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Relationship Background to the Economic Family Student Learning Results Elementary School 2 Peukan Pidie

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Abstract: In the world of family education it is very important to foster life and encourage children to achieve learning outcomes, one of which is the economic condition of students' families. This study seeks to determine the effect of family economic background on student learning outcomes in 5th grade student in Elementary School 2 Peukan Pidie. The approach used in this study is a quantitative approach. While the type of research used is correlation research. The population in this study were all students of 5th grade student in Elementary School 2 Peukan Pidie in the 2019/2020 academic year, namely 33 students. The sampling technique used by the writer is purposive sampling (consideration), the writer conducts purposive sampling based on consideration and obtains 5th grade C as a research sample. Data collection techniques are done using documentation and questionnaires. Data processing uses correlation statistics and t-tests. The results showed that there was a significant relationship between variable X (family economy) and Y (student learning outcomes). The teacher makes an effort in the education of students to get the results of their learning, the parents of students' families help meet their educational needs and encourage their children to achieve good learning outcomes making students a better successor to the nation in the future.

Keywords: family economics; learning outcomes; students

I. Introduction

The family as the smallest unit in society is formed based on voluntary and basic love between two human subjects (husband and wife). Based on the principle of basic love, children are born as the next generation. According to Rodney Stark (in Elly M Setiadi, 2013: 301) is an organization or human institution contained in a society and is a kinship organizational structure that serves to socialize newborn members ". In the strict sense this family consists only of father, mother, and child. Such a family is called a nuclear family or inner family (nuclear family). In the broad sense this family covers all parties who are related by blood or offspring. Family in this sense can be called a extended family or extended family.

According to the family according to Sudiharto (2007: 24) there are two types of families, seen from the child's relationship, namely:

- 1. Family or biological family (family of procreation) is a family that has a blood relationship between parent and child. It can be said that this family consists of a father, mother, and biological children. Relationships in a biological family that will take place continuously. A blood relationship between parent and child cannot possibly be erased.
- 2. Family orientation (family of orientation) is a nuclear family which is a place for a child to obtain a protection, food, education, and so on as well as a place to orient themselves or be oriented. In this family interactions occur between parents, and biological children within the family members. In contrast to biological families, therefore in a family orientation this relationship can be severed or changed from time to time.

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A family with love and good devotion will foster and build a child's personal life. By Ki Hajar Dewantara "Efforts of parents as educators serving children". As the smallest institution in a society, so the family plays a very important role in fostering the life of a family and the life of a child's social personality, thus encouraging a child to achieve learning outcomes. Not only social status, the family economy is also very influential on children's learning habits and interests, so that it can affect children's learning outcomes.

Along with the progress and development of Science and Technology, human needs are increasing and developing. Even now education is starting to become a primary need for the community. This is in accordance with the mandate of the 1945 Constitution Article 31 paragraph 1, namely "every citizen has the right to education". So the government is obliged to strive for and organize national education because education is the most important pillar and foundation in life in order to realize the nation's bright future.

The purpose of education according to Dwi (2011: 26) "Is something to be achieved by in educational activities". Education is something that can be understood and education must begin with goals that can be assumed as values. Unknowingly goals in educational practice have no meaning. "In article 3 of Law Number 20 of 2003 concerning the National Education System, the aim of national education is to develop its potential.

Learning is a process that causes the process and the occurrence of a change or renewal in the character and behavior or ability of a person. So learning is not visible behavior. According to Djamarah (2011: 13), "Learning is a series of actions of the body and soul in order to obtain a change in behavior as a result of the experience of an individual in order to interact with their environment involving cognitive, affective and psychomotor interactions" The process of change can be achieved if influenced by several factors, namely factors from within a person or individual factors and factors from outside the individual called social factors. Individual factors themselves include maturity / growth factors, intelligence, exercise, motivation, and personal factors. Whereas social factors include family factors or household circumstances of the students themselves, the teacher and how to teach him, the tools used in teaching and learning, the environment and opportunities available, and social motivation.

The family itself is the first social institution known by the child. The family is responsible for providing financial needs for educational needs. According to Gerungan (in Kurnia Asih, 2011: 4) "the economic situation of the family certainly affects the development of children, if it is noted that with the economy that is sufficient, the material environment faced by children in the family is broader, he gets wider opportunities to develop various skills that he does not develop if there are no infrastructure. "Families with high socioeconomic conditions will not have difficulty meeting their children's school needs, in contrast to parents / families whose socioeconomic conditions are low.

