

The Influence of Economic Factors on Student Motivation and Learning Achievement at Elementary School

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Abstract. Education is one of the main pillars in the development of a nation, which plays an important role in forming a competent and qualified generation. However, economic factors are often a significant obstacle for children achieving their full learning potential. This research aims to determine the influence of students' economic factors on their motivation and learning achievement at elementary school level. This research is motivated by the importance of education in forming a competent and qualified generation, but it is often hampered by economic factors. The research method used is a quantitative descriptive method, which involves collecting data through open and closed questionnaires to teachers. The research results show that disadvantaged economic factors can influence students' motivation and learning achievement. This finding is based on data showing that 83% of teacher respondents stated that economic disadvantage could affect student learning achievement. This is due to a lack of learning facilities, low self-confidence, lack of parental support, and limited study time due to having to help parents. This research provides important insights for educators and policy makers to design learning strategies that are more inclusive and fair, and pay attention to economic factors as one of the main determinants of achieving learning achievement.

Keywords: Economics, Motivation, Learning Achievement

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INTRODUCTION

Education has a very important role in maintaining the sustainability of human quality of life. Through the education process, individuals can transform from not knowing to having knowledge, intelligence, creativity, and responsibility (Cahya, 2020). In order to educate the nation's children, the government has also created a 12-year compulsory education program. This program aims to ensure that every child has equal access and opportunity to obtain quality education. However, behind this effort, economic factors are often a significant obstacle for children in achieving their full learning potential. Economic factors are very crucial factors in the sustainability of learning activities because they require a lot of money, for example to buy tools, school fees and other costs (Wahid, 2022). As a result, children from low economic backgrounds may not be able to follow education optimally which in turn can affect their motivation and learning achievement.

Motivation in students can affect student learning achievement. Motivation is a drive that comes from within a person to do something to achieve a goal (Muhfizar et al., 2021). According to Muhammad (2016) Motivation is a change in energy within a person that is marked by a drive that comes from within a person to achieve a goal. Student learning motivation is an important element that influences student learning achievement, interest in learning, and active participation in the learning process. Then, learning motivation is also the overall driving force within students that gives rise to learning activities that can guarantee

sustainability and provide direction for learning activities so as to bridge the achievement desired by the learning subject itself (Novitasari, 2023). Based on the explanation that has been presented above, it can be concluded that learning motivation is an internal drive that encourages students to take action to achieve certain goals.

Learning motivation is an important factor that influences academic achievement, interest in subjects, and activities in the learning process. In other words, learning motivation includes all the forces that encourage students to engage in learning activities, thus ensuring the continuity of learning and directing them towards achieving the desired goals in the learning process. Therefore, it is expected that teachers before starting the learning process can first pay attention to the readiness of students, one of which is by paying attention to the learning motivation of students. Without motivation, the learning that is carried out will not be optimal because motivation will determine the readiness of students in learning activities (Jati, 2016). The less than optimal learning activities resulting from learning motivation will also affect the learning achievements of students.

Learning achievement is the achievement of students in the learning process that has taken place. Learning achievement is the result achieved by students through training or experience that students can get from their learning experiences at school or outside school that are done consciously (Gusmawati et al., 2020; Mawarni & Fitriani, 2019). According to Syafi'i et al., 2018 Learning achievement is a learning outcome achieved through the learning process which can be demonstrated through student grades or skills possessed by students in a particular field of study. There are factors that can influence students' learning achievement, both internally, originating from the students themselves, such as learning motivation, or external factors originating from outside the students, such as students' economic factors (Lestari, 2023).

Based on the explanation above, it can be concluded that student learning achievement is the achievement of student learning outcomes through the learning process carried out through learning at school or learning obtained outside of school which takes place consciously and learning achievement can be influenced by various external and internal factors that exist in students. With this understanding, student learning achievement is a reflection of their efforts in following the learning process, both inside and outside of school. Economic factors are one of the external factors that can influence student motivation and learning achievement.

