The Influence of Parents' Socio-Economic Status and Student Learning Outcomes on Students' Economic Literacy Level

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Abstract

In the era of technology, people who are economically capable and can earn a lot of money are needed for themselves. students are expected to make the best decisions at the right time, and be able to achieve their virtues. Being a wise person in managing income, it is very important to have high economic literacy skills so that they can achieve prosperity. The purpose of this study was to examine the effect of parents' socioeconomic status and learning outcomes on the level of economic literacy of students. Yes The research used is descriptive research with quantitative methods. population In this study, students of the 2015 economic education study program, State STIESIA Surabaya with 78 students. The data analysis technique used multiple linear regression analysis. The results of the study are as follows: (1) the socioeconomic status of parents has a significant impact on the level of economic literacy of students; (2) student learning outcomes have a significant effect on students' economic literacy levels; (3) together with parents' socioeconomic status variables and student learning outcomes have a significant impact on students' economic literacy levels.

Keywords— *Parents' Socio-Economic Status, Student Learning Outcomes, Economic Literacy.*

INTRODUCTION

Technological developments have a great influence in many aspects. Loves lifestyle, culture, social, economy, education, and others. Because technology is something that is used to facilitate human work to be more effective and efficient. Advances in technology require humans to always compete and provide opportunities for humans to improve their standard of living. According to Ningsih (2017) "in the technology era, economically intelligent people are needed who are able to generate income for themselves, are able to take the best decisions at the right time, and are able to improve the welfare of life".

Having the ability to allocate economic resources to improve welfare is one indicator of economic literacy. As stated by Lipset (1959) "that people with economic knowledge can understand government policies better, compared to those who do not understand economic concepts. "Economic literacy is very important for every country, so that it can prepare its young generation to face changes in the world financial system" (Yasmin, 2014). Meanwhile According to Mathews (1999) "economic literacy is a person's potential in applying economic concepts and the ability to think economically to improve and have a prosperous life".

The preliminary study was conducted on December 4, 2017 on a sample of 2015 Economics Education Study Program students. To determine the economic literacy ability of students in the aspect of economic knowledge, an economic literacy test instrument was used which was adapted from the KNKT with initial respondents of 12 students. The results of the preliminary study show that the value obtained is not maximal, namely 50% of students are in the low category, then 25% are in the medium category, and 25% are in the high category.

Based on the data obtained in the preliminary study, it is known that the students of the Economics Education Study Program show suboptimal results in students' knowledge and

economic behavior. Be a student who takes the economics education study program, indeed, you have intensively studied economic concepts. Students of the Economics Education Study Program must be able to apply the concepts they have learned and be able to behave according to economic principles in everyday life.

The application of economic concepts and economic behavior is influenced by various factors. Previous research has examined the factors that influence economic literacy. The first factor is learning outcomes, in Ningsih's research (2017) "showing that economics learning outcomes have a significant effect on students' economic literacy levels. The third factor is the socioeconomic status of parents, based on the results of research by Haryono (2013) "that the socioeconomic status of parents has a significant effect" on the level of economic literacy of students".

As explained by Wulandari (2011) in Sina (2012) "Economic literacy is a life skill that everyone needs to make the right economic decisions. "Economic literacy is important in making decisions about how to make the right investments, how much to borrow in money markets, and how to understand the consequences for overall economic stability" (Jappeli, 2010).

According to Walstad and Rebeck (2013) indicators of economic literacy are: (1) Deficiency, choice, and productive resources; (2) Economic system; (3) Exchange; (4) intensive economy; (5) Markets and prices; (6) Specialization and comparative advantage; (7) Demand and supply; (8) economic institutions; (9) Money and inflation; (10) Interest rates; (11) Labor and income markets; (12) Entrepreneurship; (13) Government policies; (14) Unemployment; (15) Fiscal and monetary policy.

