




Socioeconomic factors of parents and their impact on the learning outcomes of third grade elementary school students

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ARTICLE INFORMATION		ABSTRACT
History:		A student's academic success is influenced by both internal and external factors. Internal factors include learning motivation and emotional state, while external factors encompass family circumstances and parents' economic situation. This study aimed to investigate how socioeconomic factors, including parental education, type of employment, and family income, influence student learning outcomes. The study focuses on understanding the relationship between parents' socioeconomic conditions and the learning achievements of third-grade elementary students. This quantitative study employed a correlational approach. The population consisted of 120 third-grade elementary students, with a sample of 40 students selected through Stratified Random Sampling. The multiple linear regression analysis revealed an Adjusted R squared value of 96.90%, indicating a strong relationship between the independent variables and student learning outcomes. The t-test revealed that the significant factors influencing student learning achievement were family income, parental employment type, and the learning process. In conclusion, the study confirms a significant relationship between parents' socioeconomic conditions and the learning outcomes of third-grade elementary students. Family support, including economic stability and involvement in the learning process, plays a critical role in enhancing student performance. Schools and governments should create targeted programs to support students from low socioeconomic backgrounds, ensuring more equitable learning opportunities.
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INTRODUCTION

Education plays a very important role in shaping the quality of individuals as human assets. Success in education, particularly at the elementary school level, depends not only on students' ability and enthusiasm for learning, but is also influenced by various internal factors, such as family background, the surrounding environment, and the economic level and socioeconomic conditions of the parents (Fahrurrozi et al., 2022). Education is essentially an effort to develop the mind and build quality human character, both in terms of thinking and in the attitudes taken. Education provides a foundation of knowledge, skills, and a deep understanding of our world. A person's level of education has a significant impact on the way they think (Wahyuni, 2024). Education has always been an important element in the social system. Schools should pay attention to differences in their curriculum, which means providing an education that is appropriate for each social group based on their individual needs. Therefore, education is a process that shapes and improves individuals, enabling them to gain knowledge, understanding, and develop behaviors that align with their abilities.

Basic education refers to a form of non-formal education, which is a learning process that takes place in the home environment or in a family context. The family is an environment in which children grow and develop from an early age to adulthood through education in the family that shapes the child's character (Ramdani et al., 2023). Parents must be able to direct and help develop their children's abilities, so that children can achieve good achievements at school and outside of school.

Social aspects also play a role in children's learning achievements. Socioeconomic factors play an important role in explaining the gap in educational equity and student learning success. Factors such as income level, parental employment status, social environment, and access to education can affect students' learning opportunities and outcomes (Siburian et al., 2023). The social status of parents or families in society also plays an important role in children's education. The higher the social status of the family, the greater the income of the parents, so that they can provide facilities that support their children's education (Islamiah et al., 2023). Therefore, it is important to provide support to children who come from families with low economic conditions. Students who come from families with low socioeconomic status tend to face obstacles in the learning process, such as limited facilities, lack of emotional support, and economic pressure. These barriers often have a direct impact on low student learning outcomes (Patta et al., 2022).

Parents who have a good level of education and income at work are usually better able to create a comfortable learning environment, acquire additional learning, and provide better emotional and academic support to their children (Fatmasari & Kurniawan, 2021). On the other hand, students who come from families with low socioeconomic status often face obstacles in the learning process, such as limited stationery, lack of home-study facilities, and lack of parental attention due to work pressure (Wijaya et al., 2025).

Studies show that school strategies and teachers' pedagogical competencies also need to mediate the impact of socioeconomic status on student learning outcomes. In addition, the socioeconomic circumstances of parents also determine student learning outcomes. Learning outcomes refer to the results obtained by students in the learning process, and as a consequence. This learning achievement can be seen from the values given by teachers in various disciplines that have been studied by students (Razak et al., 2022). Character education is very important because it can provide intelligence of

thinking, feelings, intelligence, and even intelligence obtained from the role of the party responsible for education. Without the concerted efforts of those in charge of education, character education cannot be provided (Fithriyaani et al., 2021).

