional
- Rusman. 2012. *Belajar dan Pembelajaran Berbasis Komputer*. Bandung: Alfabeta.
- Sagala, Syaiful. 2010. *Konsep dan Makna Pembelajaran*. Bandung: Alfabeta.
- Satori, Djam'an. 2010. *Profesi Keguruan*. Jakarta: Universitas Terbuka.
- Slameto. 2013. *Belajar dan Faktor-faktor yang Mempengaruhi*. Jakarta: Rineka Cipta.
- Soeroto. 2015. *Strategi Pembangunan dan Perancangan Tenaga Kerja Revisi ke IV*. Yogyakarta: UGM Press.
- Sudjana, Nana. 2014. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Remaja Rosdakarya.

- Sugiyono. 2011. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suleman, et all. 2012. *Effects of Parental Socioeconomic Status on the Academic Achievement of Secondary School Students in Karak District, Pakistan. International Journal of Human Resource Studies*. Vol 2 No 4 ISSN 2162-3058
- Suliyanto 2011. *Ekonometrika Terapan: Teori Dan Aplikasi Dengan SPSS*. Edisi 1. Yogyakarta: ANDI Yogyakarta
- Supriadi, Dedi. 2010. *Satuan Biaya Pendidikan*. Bandung. PT. Remaja Karya.
- Suryabrata 2004. *Proses Belajar dan Mengajar*. Jakarta: PT Bumi Aksara
- Suryaman Putra. 2014. *Pengaruh Tingkat Pendidikan Orang Tua dan Prestasi Belajar Siswa Terhadap Minat Siswa Melanjutkan Studi ke Perguruan Tinggi Pada Siswa Kelas XI SMA Kartika 1-5 Padang. (Skripsi)*. Padang.
- Suyono dan Hariyanto. 2010. *Belajar dan Pembelajaran*. Bandung: PT Remaja Rosdakarya Offset.
- Syah, Muhibbin. 2009. *Psikologi Belajar*. Jakarta: PT Raja Grafindo Persada.
- Undang-undang No 13 Tahun 2003 Pasal 77 tentang Ketenagakerjaan terkait Waktu Kerja.
- UU N. 13 pasal 77 tentang Ketenagakerjaan
- Wardani. 2009. *Riset Sumber Daya Manusia*. Jakarta: PT. Gramedia Pustaka Utama
- Widodo, Ariyo. 2015. *Hubungan Tingkat Pendidikan Orangtua dengan Motivasi Belajar Siswa SD Kelas V*
- Wulandari, S. 2014. *Hubungan Tingkat pendidikan Orangtua dengan Prestasi Belajar Siswa Kelas V A di SDN Rejondani Madurejo Prambanan Sleman Yogyakarta Semester 1 tahun Pelajaran 2012/2013.*, Yogyakarta.
- Yayuk Puji Mulyani. 2009. *Pengaruh kedisiplinan belajar dan Tingkat Pendidikan Formal Orang Tua terhadap prestasi belajar matematika Siswa kelas VII Semester 1 SMP Muhammadiyah 10 Yogyakarta Tahun ajaran 2009/2010. (Skripsi)*. Yogyakarta.
- Yuliana. 2014. *Pengaruh Tingkat Pendidkan Orangtua dan Gaya Belajar terhadap Prestasi Belajar Siswa SMPN 3 Wadaslintang Wonosobo*.