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## ACADEMIC SELF-MANAGEMENT TENDENCIES BASED ON FAMILY SOCIOECONOMIC STATUS

**Asih Hanifiyah Samhah**

Universitas Pendidikan Indonesia, Jawa Barat, Indonesia

ahanifiyahs@gmail.com

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### KEYWORDS

academic self-management, family, socioeconomic status.

### ABSTRACT

Students must have Academic Self-Management skills to develop factors to achieve academic achievement. Family socioeconomic status factors influence academic Self-Management. This study aims to determine the tendency of Academic Self-Management of Class XI Students of SMA PGRI 1 Bandung Academic Year 2017/2018 based on the socioeconomic status of the family. The research approach uses a quantitative approach and a descriptive method. The sample used was SMA PGRI 1 Bandung, with 173 students. The data collection technique uses a questionnaire on the Academic Self-Management scale, which reveals aspects of motivation, learning methods, use of time, physical and social environment, and performance of 50 items with instrument reliability of 0.98. The results showed that students were in the middle category, and there was no significant difference in the level of Academic Self-Management for students from high, middle, or low socioeconomic status categories. Research recommendations are addressed to guidance and counselling teachers and future researchers. Academic Self-Management of class XI SMA PGRI 1 Bandung in the Academic Year 2017/2018 based on family socioeconomic status in the upper, middle, and lower categories is included in the moderate category.

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**Corresponding Author:** Asih Hanifiyah Samhah

**Email:** ahanifiyahs@gmail.com



## INTRODUCTION

The need for education is one of the essential parts of human life; with higher education, it is hoped that it will produce more qualified human beings. Education is critical because education in schools aims to enable students to develop their potential to the fullest so that they can achieve success in learning and achieve academic achievement.

The Coordinating Ministry for Human Development and Culture (2015) explained the UNESCO report in the Education for All Global Monitoring Report (EFA-GMR) that the Education Development Index for All or The Education for All Development Index (EDI) Indonesia in 2014 was ranked 57 out of 115 countries. The total EDI score is obtained from the summary of the four assessment categories, namely the literacy rate at the age of 15 years and over, the introductory education enrollment rate, the enrollment rate according to gender equality, and the survival rate of students up to Grade V of Elementary School. The order of education in Indonesia, which is still far behind 115 countries in the world, explains that the implementation of education in Indonesia still has problems. Many problems occur in education, one of which is low student achievement, as evidenced in several studies. Problems in education or one of them is low learning achievement can be influenced by internal factors such as time management in learning and learning motivation and external factors such as economic conditions,

geography, and internal factors from students. Internal factors that cause students to learn wrong can be avoided if they can control internal factors within themselves. To control the factors that influence the learning process, students must have good academic self-management, referred to as Academic Self-Management. Academic Self-Management is a strategy used by students to control various factors that influence the learning process.

Dembo (Dembo & Seli, 2008) states that Academic Self-Management is essential in achieving learning success. In line with Dembo, Scottish Qualification Authority (2007, p.14) describes that:

*“If you are effective in managing yourself, then you will benefit. On the other hand, if you are ineffective, any deficiencies that you have can potentially cause inefficiencies.”*

This means that if an individual can manage himself well, then he will benefit, but if self-management is not practical, then any deficiencies he has will have a worse impact. Every student must have adequate self-management, especially in learning, because a student who can manage himself will make his life more effective. Practical life is assessed when students can control their thoughts and feelings and know the priorities that must be prioritised in their lives and the steps in living their lives. Adequate Academic Self-Management will also help students avoid disturbing stress because they will be better able to manage their time well and realise what they must do. Conversely, if students do not have adequate Academic Self-Management, they will likely experience stress because they cannot manage themselves in learning correctly. Academic Self-management is very useful so that students can achieve learning goals so that students will better understand their priorities, whereas students who do not have Academic Self-Management skills have little possibility of achieving learning goals and cannot prioritise things that support their learning success.