The school itself accommodates students from various backgrounds or socio-economic conditions that are heterogeneous or different. Such a situation also occurs in Elementary School 2 Peukan Pidie, where this school accommodates students from different economic backgrounds of different families. The family's economy affects the ability to finance and provide learning facilities to their children so that the socio-economic situation of the family is one of the factors that determine the success of learning in children Elementary School 2 Peukan Pidie is one of the schools in the district of Pidie that accommodates students from different socioeconomic conditions. The socioeconomic situation of the family itself can be reflected in indicators of parental education level, family income, ownership of

home assets stairs, and meeting family needs / family expenses. Family income is the sum of the income of all family members both earned by the head of the family and other family members for a certain period of time in rupiah.

The income level of the parents of Elementary School 2 Peukan Pidie students is mostly in the middle and upper income groups, namely the high income group and the low income group. Household asset ownership is ownership of assets or wealth in the form of goods which are still beneficial in supporting the economy, the assets owned can be used to support children's education. Spending one family with another family is not the same, depending on the amount of income, the number of family members, education level and social status, and family environment.

Based on observations made by researchers, this also happened at Elementary School 2 Peukan Pidie where a student came from a low income family / poor where his interest in learning was reduced because he could not meet the facilities in education even the student liked to skip school because at night the student worked to get allowance so that it affects the learning outcomes. Due to parents' low participation or supervision of their children's school activities. Student learning activities can run as they should and as desired if the activity is supported by a variety of learning facilities and facilities that support, such as reference books, and other facilities.

These learning facilities affect the success of student learning. But what is seen in Elementary School 2 Peukan Pidie, there are students who do not have other reference books besides books given by the school in the form of student worksheets (LKS) and printed books belonging to the library. One indicator of student learning success is indicated by good student learning outcomes. The better the student learning outcomes, it can be said the student learning activities are successful. Different socioeconomic conditions of the family such as level of education, wealth owned, and meeting family needs so that in research this, want to know if there. "Relationship of Family Economic Background against Student Learning Outcomes of 5th grade student in Elementary School 2 Peukan Pidie

II. Research Methods

This type of research used in this study is correlation research that is a study that aims to determine the relationship or level of relationship between two or more variables. According to Arikunto, (2011: 247-248) "Correlation research is research that is intended to find out whether there is a relationship between two or more variables". Correlation research is that the research does not require too many research subjects.



Information:

X = Family economy

Y = Student learning outcomes

This research was carried out at Elementary School 2 Peukan Pidie, which is located on Jalan Rawa - Gampong Baro, Rawa Gampong Village, Pidie Subdustrict, Pidie Regency. The research was conducted in the odd semester of the 2019/2020 school year. The population in this study were all students of Vc SD 2 Peukan Pidie in the academic year 2019/2020, namely 33 students.

The sampling technique used by the writer is purposive sampling technique. Because in class V c there are parents of students whose income varies greatly and student learning facilities are inadequate. Data collection techniques used in this study were documentation and questionnaire

III. Discussion

Elementary School 2 Peukan Pidie is a Public Elementary School (SD) located in Aceh province with the address Jalan Rawa - Gampong Baro, Rawa Gampong Village, Kec. Pidie Kab. Pidie, Rawa, Kec. Pidie, Kab. Pidie Prov. Aceh is one of the schools in the area of Pidie Regency. SD 2 Peukan Pidie educates sons and daughters to become the next generation and heir to the nation who believe, have faith, be intelligent, and be skilled.

In accordance with the ideas expressed at the time of conducting research, the researcher prepared 33 sheets of questionnaires that had to be distributed to students of the 5th C grade student Elementary School 2 Peukan Pidie. After the questionnaire was completed, the researcher gave the opportunity to students to answer the questions given. The data collection was carried out by distributing questionnaires related to the influence of family economic background on student learning outcomes. The questions given consisted of 20 questions relating to the family economy. Each question given has a maximum score of 1. So, the highest score that can be achieved by students is 100 and the lowest score is 20. The results of the study are tabulated in the form of the following table:

Table 1. Income table for parents of students in class V c

No	Student name	Parents income		Accı	retion	Total
		Father	Mother	Father	Mother	
	Student 1	2.500.00	2.500.000	1.000.000	500.000	6.500.000
2	Student 2	-	1.000.000	-	200.000	1.200.000
3	Student 3	-	1.000.000	-	-	1.000.000
4	Student 4	1.500.000	-	-	-	1.500.000
5	Student 5	5.000.000	-	2.000.000	-	7.000.000
6	Student 6	4.000.000	-	1.000.000	-	5.000.000
7	Student 7	1.000.000	-	-	-	1.000.000
8	Student 8	2.500.000	-	500.000	-	3.000.000
9	Student 9	4.000.000	2.500.000	-	-	6.500.000
10	Student 10	10.000.000	3.000.000	5.000.000	1.000.000	19.000.000
11	Student 11	1.500.000	-	500.000	-	2.000.000
12	Student 12	1.650.000	-	-	-	1.650.000
13	Student 13	500.000	-	200.000	-	700.000
14	Student 14	-	1.000.000	-	300.000	1.300.000
15	Student 15	4.000.000	-	2.000.000	-	6.000.000
16	Student 16	4.000.000	-	-	-	4.000.000
17	Student 17	-	1.500.000	-	-	1.500.000
18	Student 18	5.000.000	-	2.000.000	-	7.000.000
19	Student 19	7.000.000	-	-	-	7.000.000
20	Student 20	10.000.000	-	-	-	10.000.000
21	Student 21	2.500.000	2.000.000	-	1.000.000	3.500.000
22	Student 22	1.500.000	-	500.000	-	2.000.000
23	Student 23	4.000.000	2.500.000	1.000.000	500.000	8.000.000
24	Student 24	1.650.000	_	500.000	=	2.500.000

25	Student 25	1.500.000	-	200.000	-	1.700.000
26	Student 26	2.500.000	-	500.000	-	3.000.000
27	Student 27	4.000.000	-	1.000.000	-	5.000.000
28	Student 28	5.000.000	2.500.000	-	1.000.000	8.500.000
29	Student 29	2.500.000	-	1.000.000	-	3.500.000
30	Student 30	1.500.000	-	200.000	-	1.700.000
31	Student 31	4.000.000	2.500.000	-	1.000.000	7.500.000
32	Student 32	4.000.000	2.500.000	-	1.000.000	7.500.000
33	Student 33	2.000.000	2.500.000	-	1.000.000	5.500.000

Table 2. Parents' Occupation

Parents' Occupation						
Father	Total	Mother	Total			
Civil servants	10 Persons	Civil servants	7 Persons			
Seller	8 Persons	Seller	1 Persons			
entrepreneur	9 Persons	entrepreneur	1 Persons			
Sailor	1 Persons	Sailor	20 Persons			

Table 3. Student learning outcomes in school (Y)

No	Studens' Name	
1	Student 1	85
2	Student 2	86
3	Student 3	86
4	Student 4	86
5	Student 5	87
6	Student 6	89
7	Student 7	90
8	Student 8	87
9	Student 9	87
10	Student 10	92
11	Student 11	88
12	Student 12	89
13	Student 13	84
14	Student 14	87
15	Student 15	85
16	Student 16	82
17	Student 17	85
18	Student 18	82
19	Student 19	83
20	Student 20	91
21	Student 21	86
22	Student 22	90
23	Student 23	89
24	Student 24	84
25	Student 25	85
26	Student 26	89
27	Student 27	87
28	Student 28	94
29	Student 29	94

30	Student	30	88
31	Student	31	85
32	Student	32	85
33	Student	33	91
	Total		2878

After tabulating data related to student achievement in school, the researcher tabulated the independent variables, namely the family economy and is described in the study as follows.

Table 4. Results of the family economic questionnaire (x)

No	Students' Code		Questionnaire Score
1		1	69
2		2	58
3		3	56
4		4	55
5		5	56
6	Student	5	55
7	Student	7	61
8	Student	8	66
9	Student	9	73
10	Student	10	71
11	Student	11	49
12		12	54
13	Student	13	79
14	Student	14	70
15	Student	15	51
16	Student	16	46
17	Student	17	49
18	Student	18	48
19	Student	19	56
20	Student	20	57
21	Student	21	61
22	Student	22	55
23	Student	23	47
24	Student	24	53
25	Student 2	25	87
26	Student 2	26	75
27		27	61
28	Student 2	28	72
29		29	65
30		30	64
31		31	58
32		32	51
33	Student :	33	71
	Гotal		1999

Based on data about the two variables above, the next step is to perform data processing to determine the relationship between the two variables. The steps that the writer must take are:

- 1. Determine the value of squared X (family economy)
- 2. Determine the total value of squared X (family economy)

- 3. Determine the value of Quadratic Y (student learning outcomes)
- 4. Determine the total value of Y squared (Student learning outcomes)
- 5. Determine the number of multiplications between variables X (family economy) and Y (student learning outcomes)
- 6. Determine the total value of multiplication between variables X (family economy) and Y (learning outcomes)

Table 5. Analysis of the Relationship between the Y variable (student learning outcomes) and X (family economics)