Learning outcomes are the process of increasing the success achieved by students through learning activities and measuring that success with a value (Chumairoh A. & Darmawan, 2025). In the context of Grade III Elementary School students, learning outcomes reflect how well students understand the material after undergoing the learning process (Fernando Yogi et al., 2024). Learning outcomes are the final achievement of the learning activity that demonstrates the students' understanding of the material studied (Yulieta Sudarto, et al., 2025). Previous studies on learning outcomes have primarily focused on higher education or general educational settings, leaving a gap in understanding how these outcomes manifest specifically in elementary school students. This gap highlights the necessity of focusing on Grade III Elementary School students to better understand their learning progression and challenges. Thus, learning outcomes refer to changes in the individual's ability in the learning process, as seen in the form of increased knowledge, skills, or attitudes. Learning outcomes also indicate the extent to which learning objectives have been successfully achieved, often evaluated through tests, assessments, observations, or other evaluation methods.

The socioeconomic background of parents greatly affects the ability of students to assist in children's education and student learning success (Deriyansah Rian & Pramudiani, 2022). Studies have shown that children from higher socioeconomic backgrounds typically have access to better educational resources, such as tutoring, learning materials, and a conducive study environment. Additionally, parents with higher levels of education tend to place greater emphasis on academic success, which results in higher academic expectations for their children (Daeli Saputra et al., 2024). As a result, children from these families are more likely to excel academically, benefiting from a supportive home environment that prioritizes education and skill development. In contrast, students from lower socioeconomic backgrounds often face significant challenges that can hinder their academic performance. These challenges include limited access to learning resources, financial pressures that may require students to contribute to household income, and a lack of parental involvement due to long working hours (Syakoer, 2022). The absence of adequate study space and the lack of time or knowledge from parents to guide their children further exacerbate these issues. Moreover, research has demonstrated that socioeconomic disparities in education can lead to long-term gaps in academic achievement, as students from lower socioeconomic backgrounds may struggle with issues such as limited social capital, fewer educational opportunities, and a less supportive home learning environment. These disparities emphasize the critical role of socioeconomic status in shaping students' academic outcomes.

This may be due to the teaching process of students who need learning tools or tools, where these tools aim to make it easier for students to obtain information and manage teaching materials obtained from schools. It is hoped that the results of this study will provide a better understanding of the relationship between the socioeconomic status of parents and the learning outcomes of grade III elementary school students. In addition, these results will also provide educators and parents with more useful insights on how to improve their children's education. This research is expected to provide useful insights for educators, parents, and schools in improving student learning outcomes and creating a supportive learning environment. In addition, this research can also be a guideline for future studies related to similar themes.

METHOD

This type of research uses a quantitative type, because this study uses multiple linear regression methods. This study aims to measure the relationship between two independent variables (socioeconomic parents) and dependent variables (learning outcomes). The research was carried out at the State Elementary School, East Jakarta. The population in this study consists of all students from SDN Class III, with 4 class groups totaling 120 students. The sample for this study included 13 students from class III A, 10 students from class III B, 9 students from class III C, and 8 students from class III D. The sampling method used was the probability Stratified Random Sampling technique. This technique involved dividing the entire population based on individual student characteristics, which were then used to form strata for sampling purposes. The division of strata was primarily based on students' performance in the odd semester end-of-semester summative exam scores.

Data collection was carried out through several techniques. Firstly, questionnaires were administered to measure the independent variables (parental socioeconomic status) in relation to the dependent variable (student learning outcomes). In addition, interviews with third-grade teachers were conducted to gather direct information regarding the students' classroom conditions and learning behaviors. Lastly, documentation was utilized, which included the odd semester report cards of third-grade students, data on the parents' socioeconomic background, and observational data concerning students' conditions in the field. The study's variables were categorized into several indicators: parental education level (X1), family income (X2), type of parental occupation (X3), asset ownership (X4), number of family members (X5), learning processes (X6), and student learning outcomes (Y).