(Dembo & Seli, 2008) explains that students must have adequate Academic Self-Management, because if students have adequate Academic Self-Management, it is indicated that they can control factors to achieve learning goals, for example, arranging study schedules, practising solving questions practice questions, reviewing or repeating lessons that have been learned at school, underlining important material, monitoring learning progress, discussing in class, looking for resources in the library, and dividing time between free time and studying, while students who do not have Academic Adequate self-management will undoubtedly experience the opposite, namely not compiling a study schedule, not practising completing practice questions, not reviewing or repeating lessons learned at school, not underlining important material, not monitoring progress. Learning, no discussion in class, no looking for resources in the library, and it can not divide time between free time with study.

The results of research conducted by Hidayat in 2012 at SMA PGRI 1 Bandung showed that students' learning motivation at SMA PGRI 1 Bandung generally belonged to the moderate category. Of the 154 students in this study, 3.2% (5 students) had very high learning motivation, 29.2% (45 students) had high learning motivation, and 34.4% (53 students) had moderate learning motivation. 22.1% (34 students) had low learning motivation, and 11.0% (17 students) were classified as students who were in the deficient category in terms of learning motivation. Learning motivation is an aspect of Academic Self-Management. Seeing the results of this study, there are still those who have low learning motivation, whereas to study well, students must have adequate Academic Self-Management, especially in learning because this is a student's ability and skill to regulate their behaviour in learning.

Students must be able to manage themselves by increasing motivation, learning behaviour and learning strategies to build optimal conditions for learning and avoid learning disorders to create suitable learning activities and achieve better learning outcomes. Based on research on the level of Academic Self-Management, there were 31 students in class VIII.2 of SMP Negeri 1 Punggur, 48.39%

(15 people) were in the high category of academic self-management skills, 29.03% (9 people) were in the medium category, and 22.6% (7 people) are in a low category. The research data above shows that there are still students with low and medium levels of Academic Self-Management.

Academic Self-Management is also inseparable from the factors that can influence it, both internal and external factors. As explained (Kamalia, 2019) that the level of economic conditions is one of the factors that influence Academic Self-Management in students. Students who meet their needs and manage them will be able to complete various matters relating to learning and meet all needs to achieve the goals they want to achieve. The level of economic conditions in the family is based on parental education, parental income, parental occupation, and social status in the community (such as relationships in the community, association groups, and community perceptions of the family).

(Anwar, 2016) explains that groups with low socioeconomic status do not emphasise the importance of achieving higher education. Parents with high socioeconomic status and success are more maximal in preparing their children for school and are very supportive. In addition, parents with high socioeconomic status also focus on their children's mental and physical development, strongly supporting their children's schools by providing good learning facilities from a young age to help shape character in children. Children also don't think about school fees because their parents think about everything; in other words, children only have time for school and study preparation. High socioeconomic status generally builds children's confidence to face various challenges in life. The economic capacity of the family will influence both, directly and indirectly, education and employment or position and considering the results achieved in education and employment.

As happened at SMA PGRI 1 Bandung, the counselling teacher explained that many students, before and after going to school, help their parents work to meet their living expenses. The guidance counsellor explained that parents with low socioeconomic status are more focused on struggling to earn money for the continuation of their life and that of their children, so that very little time is spent with their children. Sometimes, children of parents with low socioeconomic status help with work, so they have to manage time for school, have less time to study at home or even have no time to prepare for things related to study. Further strengthened by the results of research in 2012 at MTs Asyariah Tegalarum in 2013, that it has a positive and significant influence on learning achievement with a regression value of 0.868 which illustrates that the higher the socioeconomic status of parents, the student's learning achievement will increase. Learning achievement is an indicator of learning success that students can achieve if they have high category Academic Self-Management skills.

Based on the research results and cases that have occurred in the field, an action or role for counselling should be held. When there is no effort to improve Academic Self-Management, it is feared that it will impact students so that students cannot optimise the potential that already exists in them, and students cannot feel well-being in their lives, so they do things that are not good. (Suteja, 2017) explains that the basis for implementing guidance and counselling in schools is an effort to facilitate students to be the ability to develop their potential or achieve developmental tasks (physical, emotional, intellectual, social, and moral-spiritual aspects). Students need to be able to manage themselves, especially Academic Self-Management and obtain appropriate guidance and counselling services to achieve optimal learning outcomes and develop their potential to the fullest.

