

Student's Economic Level to Academic Achievement

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Abstract: This research is motivated by the comparison of academic achievement level of students which is seen from the economic level. The level of student economy can be seen from several aspects, and one of them is the entrance of higher education. There are several types of college entrance paths including entry point through Bidikmisi scholarship and Independent pathways. This study aims to determine the comparison between the achievement level of bidikmisi students with Independent student. This research technique uses non-inferential comparative quantitative approach with t-test calculation. Respondents in this study were undergraduate students majoring in Sociology education, in one of state universities in Bandung. The results of this study indicate that there is a comparison of academic achievement between students of Bidikmisi and Independent pathways.

1 INTRODUCTION

The economic background of higher education students always varies from high to low economic class. The relationship between economic factor and student performance can be seen from students' academic achievement and their entrance point to the university. Many students are successful to pursue their further study in some universities through some scholarships, such as the "Bidikmisi Scholarship", which is a scholarship program from the Indonesian government aiming for students from low social class families. Meanwhile, there are some students attending universities after passing independent university's selection test (which is organized by the University itself. This form of test has high entrance fee and is commonly taken by students from high social class as. According to Barker and Hoskins (2015), family background can have an effect on student performance, and student performance is seen from its achievement can be influenced by the factors behind it, one of them is economic factor (Ngoma, Ntale, & Abaho, 2017).

The size of students' academic ability can be seen from their GPA (Islam & Islam, 2013). Students who have a high GPA are students who are diligent, active in class, and smart. Students who enter through the path of Bidikmisi Scholarship are identical with students who are smart. When they enter the

university, they have to go through several process requirements that have been set. The purpose of this research is to see how the influence of the entrance to the university towards student achievement between students of Bidikmisi Scholarship path with those of independent test path. Social class becomes an important aspect in higher education (Lehmann, 2012). Upper middle-class students will easily get into the desired university, but it is different from students from low social class families who must try hard to get a scholarship.

Socioeconomic status (SSE) is a composite measure of the economic and social position of an individual or family relative to others based on income, education, and employment. When analyzing SSE families, education and employment of mothers and fathers are examined (GOP, 2008), as well as income combined, compared to individuals, when their own attributes are assessed. The nature of the relationship between socioeconomic status (SSE) and student achievement has been debated for decades, with the most influential arguments appearing in Educational Equal Opportunity and Inequality in the United States, and a number of questions were commissioned in Australia. One's education is closely related to their lives of opportunity, income and well-being.

Education plays an important role in sharpening the skills of an individual who makes him or her a

ready-to-find and gain employment, as well as a special qualification that groups people with the highest SES of the lowest SES. Lareau (2003) speaks to the idea of integrated cultivation, in which middle-class parents take an active role in the education and development of their children using the control of organizing activities and fostering a sense of rights through discussion. Lareau (2003) argues that low income families do not participate in this movement, causing their children to have a sense of constraint. A division in educational attainment is thus born out of two differences in child rearing. In theory, low-income families have unsuccessful children to the level of middle-income children, who feel entitled, are argumentative, and more prepared for adult life (Lareau, 2003)

Poverty is not a curse for adults but for children as well even more. These are the children who are easily victimized by hunger, growth, illness, physical and mental disability, harassment, early marriage, child trafficking, and others. These are environmental factors that contribute greatly to children living in poverty being four times more likely to have learning disabilities than non-poverty students (Apple & Zenk 1996). According to (Casanova, Garcia-Linares, Torre, & Carpio, 2005), it is a combination of environmental factors as well as family influences that contribute to student academic success. Children who come from poverty are not provided the same tools as the rich, they have entered the school behind those who do not live under the same conditions. Some studies have shown that problems start with parents and lack of education and understanding of the needs of children.

This article is based on a study, which is an attempt to explore various factors that have an impact on achievement, depending on the different socioeconomic status in society and how it impacts on student academic achievement. This study also examines the literature to reveal that the socioeconomic status of parents can significantly contribute to the achievement of good grades in college. This paper illustrates the impact of income, employment on the level of student education, and the impact of many socioeconomic indicators on individual student achievement.

Based on the above background, the researcher is interested in investigating the comparison between the academic achievement of Bidikmisi students and the Independent students measured through the academic achievement index (GPA) during the lecture period.