RESULTS AND DISCUSSION

Results

The characteristics of the participants showed the identity of the students' fathers and mothers in this study. The impact of parents' economic and social circumstances on learning achievement is one of the elements that affect academic success that comes from outside students. Therefore, it is very important to provide special support to children regarding the socioeconomic status of their parents, especially for those who come from limited economic backgrounds. The participants in this study were parents of school students. Data were obtained from 40 respondents through a questionnaire, which was then processed and presented in a table to support the analysis of Parents' Socioeconomic Relationship and Learning Outcomes of Grade III Elementary School Students. Respondents' characteristics included gender, parental age, education level, occupation, and income. This classification aims to present a clear explanation of the respondents as the subject of the study.

1. Characteristics of Respondents by Gender

The percentage of student gender who showed respondent characteristics based on gender was 50.00% for male respondents and 50.00% for female respondents. In this study, it is presented equally according to the gender of the respondents, presented in Table 1.

Gender	Number (people)	Percentage (%)
Man	20	50,00
Woman	20	50,00

2. Characteristics of respondents based on age of parents

Age greatly affects a person's activity which is very strong, as it is directly related to physical and mental strength. Age changes also cause differences in decision-making. According to the results of this study, the characteristics of respondent data based on age are the number of respondents at the age of 30 - 50 years. The distribution of respondent characteristics by age was obtained on average for fathers aged 42,250 years with a standard deviation of 7,242 years and a confidence interval of 95% with a lower limit of 41,940 and an upper limit of 49,492. For the age of the respondents, the students produced an average age obtained for the mother of 38,875 years with a standard deviation of 6,684 years and a 95% confidence interval with a lower limit of 38,565 and an upper limit of 45,559.

Table 2. Characteristics of Respondents by Age

Parents	Average Age (years)	Standard Deviation (years)	95% Confidence Interval (years)
Father	42,250	7,242	41,940 – 49,492
Mother	38,875	6,684	38,565 – 45,559

The following diagram shows the average age of the respondents' fathers and mothers along with a 95% confidence interval. The average age of fathers is 42.25 years and mothers are 38.88 years old with variations according to the range of belief intervals.

3. Characteristics of Respondents Based on Education

Education level refers to the level of formal education that a person has achieved. This indicator reflects the knowledge and intellectual abilities possessed by the student's parents as survey participants. The characteristics of respondents grouped by education level can be seen in Table 3.

Table 3. Characteristics of Respondents Based on Parental Education

Education	Number (people)		Percentage (%)	
	Father	Mother	Father	Mother
Not in school	0	0	0,00	0,00
SD/MI	11	9	27,50	22,50
Junior High School/MTS	8	12	20,00	30,00
High School/MA	19	16	47,50	40,00
D3/S1	2	3	5,00	7,50
Sum	40	40	100,00	100,00

Based on table 2, it shows that the majority of respondents have a high school/MA background in a percentage of 47.50%, then have a last education background of SD/MI as much as 27.50%. The majority of respondents had a high school/MA education background of 40.00%, then had a background in the last education of junior high school/MTS of 30.00%. The percentage of comparison between Dad and Mom is 7.00 more than Mom. This can also be illustrated through the diagram below.

4. Characteristics of Respondents Based on Occupation

Parental work describes the socioeconomic status of the family, which can affect various aspects of a student's life, including the influence on educational resources, the learning atmosphere, and the academic success of the student. Work is a daily activity carried out by respondents to earn income. The distribution of respondent characteristics by occupation can be seen in Table 3 below.

Based on table 3, it shows that the majority of respondents' jobs for fathers are laborers with a percentage of 40.00% and for mothers are unemployed with a percentage of 82.50%. The division of labor for fathers is more even, but for mothers, it is more common not to work and more focused as a housewife so that they can guide their children during the learning process.

Table 4. Respondent Characteristics Based on Parental Work

Work	Number (people)		Percentage (%)	
	Father	Mother	Father	Mother
Not Working	3	33	7,50	82,50
Worker	16	0	40,00	0,00
Online Motorcycle Taxi	10	0	25,00	0,00
Entrepreneur/Trader	7	5	17,50	12,50
Civil Servants/Civil Servants	4	2	10,00	5,00
Sum	40	40	100,00	100,00

5. Characteristics of Respondents Based on Income and Expenditure

Income is income received by one's work and used to meet the needs of life. Income is the main factor in evaluating the economic level of a society. The distribution of respondent characteristics based on income can be seen in Table 4 as follows.