Based on the description, the researcher is interested in researching "Academic Self-Management Tendencies based on family socioeconomic status". The results of Academic Self-Management research based on students' socioeconomic status can then be used to determine the direction of suitable guidance and counselling services in schools. Following the opinion (Tampubolon, 2020) that self-management

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programs and interventions facilitate the development of skills and activities designed to increase changes in self-management behaviour and improve quality of life or family welfare.

## **METHODS**

The research approach used is quantitative. The quantitative approach in this study is used to describe the tendency of Academic Self-Management based on the family socioeconomic status by obtaining numerical data in the form of the Academic Self-Management level of class XI SMA PGRI 1 Bandung. The research method in this study used a descriptive method with cross-sectional because the research time was short, and the research was carried out with one data collection. The technique used in data collection is a research technique using a questionnaire. Data collection regarding Academic Self-Management was carried out by distributing questionnaires to class XI students of SMA PGRI 1 Bandung for the 2017/2018 Academic Year based on the operational definitions of variables. The population in this study were students of SMA PGRI 1 Bandung in the 2017/2018 Academic Year who were in their mid-adolescence.

## **RESULTS AND DISCUSSION**

### **The Tendency of Academic Self-Management Class XI SMA PGRI 1 Bandung 2017/2018 Academic Year**

Based on the research results, the tendency of Academic Self-Management Class XI students of SMA PGRI 1 Bandung for the 2017/2018 Academic Year is in the moderate category. Management in this study is planning, organising, directing, motivating, and controlling people and work mechanisms to achieve goals. Students who are in the moderate category means that students are skilled enough in self-management in the academic field. Students already have enough planning and motivation to achieve their goals, are skilled enough in using learning methods, are skilled enough to manage time, have an excellent physical and social environment, and are skilled enough to evaluate the results of their performance. The majority of students are in the medium category, but there are also students with Academic Self-Management tendencies, which are in the high and low categories, such as the opinion (Cervone & Pervin, 2012) (Alfiana, 2013) that everyone can organise personal goals, plan strategies and evaluate and modify the behaviour they will do. This means that every student has an awareness of the importance of setting life goals, having a strategy, and being aware of what they have to do, especially in the academic field, so the majority of students are in the medium category, although there are students who are in the low and high categories.

This is reinforced by Desmita (Azam, 2016), that everyone is unique, showing diverse abilities, appearances, temperaments, interests and attitudes. Everyone also has varying standards to set for themselves, and some have challenging goals; the goal is easy; the specific purpose; the goal is ambiguous; the short goal is near, and the goal is far away. However, students still set standards for their personal life goals so that students have diversity in achieving their desires. Students who are included in the adolescent category are also in a period when the capacity to acquire and use knowledge efficiently reaches its peak because, during this adolescent period, the brain growth process reaches perfection, and adolescents begin to seriously think about their future so that adolescents begin to pay great attention towards various fields of life that he lives as an adult human being in the future, including in education. From several expert opinions, it can be concluded that students are in a phase of paying greater attention to their future, including in education, so most students also have sufficient skills in Academic Self-Management or are in the moderate category.

The study results show that students are in the medium category on the motivation aspect, which means that they have enough motivation to learn from within themselves. Students already have skills that are skilled enough to push themselves to be more advanced and control their abilities to achieve good things in learning. Students also have enough hope and confidence in themselves to achieve academic success. The motivational aspect is not only in the medium category, but some students are in the low category. This is because motivation tends to decrease during the junior high school and high school years. Research on students with various levels of family socioeconomic status conditions, because the role of parents influences aspects, is following the opinion (Handayani, 2019) that the role of parents is an essential factor for developing student achievement motivation because parents' expectations and upbringing are important factors in the development of student motivation.

The study results also show that students are in the middle category in the Methods of Learning aspect, meaning that students are skilled enough to choose a suitable and appropriate way of learning for themselves. According to students, the right way of learning will further assist the learning process so that they achieve academic success. As is the opinion (Bire et al., 2014) that learning styles are the easiest way for individuals to absorb, organise, and process the information received, appropriate learning styles are the key to student success in learning. In the Use of Time aspect, students are in the medium category, meaning they are skilled at managing their time, so they are not confused about dividing their time for study and other activities. Carroll in (Anggraeni, 2014) argues that one of the learning outcomes achieved by students is due to the time available for study. Students can achieve learning success if they use their time well.