2 METHODS

This research was a quantitative research. The object of this research were undergraduate students majoring in Sociology in one of the University in Bandung. The population of this study was all students of sociology consisting of 120 students. The sample were as many as 30 students, consisting of 21 female and 9 male students. Their age ranged from 18 to 21 years old. Parent income ranges from less than Rp. 5,000,000 to more than Rp. 5,000,000. The number of students from Bidikmisi program were 10 people while the students through Independent were 20 people. The sampling used a purposive sampling as the study involved students with certain criteria of having background of university entrance through Bidikmisi scholarship and Independent path. The data were obtained from closed questionnaire with the number of questions 15 items.

In this study, the calculation of data using Likert scale which aims to compare the score of understanding, describe and measure the extent to which the entrance point of students to the University with academic achievement. The data analysis technique used inferential statistic calculation through non parametric comparative analysis of t-test. This analysis was chosen because this research seeks to illustrate the clear comparison between the two understandings between the entry point and the academic achievement. The calculation begins with performing coding from the shared questionnaire, testing the validity of the data from the coding results, testing the reliability, and calculating data analysis using t-test calculation. The calculation was chosen to prove the test of research hypothesis that is:

Ho: There is no comparison between student achievement of Bidikmisi and Independent.
H1: There is a comparison between student achievement level of Bidikmisi and Independent.

3 RESULT

The difference of academic achievement level between Independent and Bidikmisi students with significant value $0.01 < 0.05$ indicates that the data is not homogeneous. The value of t obtained 2.81 at df 28. The value of t obtained is compared with t table on df 28 with probability 0.05 that is equal to 1.70. So, the value of t obtained was 2.81 which was higher than t table of 1.70. Thus, the value of t arithmetic was positive. There was a significant difference regarding

the academic achievement between Bidikmisi and Independent students.

Then, it can also be seen from p value of 0.01 (<0.05) indicating that the difference is statistically significant at probability 0.05. Thus, H_0 is rejected meaning that there is a comparison between the level of academic achievement of Bidikmisi and Independent students. This is supported by the average difference between Bidikmisi and Independent students of 0.6 because the positive value of Bidikmisi students has an average of 3.1 while the Independent students have an average of 2.5. There is a difference of level of academic achievement between Bidikmisi and Independent students although it was not so great (0.6).

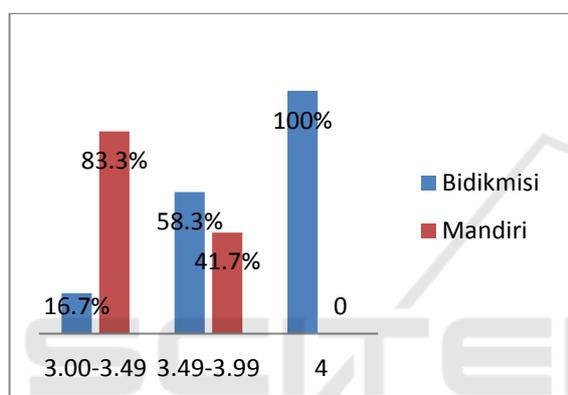


Figure 1: Academic Achievement of Students Viewed From State University Entrance Path.

Figure 1 shows the comparison of academic achievement (GPA) between Bidikmisi students and Independent students. It is seen that the students of Bidikmisi obtaining GPA of 3.49 – 3.99 were 58,3% higher than the students of Independent who obtained as 41,7% with the difference of 16,6%. There were only 16.7% Bidikmisi students who got GPA 3.00-3.49, while the Independent students with a GPA of 3.00-3.49 were as much as 83.3%. It can be concluded that Bidikmisi students tend to have higher levels of academic achievement compared to Independent students.

4 DISCUSSION

The socioeconomic status of students is most often determined by combining parental level education, employment status and income level. Studies have repeatedly found that socioeconomic status (SSE) affects student achievement.

Candidates who want to enter the state university must conduct a selection process. In Indonesia, the selection of college entrance includes some pathways, two of which are Bidikmisi scholarship and Independent. Bidikmisi scholarship path is for students with low economic level and is fully funded by the Indonesian government, while Independent path is for students coming from middle and upper economic level and funded by their parents.

The result of the research shows that there is a comparison between student achievement level of Bidikmisi and that of Independent. Student of Bidikmisi have higher GPA than Independent students. The socioeconomic status of parents can significantly contribute to the achievement of good grades in higher education. (Annette, 2003). This is due to the higher learning motivation possessed by bidikmisi bidikmisi.

5 CONCLUSION

Based on the result, the comparison between the academic achievement level of the Independent with the Bidikmisi students in the sociology department shows that there is a comparison between the students' GPA with the economic level which is seen from the entrance point of Higher Education. The results of this study prove that Bidikmisi students GPA's relatively better/higher than Independent students.

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