Table 5. Characteristics of Respondents Based on Income and Expenditure

Rupiah Range	Number (people)		Percentage (%)	
	Income	Production	Income	Production
A. Less than IDR 500,000	3	4	7,50	10,00
B. IDR 500,000 - IDR 1,000,000	11	8	27,50	20,00
C. IDR 2,000,000 - IDR 3,000,000	19	21	47,50	52,50
D. IDR 3,000,000 - IDR 5,000,000	6	6	15,00	15,00
E. More than IDR 5,000,000	1	1	2,50	2,50
Sum	40	40	100,00	100,00

Based on table 5, it shows the majority of revenue and expenses of IDR 2,000,000 - IDR 3,000,000 with a percentage of revenue of 47.50% and expenditure of 52.50%. This shows that the economy of parents in the economy is still less than the UMR of Jakarta.

Looking at the 95% confidence interval for income, it has an average of IDR 2,064,102.56 and a standard deviation of IDR 1,340,385.99 and has a confidence interval of IDR 1,340,385.99 to IDR 2,479,492.49, which states the distribution from normal data. For expenditure, it has an average of IDR 2,237,500.00 and a standard deviation of IDR 1,317,960.25 and has a confidence interval of IDR 1,829,059.89 to IDR 2,645,940.11, which states the distribution from normal data.

Table 6. Statistical Parameters for Income and Expenditure

Parameters	Income	Expense
n	40	40
Middle	2.064.102,56	2.237.500,00
Baku Junction	1.340.385,99	1.317.960,25
Z- $\alpha/2$	1,96	1,96
Lower Limit	1.648.712,64	1.829.059,89
Upper Limit	2.479.492,49	2.645.940,11

Based on Table 6, the results of the descriptive analysis show that the average income of the respondents is IDR 2,064,102.56 and the average expenditure is IDR 2,237,500.00. Although there was considerable variation in the two variables, the 95% confidence interval showed that the value of respondents' income and expenses was still

in a fairly high range but still within a consistent range. This indicates that respondents' income and expenses are relatively stable so they can be used as a solid basis for further analysis.

6. Validity Test

The validity test serves to assess how many measuring instruments have validity quality. If the measuring tool shows a high level of validity, then the resulting data is considered valid and can represent the variables desired by the researcher. On the other hand, if the level of validity is low, then the measuring instrument is still considered invalid and less able to describe the phenomenon being studied (Zahriyah et al., 2021).

The validity test uses Pearson's significance and correlation values. If the Sig value < 0.05 and the Pearson correlation > 0.60 , the item is considered valid and has a very strong correlation. Based on the calculation results, the minimum r value = 0.895 and the maximum r = 0.981. This indicates that the value of r is very strong and the significance value indicates < 0.05 means that the correlation is significantly different.

Table 7. Data Validity Results

Variable	r count (Pearson correlation with Y)	r value	Sig. (2-tailed)	Information
X1	0,895	0,60	0,000	Valid
X2	0,955	0,60	0,000	Valid
X3	0,966	0,60	0,000	Valid
X4	0,946	0,60	0,000	Valid
X5	0,961	0,60	0,000	Valid
X6	0,981	0,60	0,000	Valid

Based on the table, it is stated that all indicator items (X1–X6) meet the validity criteria, since the calculated r value is > 0.60 and the significance value < 0.05 . This confirms that all the items in the research instrument are suitable for further analysis.

7. Reliability test

The reliability test is used to test the effectiveness of the instrument in measuring the devices used in the same study. This reliability test ensures the consistency of the survey by checking the Cronbach Alpha value. If the Cronbach alpha value > 0.60 , then the measuring device is considered reliable or declared reliable. Based on the SPSS calculation for the overall variable, a value $\alpha = 0.925 > 0.60$ was obtained indicating that all items on variable X were reliable and feasible to be used in the study. As for each variable ranging from 0.887 - 0.968, thus, all instruments are declared reliable.