Students also already have a physical environment that is adequate for the learning process, and the social environment of students also supports student learning activities, as it is known that the environment greatly influences the condition of students. Bandura's 1977 social learning theory ( Igbo et al., 2015) explains that human behaviour is a function of people plus the environment. So, in other words, personality, behaviour, and environment are interrelated because each can influence the other. Therefore, the theory assumes that when two people or groups interact, they become part of each other. Then (Amaliasari & Zulfiana, 2019) explains that individuals with good social conditions, of course, will find it easier to have good Academic Self-Management.

The performance aspect shows that students are in the medium category, meaning that students are skilled enough to monitor the learning outcomes obtained in class with predetermined initial goals. (Rismawati & Mattalata, 2018) Explains that individuals must direct and assess their performance according to planned goals and monitor and evaluate performance according to applicable standards. That is, students should monitor and evaluate their performance during learning through the exam results obtained, whether they are appropriate or not so that the evaluation results can be used as a benchmark for starting their next self-management.

The tendency of students' Academic Self-Management who are still in the medium and low categories must be improved. Students must have high Academic Self-Management so that the future orientation of youth, including educational issues, can be well-lived because education is closely related to preparation for entering the world of work and early adulthood. Students must be highly skilled at motivating themselves to learn and realise that learning is essential for their future; then, students must also have hope and confidence in their abilities to achieve academic success or have the belief that every human being must have their talents so that what needs to be done is to explore and hone the talents they already have. Students who are included in the adolescent category are experiencing a process of brain growth reaching perfection, so students must begin to pay attention to the learning methods used

in the learning process; students must already have a learning method that is appropriate and appropriate for them so that students have no difficulties in the learning process; If students already have a way of learning that suits them well, then the learning process will be easy. Furthermore, students must be wise in dividing their time; if students are faced with two choices at one time, then students must be able to decide to use the time they have for things that support their future; this can be started with small things, for example doing assignments on time and studying not just before exams. Then students must also be highly skilled in utilising the physical and social environment to support their future; even though students come from the lower category of socioeconomic status, students must be competent in utilising existing facilities and infrastructure at school, such as laboratories and solving academic problems through tutoring services to improve student Academic Self-Management based on the research results that have been discussed. The service strategy used can also vary; you can use classical guidance and group guidance with methods that can be chosen according to the needs and problems of students.

#### **Lower Category Family Socioeconomic Status**

The tendency of Academic Self Management students is in the lower category of socioeconomic status, and all its aspects are in the medium category. The research results show that students of lower socioeconomic status have enough skills in self-management in the academic field, especially in every aspect of Academic Self-Management. Students are skilled enough in planning, organising, directing, motivating, and controlling themselves to achieve goals in the academic field. Students have the ability in the aspect of motivation in the medium category. Motivation is also influenced by external factors, parents, and the community environment. (Rahman, 2022) argues that motivation for achievement is a person's way of trying well for his achievements. Most students with lower socioeconomic status are in the moderate category, which can be caused by external factors, parents, and the community environment, which are still unable to maximally bring good influence to students.

For students to achieve achievements, a learning method is needed that is appropriate to the students themselves, which is described through the aspects of the methods of learning. Aspects of students' learning methods are in the medium category, which means that students are skilled enough to use learning methods that suit them. When students use appropriate learning methods, they will undoubtedly get good learning outcomes compared to students who do not use learning methods. Research shows that there are still students who are included in the low category in the aspects of methods of learning which shows that there are still students who do not have learning methods when studying. Learning methods and motivation are related skills for a person because students who know a suitable learning method but do not be motivated are the same as useless. The aspect of students' use of time is also in the moderate category, meaning that students are skilled enough to manage time and realise that managing their time plays an essential role in student's academic success. Time management also has a positive relationship with academic achievement, where students with good time management skills will tend to have good grades compared to those who do not have good time management. The physical and social environment aspects are in the moderate category; this shows that students have a physical and social environment sufficient to support learning activities, and students have formed a pretty good learning environment with other students. This is not following the opinion of Maccoby & McLoyd (Yusuf, 2015), who compared middle and upper-class parents with the lower class, explaining that lower-class parents tend to be less warm and give affection to children. In performance, students are in the moderate category or quite skilled in evaluating the performance that has been carried out with student goals. Students are quite skilled in observing and evaluating behavior in the learning process.