In general, socio-economic status is the classification of family status in a society that is related to the ability to meet needs through efforts to achieve prosperity. According to Afiati (2014) "socio-economic status" is a combination of social status with economic conditions in society. while Santrock (2007) "explains that socioeconomic status is a group of people" based on similarity in employment, education, and economic characteristics". Indicators of social status According to Soekanto (2010), the economy is education, employment, income, and ownership/wealth.

Purwanto (2011) explains "that learning outcomes are abilities obtained" by students after participating in a learning process that can provide good behavioral changes in the knowledge, understanding, attitudes and skills of students to be better before this. Learning outcomes are a barometer in determining student success in mastering competencies based on the Graduate Competency Standards (SKL) used. Learning outcomes will be obtained by students if they have followed the learning process. Based on the analysis of the phenomenon of Economic Education students batch 2015 and explanations of relevant research results related to the factors that affect economic literacy, to obtain scientific evidence, conduct a study of economic literacy in terms of the socioeconomic status of parents and student learning outcomes. The hypothesis in this study is "It is suspected that there is a status effect". Parents' socio-economic and student learning outcomes either partially or simultaneously at the level of economic literacy of students of the Economic Education Study Program".

METODE PENELITIAN

The type of research used is explanatory research with quantitative research methods.
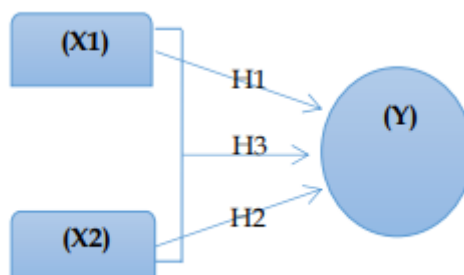
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Description :
X1 : Parents' Socio-Economic Status
X2 : Student Learning Outcomes
Y : Economic Literacy

This research will be conducted at the Faculty of Economics, State STIESIA Surabaya, which is located on Jl. Ketintang, Surabaya City, East Java. The population used is all students of the 2015 economic education study program which consists of two classes. There are 40 students of economic education in class A in class A, while in class B there are 38. So the total population is 78 students. By using saturation sampling technique is a sampling technique that makes the entire population a sample.

To obtain data in the study used questionnaires, tests, and documentation questionnaires. To collect data on the socioeconomic status of parents using a closed questionnaire instrument. The test tool is used to obtain data on the level of economic literacy of students with an instrument in the form of a Test for Economic Literacy (TEL) developed by The Council for Economic Education (CCE) which contains 25 questions. The maximum score in the economic literacy test is 100 while the lowest score is 0. Meanwhile, to obtain data on the value or academic achievement index of students from semester 1 to semester 5 using documentation.

The data analysis technique used is multiple linear regression. By doing the first classical assumption test, which consists of normality test, multicollinearity test, heteroscedasticity test, and linearity test.

RESULTS AND DISCUSSION

In a sample of 78 students consisting of 40 students from PE15A class and 38 students from PE15B class. Show the level of economic literacy with the highest score obtained by students is 92, while the lowest score is 32. Based on the results above, the average score is 64.28. Meanwhile, the socioeconomic status of parents is known to have a tendency in the medium category by 51%, in the high category by 35%, and in the low category by 14%. In the variable of student learning outcomes, it is known that the highest student GPA value is 3.80 while the lowest student GPA value is 3.05. Based on the data above, the average value is 3.50.

Tabel 1. Hasil Analisis Regresi

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	13.94726	5.909995	2.429794	0.0010
X1	1.515190	0.268461	5.612202	0.0000
X2	38.47557	7.899181	5.151324	0.0000
R-squared	0.538923			
Adjusted R-squared	0.525700			
F-statistic	29.44819			
Prob(F-statistic)	0.000000			

From the results of the t test (partial) on the variable of parents' socioeconomic status on the level of students' economic literacy using the eviews 9 program, the result is 5.61 with the probability being 0.000 while the regression coefficient is 1.51. From the calculation results of the t test, it is known that the p value < alpha (0.000 < 0.05). It can be concluded that the hypothesis reads "It is suspected that there is an influence of parents' socioeconomic status on literacy levels". student economics" is accepted. This means that the variable of parents' socioeconomic status has a positive and significant influence on the level of economic literacy of students in economic education research studies.