Table 8. Reliability data results

	Corrected Item-Total Correlation	Alpha Cronbach if the item is deleted	Information
X1	.917	.904	Reliable
X2	.951	.908	Reliable
X3	.967	.887	Reliable
X4	.959	.915	Reliable
X5	.959	.907	Reliable
X6	.989	.968	Reliable

The result of Cronbach's alpha value = 0.925 > 0.60 . This shows that for all variables X are reliable in the study.

8. Double Linear Regression Analysis

Multiple linear regression analysis describes the direction of the relationship between variables, which includes dependent variables and independent variables. The test includes multiple linear regression analysis and hypothesis testing, with the application of determination coefficient tests, t-tests, and F-tests.

a. Coefficient of Determination

The determination coefficient is used to evaluate how much an independent variable can inform about the dependent variable. The determination coefficient ranges from 0 to 1. The Adjusted R squared value of 96.90% indicates that the independent variable (X) related to the socioeconomic status of the parents has an impact on the dependent variable (Y) of the student's learning achievement.

b. Variance Analysis Test (ANOVA)

The F test aims to evaluate the concomitant influence of independent variables on dependent variables. If the significance value < 0.05 , then H_0 will be rejected and H_1 will be accepted. In this case, the results of the F test show a significance value of 0.000. Since this value < 0.05 , H_0 is rejected and H_1 is accepted. Based on this study, all independent variables (X) related to parents' socioeconomic circumstances affect student learning outcomes, suggesting the contribution of these factors in their learning and teaching experiences.

Table 9. Results of F Test Data Analysis

ANOVA					
Pattern	Number of Squares	Df	Square Average	F	Alone.
1 Regression	1094.441	6	182.407	206.366	.000b
Remnant	29.169	33	.884		
Entire	1123.610	39			

a. Dependent variables: and

b. Predictor: (Constant), X6, X1, X5, X4, X2, X3

c. Partial Analysis Test

The t-test is used to evaluate the significant influence of each independent variable (X) on the dependent variable (Y). If the significance value < 0.05 , then H_0 is rejected and H_1 is accepted, whereas if the significance value is > 0.05 , H_0 is accepted and H_1 is rejected. Referring to the results of the partial test calculation is shown in table 10. front:

Table 10. Partial Test Calculation Results (t)

By	Non-Standard Coefficients		Standard Coefficients		t	Alone.
	B	Std. Error	Beta			
1(Constant)	56.654	3.349			16.915	.000
X1	-.325	.253	-.097		-1.283	.208
X2	1.177	.449	.301		2.618	.Stuart O'Brien
X3	1.149	.363	.456		3.164	.003
X4	-.111	.493	-.023		-.224	.824
X5	-.584	.513	-.149		-1.138	.263
X6	.618	.263	.505		2.355	.025

a. Dependent Variable: Y

The findings from the partial analysis in table 6 show that independent variables that significantly affect student learning outcomes (Y) with a Sig < 0.05 include Family Income (X2), Type of Parental Work (X3), and Learning Process (X6).

With a Sig > 0.05 for the variables of Parental Education (X1), Asset/Property Ownership (X4), and Number of Family Dependents (X5), there was no partial significant effect on the Learning Outcomes of grade III (Y) students in elementary school.

d. Multiple Linear Regression Model

A double linear regression model is a form of statistical analysis used to understand how much of a relationship there is between two or more independent variables (X) and one dependent variable (Y). The multiple linear regression model in this study is as follows:

$$Y = 56,654 - 0,325X_1 + 1,177X_2 + 1,149X_3 - 0,111X_4 - 0,584X_5 + 0,618X_6$$

The results of the regression equation above show that there is a relationship between the independent variable (X) and the dependent variable (Y) per individual, from this linear regression equation the following conclusions are drawn:

- 1) The constant or intercept has a value of 56.654.
- 2) The coefficient for the variable Parental Education Level (X1) is $b_1 = -0,325$.
- 3) For the Family Income variable (X2), the coefficient value is $b_2 = 1.177$.
- 4) The coefficient for the Parental Work variable (X3) is $b_3 = 1.149$.
- 5) The value of the coefficient for the Asset/Property (X4) is $b_4 = -0.111$.
- 6) The coefficient for the variable Number of Family Dependents (X5) is $b_5 = -0,584$.
- 7) The coefficient value for the Learning Process variable (X6) is $b_6 = 0.618$, which contributes to the Student Learning Outcome variable (Y).