Most students are in the middle category, breaking Galo & Matthews' opinion that the economically fortunate and the economically disadvantaged will experience different factors in their daily lives. On the contrary, the study's results strengthen the opinion (Muali & Mazida, 2018) which suggests different things about the socioeconomic status between upper and lower-class families, namely: Good family socioeconomic conditions can create conditions for students that hinder learning because students think their needs are met. Fulfilled so that students do not think about their future. In contrast, students who come from families with weak economies are usually much more diligent because they think about the future.

Cultural differences, upbringing patterns, and differences in respondents are also indicated to be factors causing the discrepancy between the opinions of experts from abroad and the reality on the ground in Indonesia. The parenting style practised by parents for children from various cultures will also vary, according to the thoughts and culture of the parents. SMA PGRI 1 Bandung is included in Sundanese culture. Sundanese culture has values that the Sundanese people uphold, which are reflected in *silih asih* (love each other), *silih asah* (reciprocal self-improvement), and *split asah* (mutual protection).

Parenting is not only limited to caring for a child but also instilling cultural values in their environment. Caring for children does not mean only caring for or supervising children, but more than that, which includes education, courtesy, cleanliness, discipline, forming responsibility exercises, social knowledge and so on, which originate from the cultural knowledge possessed by their parents.

Students from lower socioeconomic status categories should also be able to have Academic Self-Management skills. Students must be able to have the motivation to study harder to improve their family life. Students must also have hope and belief that every human being must have advantages and potential that can be developed. Students with lower socioeconomic status must also have a way of learning that suits their learning style. Students who help their parents work must have a fun and appropriate way of learning for themselves to maximise the student learning process. Like it or not, students also have to be able to share study time with work; at least, they must do assignments on time and study every day, even for a short time. That way, students will gradually get used to dividing their time between study and work. Students who come from the lower category of socioeconomic status certainly have difficulties with material, so students are not appropriately facilitated by their parents to support academic success. Even so, some facilities can be obtained at school, such as books in the library, computers in the computer laboratory, and so on, so students must have the skills to use the facilities available at school or in the community. Students must also be able to assess learning outcomes through the results of previous tests and use them as benchmarks and comparisons. Then students must get used to reviewing test results so that in the following exam, students can learn even better.

Guidance and counselling play a significant role in helping students face and solve academic problems to have good Academic Self-Management skills. The problems experienced by students with the lower category of family socioeconomic status are very diverse and complex. According to the guidance counsellor, students sometimes put education aside and prefer to work to lighten the burden on their parents. The BK teacher has a significant role, where the BK teacher must be able to change the mindset of students so they can change parents' conditions for the long term, not just for now, so students must stay in school. The counselling teacher said that education at SMA PGRI 1 Bandung was free, so there was no reason for students not to go to school. Counselling teachers must instil these thoughts through a tutoring service strategy, either through classical guidance or group guidance services.

## CONCLUSION

Based on the results of research on the tendency of Academic Self-Management of class XI students of SMA PGRI 1 Bandung in the 2017/2018 Academic Year based on socioeconomic status, the conclusions are as follows: Academic Self-Management of class XI students of SMA PGRI 1 Bandung in the 2017/2018 Academic Year is in the category medium which indicates that the academic self-management of class XI students at SMA PGRI 1 Bandung in the academic year 2017/2018 is quite good. Likewise, every aspect of motivation, learning methods, use of time, physics, and social environment and performance is included in the medium category. Academic Self-Management class XI SMA PGRI 1 Bandung Academic Year 2017/2018 based on family socioeconomic status in the upper, middle, and lower categories is included in the medium category. Likewise, in every aspect of academic self-management of students with family socioeconomic status in the upper category, the middle category in the lower category is in the medium category.

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