From the results of the t-test (partial) on the variable of student learning outcomes, the results obtained are 5.15 with a probability of 0.000 while the regression coefficient value is 38.48. The results of the t-test calculation obtained a p value of 0.000, where the p value is <alpha value (0.000 <0.05).

It can be concluded that the hypothesis which reads "It is suspected that there is an influence on student learning outcomes on the level of student economic literacy" is accepted. This means that the variable student learning outcomes have a positive and significant impact on the level of students in the economic literacy study program of economics.

Based on the results of the F (simultaneous) test calculation, the calculated F value is 29.4482 with a probability of 0.000. From the results of the F test calculation, it is known that the p value <alpha (0.000 <0.05). It can be concluded that the hypothesis which reads "It is suspected that it has an effect" on the socioeconomic status of parents, student learning outcomes, and gender simultaneously on the level of economic literacy of students "is accepted. Which means that the variables of parents' socioeconomic status, student learning outcomes, and gender simultaneously have a significant effect on the level of economic literacy of students in the economic education study program at the State STIESIA Surabaya.
The following is a multiple linear regression equation:

$Y = 13.95 + 1.51 X1 + 40.69 X2 + e$
Description :
Y = Economic Literacy Level
X1 = Parents' Socio-Economic Status
X2 = Student Learning Outcomes

The interpretation of the regression equation above is:

a. Constant Value

In the regression equation, it is known that the constant value (a) is 13.95, which means, if the value of the parent's socioeconomic status variable (X1), student learning outcomes (X2) are considered zero, then the level of student economic literacy (Y) is 13.95. .

b. Regression Coefficient X1

The regression coefficient of the parents' socioeconomic status variable is 1.51. It means that if the variable of parents' socioeconomic status (X1) increases by one unit, then the variable of economic literacy (Y) also increases by 1.51. This applies with the assumption that student learning outcomes are constant. The positive regression coefficient value means that the higher the socioeconomic status, the higher the level of economic literacy. In addition, the probability value $< (0.05)$ shows significant results, which means that there is an influence of parents' socioeconomic status (X1) on the level of student economic literacy (Y).

c. Regression Coefficient X2

The regression coefficient on student learning outcomes is 38.48, meaning that if student learning outcomes (X2) increase by one unit, the economic literacy variable (Y) will increase by 38.48. This holds true with the assumption that the socioeconomic status of the parents is constant. Coefficient value.

Positive regression implies that if student learning outcomes are higher, the level of student economic literacy will be higher. In addition, the probability value $< (0.05)$ shows significant results, which means that there is an effect of student learning outcomes (X2) on the level of student economic literacy (Y).

R-Squared value = 0.54 or 54%. Which shows that the ability of the independent variable in explaining the dependent variable is 54% where the independent variables are the socioeconomic status of parents, student learning outcomes, and gender. So it can be concluded that the variation of responses explained by the independent variables in the model is 54%. This means that 54% of the variation of the dependent variable (Y) can be explained by the independent variable (X), while the remaining 46% is influenced by other variables not examined.

The Influence of Parents' Socio-Economic Status on Students' Economic Literacy Level

Based on the results of the study, it was shown that the socio-economic status of parents of 2015 economic education study program students in the middle category was 51%, in the high category by 35%, and in the low category by 14%. This is in accordance with the results of the economic literacy test, most of which are in the medium category with an average of 64.3. Based on the results of data processing, it is known that the coefficient value of the socioeconomic status variable of parents is 1.51 with a probability value of 0.000 and a t-count value of 5.61. Thus, it can be stated that there is a positive and significant influence on the socioeconomic status variable of parents on literacy levels. economics students of economics education study program. The results of this study are in line with the results of research by Haryono (2013) "that the socioeconomic status of parents has a significant effect on the level of economic literacy of students". In addition, the results of this study are supported by the results of Kusniawati's research (2016) "it is known that the socioeconomic status of parents has a significant effect on students' consumption behavior. Where consumption is an indicator of economic literacy".