Discussion

1. Socioeconomic Status of Parents of Grade III Elementary School Students

One of the important factors that affect the learning process and achievement of grade III students in elementary school is the socioeconomic status of parents. These variables typically include the parent's level of education, type of employment, and family income. In this study, the socioeconomic status of parents showed a significant relationship with student learning outcomes. A good socioeconomic status in the family is able to expand the network of needs that can be met to improve the quality of children's learning (Trinova et al., 2021).

Based on the results of data analysis, it was found that the socioeconomic status of parents measured through education, employment, and income levels had a significant influence on the learning outcomes of grade III elementary school students. This is evident from the results of multiple linear regression analysis, which shows an Adjusted R^2 value of 96.90%, indicating that almost all variations in student learning outcomes can be explained by the socioeconomic variables studied.

The results of the F test stated that simultaneously, all independent variables (X) together affected the bound variable (Y), namely student learning achievement, with a significance level of $0.000 < 0.05$, so that H_0 was rejected.

Partially (T Test), of the six independent variables tested, there were three variables that showed a significant influence on student learning outcomes (with a $p <$ value of 0.05), namely:

- 1) Family Income (X2) → indicates that higher-income families are able to provide more adequate learning facilities, such as stationery, books, additional tutoring, and a supportive learning environment.

- 2) Parent Job Type (X3) → stable work allows parents to devote enough attention and time to the child's education.
- 3) The Learning Process (X6) → the active, independent, and directed learning process of students is also a key factor in academic success.

Meanwhile, parental education level (X1), asset ownership (X4), and number of family dependents (X5) did not have a significant effect on student learning outcomes in the context of this study.

The low socioeconomic status of parents affects student learning outcomes. Teachers face challenges in improving student achievement, as many students are unable to read and write due to lack of parental attention and inadequate learning facilities. This obstacle is now found in class III in this study.

According to research (Dayu Rika Perdana, 2020) Parental involvement in a child's education includes three aspects: a) parents' interaction with their own child; b) interaction between parents and other parents; and c) parental involvement with the educational institution in which all students attend. Children from low-income families are less likely to receive adequate advice and direction from their parents because their parents are more concerned with meeting their daily needs. The economic situation of parents greatly affects all the necessities of life, which can have a positive or negative impact on the child's achievement (Rudisa et al., 2021).

Therefore, it can be concluded that the socioeconomic status of parents affects how well students perform. Schools and governments should provide more facilities to students from disadvantaged families, including academic aid, free tutoring, and parent engagement programs.

2. Learning Outcomes of Grade III Elementary School Students

Student learning achievement can be measured through evaluation activities of the learning process and the results arising from the process. Optimal results show the effectiveness of the learning process that successfully increases students' potential and achievement.

The results of this study show that there is a significant relationship between the socio-economic of parents and the learning outcomes of grade III students in elementary school. This can be seen from the relatively low learning achievement of students.

Based on the work and income of parents is a significant influence for this study with the theory that states that the family's economic conditions affect access to educational facilities such as books, stationery, tutoring, and other supporting facilities. Students from economically disadvantaged families tend to have broader opportunities to develop their potential than students from financially constrained families

The role of parents is very important in providing responsibilities related to their children's education, starting from providing attention, motivation, and emotional support for children. This support has been proven to increase students' enthusiasm and confidence. This supports the idea that academic success is not only determined by external factors such as socioeconomic conditions, but also by internal factors such as motivation, interests, and emotional intelligence of children.