Nie	Students'	NI a ma s			Score			
No	Students	Name	X	Y	X2	y2	Xy	
1	Student	1	85	69	7225	4761	5865	
2	Student	2	86	58	7396	3364	4988	
3	Student	3	86	56	7396	3136	4816	
4	Student	4	86	55	7396	3025	4730	
5	Student	5	87	56	7569	3136	4872	
6	Student	6	89	55	7921	3025	4895	
7	Student	7	90	61	8100	3721	5490	
8	Student	8	87	66	7569	4356	5742	
9	Student	9	87	73	7569	5329	6351	
10	Student	10	92	71	8464	5041	6532	
11	Student	11	88	49	7744	2401	4312	
12	Student	12	89	54	7921	2916	4806	
13	Student	13	84	79	7056	6241	6636	
14	Student	14	87	70	7569	4900	6090	
15	Student	15	85	51	7225	2601	4335	
16	Student	16	82	46	6724	2116	3772	
17	Student	17	85	49	7225	2401	4165	
18	Student	18	82	48	6724	2304	3936	
19	Student	19	83	56	6889	3136	4648	
20	Student	20	91	57	8281	3249	5187	
21	Student	21	86	61	7396	3721	5246	
22	Student	22	90	55	8100	3025	4950	
23	Student	23	89	47	7921	2209	4183	
24	Student	24	84	53	7056	2809	4452	
25	Student	25	85	87	7225	7569	7395	
26	Student	26	89	75	7921	5625	6675	
27	Student	27	87	61	7569	3721	5307	
28	Student	28	94	72	8836	5184	6768	
29	Student	29	94	65	8836	4225	6110	
30	Student	30	88	64	7744	4096	5632	

31	Student 31	85	58	7225	3364	4930
32	Student 32	85	51	7225	2601	4335
33	Student 33	91	71	8281	5041	6461
	Total	2878	1999	251298	124349	174612

To prove the strength of the relationship between the two variables and the acceptance or rejection of the hypothesis proposed in this thesis, it will be proven by finding the correlation coefficient between variables X (family economy) with Y (student learning outcomes). The author uses the product moment correlation formula as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X^2)\}\{N\sum Y^2 - (\sum Y^2)\}}}$$

Based on the results of the analysis above, the correlation value between variable X (family economy) and Y variable (learning outcomes) is obtained that the correlation value is 0.14. Furthermore, the authors determine the relationship between the two correlations by referring to the provisions table set by Arikunto (2006: 189) as follows:

$$R_{xy} = \frac{N\Sigma xY - (\Sigma x)(\Sigma Y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x^2)\}\{N\Sigma Y^2 - (\Sigma Y^2)\}}}$$

$$= 33 \times 174612 - (2878) (1999)$$

$$= \frac{33 \times 174612 - (2878)(1999)}{\sqrt{\{(33x \times 251298 - (2878)2\}\{33x124349 - (1999)2\}}\sqrt{\{(8292834 - 8282884)(4103517 - 3996001)\}}}$$

$$= \frac{9074}{\sqrt{(9950)(107516)}}$$

$$= \frac{9074}{\sqrt{1069784}} = \frac{9074}{103431} = 0,88$$

Based on the results of the analysis above, the correlation value between X (family economics) and Y (student learning outcomes) is obtained that the correlation value is 0.88 then the author determines the relationship between the two correlations by referring to the provisions table set by Arikunto (2011: 189) as follows:

Table 6. Correlation Value Criteria

The amount of "r"	Interpretation
Product Moment (rxy)	
0,00-0,19	Between the variables X1 and X2 against the Y
	variable there is indeed a correlation, it is very weak,
	the order is so low that the correlation is ignored (it is
	assumed there is no correlation between the variables
	X and Y)
0,20-0,39	Between variables X1 and X2 with variable Y there is a
	weak or low correlation
0,40-0,69	Between variables X1 and X2 against Y there is a
	moderate or sufficient correlation

0,70-0,89	Between the variables X1 and X2 against the Y
	variable there is a sufficient or high correlation
0,90-1,00	Between variables X1 and X2 against Y there is a very
	strong or very high correlation

Based on the results of data processing above, obtained a rxy value of 0.88, this shows that between the variable X (family economy) against the variable Y (student learning outcomes) has a sufficient or high correlation. Thus it can be seen that there is a sufficient or high relationship between X (family economy) on the variable Y (student learning outcomes). Furthermore, the authors determine the value of t arithmetic for hypothesis testing based on the formula as follows:

$$t = \frac{r\sqrt{n-2}}{1-\sqrt{r2}}$$

$$= \frac{0.88\sqrt{33-2}}{1-0.88^2}$$

$$= \frac{0.88(6)}{0.23}$$

$$= \frac{5.28}{0.23} = 22.95$$

In this study the authors used a 95% confidence level so that the level of significance or error rate () of 5% (0.05) and using dk = n-2 dk = (33-2) = 1,684 while the provisions for hypothesis testing are:

From the distribution list the values dk (33) and t-table 1.684 are obtained because t-table t-count> t-table or 1.75> 1.684, then the alternative hypothesis is accepted. Thus the hypothesis that reads "there is a significant relationship between economic conditions of the family with student learning outcomes.