The Effect of Student Learning Outcomes on Students' Economic Literacy Level

In the results of the study, it was shown that student learning outcomes with the highest student GPA score were 3.80 while the lowest student GPA was 3.05. From these data, the mean (M) is 3.50 and the median is 3.52. This is in accordance with the results of the economic literacy test, most of which are in the medium category with an average of 64.3. Based on the results of data processing, it is known that the coefficient value of the student learning outcomes variable is 38.48 with a probability value of 0.000 and a t-count value of 5.15 so that it can be concluded that there is a positive and significant influence on student learning outcomes variables on the level of student economic literacy. The existence of a positive influence means that the higher student learning outcomes, the higher the level of student economic literacy will also be. "Students who have high academic abilities as shown in the achievement index (IP), show that students' knowledge and ability to learn and apply their knowledge is also good" (Sabri and Gudmunson, 2012). The results of this study are in line with the results of Ningsih's research (2017) which states that "economic learning outcomes have a significant effect on the level of economic literacy of students".

The results of this study are also supported by the results of research from Purwanto (2015) which "shows that student learning outcomes have a significant effect on students' economic literacy, because learning outcomes are a description of a person's level of economic knowledge in understanding the material studied at school". In addition, based on the results of research by Margaretha and Pambudi (2015) it also "shows that student GPA affects student financial literacy".

The Influence of Parents' Socio-Economic Status and Student Learning Outcomes on Students' Economic Literacy Level

Based on the results of the study, the percentage of the influence of parents' socioeconomic status, student learning outcomes together (simultaneously) on the level of economic literacy is included in the significant category. This is evident from the probability value of F-statistic < alpha (0.000 < 0.05). Then the fourth hypothesis which reads "It is suspected that there is an influence of parents' socioeconomic status and student learning outcomes simultaneously on the level of economic literacy of Economic Education Study Program students" is accepted and proven to have a significant effect. The results of this study are in accordance with research by Haryono (2013) that "parents' socioeconomic status significantly influences the level of economic literacy of students". And Ningsih's research (2017) "that economic learning outcomes have a significant effect on the level of student economic literacy". Based on the results of the study and a description of the influence of parents' socioeconomic status and student learning outcomes on the level of economic literacy, conclusions can be drawn. So that it can be concluded that simultaneously (simultaneously) the variables of parents' socioeconomic status, student learning outcomes are able to influence the level of student economic literacy.

CONCLUSION

From the results of the analysis carried out sourced from the data obtained in the study, it can be concluded as follows: (1) Partially there is a significant influence of the socioeconomic status variable of parents on the level of economic literacy of students; (2) Partially there is a significant effect of student learning outcomes on the level of student economic literacy; (3) Simultaneously there is a significant effect of the variables of parents' socioeconomic status, student learning outcomes, and gender on the level of economic literacy of students.

SUGGESTION

This research is still not comprehensive, because (1) the economic literacy variable only measures students' economic literacy from the knowledge aspect. Therefore, for further researchers who wish to examine economic literacy, it is hoped that they can measure economic literacy from two aspects, namely, the knowledge aspect and the attitude aspect; (2) the socio-economic status variable still uses a simple classification where there are three groups of socioeconomic status, namely the upper, middle, and lower groups. Therefore, further researchers who wish to examine socioeconomic status are expected to use a more comprehensive classification where there are six groups of people, namely upper-upper class, lower-upper class, upper-middle class, lower-middle class, upper-lower class. class, lower-lower class.

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