In addition to the external factors such as parental socioeconomic status, internal factors also play a crucial role in shaping students' learning outcomes. Emotional intelligence, motivation, and self-regulation are key internal variables that directly influence students' ability to learn and perform academically. Students with higher emotional intelligence are better equipped to manage stress, stay focused, and maintain a positive attitude toward learning, even in challenging circumstances. This emotional

resilience, combined with motivation and interest in learning, can compensate for the lack of material resources that economically disadvantaged students may face. Therefore, while socioeconomic conditions undoubtedly affect access to learning resources, fostering emotional intelligence and intrinsic motivation can help bridge the achievement gap, enabling students to excel academically despite financial limitations. This highlights the importance of a holistic approach to education, where both internal and external factors are considered in promoting student success.

Deep (Nisa & Ginting, 2025) Some of the factors that affect student learning outcomes are internal factors, namely:

1) Internal Factors

Factors that come from individuals that can have an impact on student learning performance. Internal factors that can affect a person's learning achievement include intelligence, talent, interest, and motivation. Students' emotional and social intelligence is also a crucial element in achieving learning outcomes. Emotional intelligence refers to an individual's capacity to manage his or her emotions wisely, maintain harmony between his or her emotions and expressions, and improve skills such as self-awareness, self-control, drive, empathy, and social communication of students.

2) External Factors

Factors that come from the family, school, and community environment. The family environment is very important for children to be the first place and the main place for children. in growth and development, where parents are very important. In addition, the school environment factor has a very significant role, where things such as teachers' ability to teach, curriculum, facilities, and learning atmosphere in the classroom are important factors. In addition, social environments such as peers, interaction with the community, and existing culture also have an impact on the way students learn.

Of the factors that affect student learning outcomes, apart from parents, even the role of teachers is very important in overcoming students' socioeconomic differences. Teachers who are fair, use active learning strategies, and pay special attention to students who have difficulty improving overall learning outcomes. The development of the teaching and learning process is the basis for learning activities in schools. The use of learning approaches using a variety of learning methods, models, and media will help students achieve academic goals and increase their focus on learning (Aryan & M. Abduh, 2022). Therefore, teachers must develop learning strategies

According to the results of the research in grade III of SDN, the learning outcomes that have been obtained are relatively low. This is due to family factors that lack of attention or to supervise children in learning activities at home. With a family environment that is very below average, it can also affect children's development in improving learning outcomes. However, especially in internal factors, there is also a great dependence in the students themselves. In addition to the lack of motivation and support from parents, students also need to have a passion for learning in students to improve learning outcomes that are quite optimal. If students do not have the desire to study or do the homework given.

This researcher shows that learning outcomes are influenced by socioeconomic status which includes income, parental work, and student learning process which can provide opportunities to provide opportunities to provide opportunities to provide children's learning needs. The impact on student learning outcomes is not always immediate or large if it is not accompanied by emotional support, parental involvement, and a conducive learning process.

CONCLUSION

Based on the results of the study, it was shown that there was a significant relationship between the socioeconomic status of parents and student learning outcomes. This is shown by the results of regression analysis with an Adjusted R² value of 96.90% and the F test with a significance of 0.000. There are three variables that have been proven to have a significant effect on student learning outcomes in partial test results, namely: Family Income (X2), Parent Job Type (X3), Process (X6). While the variables that are not statistically significant: Parent Education (X1), Asset Ownership (X4), Total Family Dependents (X5)

This shows that not all socioeconomic aspects have a direct effect on student learning outcomes, especially in grade III of elementary school. The researchers show that a high socioeconomic level can provide better access to education, as well as support from parents and a conducive learning environment, thereby improving students' academic achievement. However, a number of studies show that the socioeconomic status of parents is not the only aspect that affects learning outcomes, where other factors such as learning motivation, school conditions, and educational quality also play an important role. Based on this conclusion, it is suggested that for invisible variables, there needs to be a policy to be a significant influencing factor. For real variables, it is necessary to maintain their existence or even increase them. Schools and governments need to pay special attention to students from low-income families or informal occupations. The student learning process should be enhanced with attractive strategies and methods, teacher training, and parental involvement in learning at home.

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