The economic condition of the family is very important for students to complete the facilities for the needs of school students, the results of the above data processing, obtained a rxy value of 0.88. Thus it can be seen that there is a sufficient or high relationship. Between X (Family Economy) to Y (Student learning outcomes). T-arithmetic analysis showed that the t-value of 22.95 and t-table 1.684, because t-count> t-table or 22.95> 1.686, then the alternative hypothesis was accepted. Thus the hypothesis that reads "there is a synergic relationship between the family economy and student learning outcomes.

Achieving learning outcomes not only from schools or teachers who play an important role in it, the economic condition of the family is important in achieving better learning outcomes. Pay close attention that with sufficient parents' economic conditions the material environment faced by the child in his family will not be wider, he will have a better chance of developing various skills that cannot be developed if he does not have the infrastructure. "If a child lives in a poor family, a child's basic needs are not met, so that the child's health and education will be disrupted and the child's learning will be disrupted. Another consequence that can be seen is that a child is always afflicted with sadness so that the child feels inferior to his other friends.

According to Patmonodewo (2011: 37) "there is a very significant difference in intellectual and academic tasks between children who come from underprivileged families

compared to children who are more economically capable." be a whip for a child to learn more actively in learning and trying.

Learning activities are an inseparable part of all their activities in studying at formal educational institutions. According to Dimyati and Mudjiono (2013: 7) "learning is a complex action and behavior. As an action, learning is only experienced by students themselves, students are determinants of the occurrence or not of the learning process". According to Sardiman, AM, (2014: 23) "learning is a change in behavior, and occurs because of the results of experience". In line with that Iskandar (2012: 102) said "learning is an attempt by a person through interaction with his environment to change his behavior". According to Kurniawan (2014: 4) said "learning as an internal active process of individual students where through various experiences in interacting with the environment causes a change in behavior that is relatively permanent".

Learning outcomes are measurements of the assessment of learning activities or learning processes expressed in the form of symbols, letters and sentences that tell the results that have been achieved by each student in a certain period. According to Susanto (2013: 5) "Learning outcomes are changes that occur in individual students, both relating to cognitive aspects, affective aspects, and psychomotor aspects as a result of learning". The understanding of learning outcomes is emphasized by Nawawi (in Susanto, 2013: 5) states that "learning outcomes can be expressed as the level of success of students in learning material and concept of learning in school that can be seen in the scores or scores obtained from test results from a number of subject matter certain".

From the above explanation it can be concluded that learning activities are a very important and inseparable part of all the activities that they do in their studies at formal educational institutions. Every family needs to encourage their children to get good learning outcomes by meeting their children's needs or needs in studying. Economics is very important in every family in meeting their children's needs in education, parents need to provide school equipment for their children from the smallest to the largest, so that their children can achieve better achievement or learning outcomes.

V. Conclusion

Based on the results of previous data processing, it shows that the value of r is 0.88, the value of t-count is 22.95 while the t-table is 1,684, thus t-count> of t-table so there is a significant relationship between variable X (family economy) to Y (student learning outcomes), it can be concluded that there is a relationship between the family's economic background to student learning outcomes at Elementary School 2 Peukan Pidie. With a good family economy, parents can meet the needs of their children in studying in various formal educational places so that students can achieve learning goals and achieve good learning outcomes. Making students as children who are proud of parents, schools and the nation's homeland.

The suggestions to be conveyed in this researcher are as follows:

1. Based on the socioeconomic conditions of the families of students of Elementary School 2 Peukan Pidie, it is expected that the student's family can manage its finances so that family expenses do not exceed the income received and prioritize meeting the educational needs of children.

- 2. Improving student learning outcomes can also be done by parents, namely by providing private (tutoring), with the tutoring students can learn or repeat learning in their schools. Learning to get good grades is not only done at school or at other formal places.
- 3. Improvement of student learning outcomes in schools. Harmonious relationships must also be established between parents and children. In addition, if necessary parents can include children in the AMT (Achievement Motivation Training), which is a personal development program, especially in terms of improving learning outcomes.
- 4. The researchers are expected to examine the effect of family economic background on student learning outcomes with other variables, thus providing new knowledge to various parties.

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