It is important to understand how economic factors affect student motivation and achievement, and what efforts teachers can make to address these challenges. Based on research conducted by Samrin et al., (2020) The economic condition of parents has a significant effect on students' learning motivation, where better economic conditions allow students to get adequate learning facilities, such as books, stationery, and a conducive learning environment.

This affects students' enthusiasm for learning and academic achievement, as research results show that students with more stable economic conditions tend to have higher learning motivation and achievement. Then, according to research conducted by Ardhiyah, (2019) parents' occupation or socioeconomic status has a significant effect on students' learning process, especially at the elementary school level.

Parents with better economic status generally have more time and resources to support their children's learning process at home. This includes the provision of adequate learning facilities and good quality guidance. This study shows that children with the support of educational facilities and structured parenting from parents tend to have higher learning motivation and better academic achievement than children whose parents are less involved or have economic limitations. This study aims to determine the influence of economic factors of students on students' motivation and learning achievement. With a better understanding of these dynamics, it is hoped that this study can provide valuable insights for teachers, education practitioners, and other related parties in designing more inclusive and equitable learning policies and strategies.

METHODOLOGY

The research method used in this study is a quantitative descriptive research method. Quantitative descriptive is a statistical analysis method used to explain, describe, and analyze quantitative data (Aziza et al., 2023). The quantitative descriptive research method is a method used to explain numerical data or statistical images that will process in the form of descriptions. The data collection technique in this study used a questionnaire. A questionnaire is a data collection technique carried out by giving several questions to the informant related to the research problem (Prawiyogi et al., 2021). The types of questionnaires used in this study are open questionnaires and closed questionnaires. Both types of questionnaires are used to find out more about the information needed for research data. An open questionnaire is a collection of questions whose answers are not understood in one of the choices, so that respondents can be freer in answering questions, while a closed questionnaire is a collection of questions that can be answered according to the answers provided (Fahmi & Heru, 2019).

In the research conducted, the questionnaire was delivered to teachers by distributing a Google Form link that can be accessed to answer several questions that have been prepared. The respondents in this study were 23 teachers with details of 16 female teachers and 7 male teachers who teach in elementary schools. The data analysis carried out in this study was by changing the numerical data in the form of a percentage of the respondents' answers and describing them in detail in descriptive form.

RESULTS AND DISCUSSION

1. Research Result

Education as the main door to build quality human resources. Education is a conscious effort carried out systematically and planned to provide guidance and self-development physically and spiritually by adults to students to achieve maturity so that they can carry out tasks independently in society (Hidayat et al., 2019). Based on Article 31 of the 1945 Constitution of the Republic of Indonesia and Law Number 20 of 2003 about the National Education System, then based on the laws and regulations, every Indonesian citizen is required to receive a minimum education from the age of 7 to 18 years regardless of their economic status.

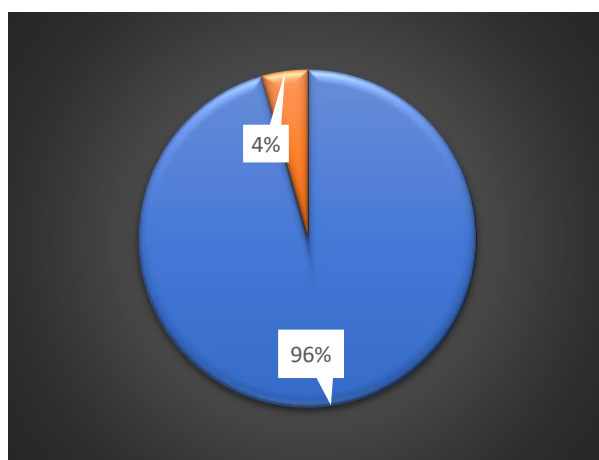


Figure 1. Percentage of Respondents' Teaching Locations Where There Are Underprivileged Students

Based on data obtained through respondents, there are 96% of teachers who are currently teaching in elementary schools where there are underprivileged students, while 4% of other teachers answered that there are no underprivileged students in their schools. Based on the data obtained, it can be seen that most elementary schools accept and have underprivileged students in their schools, while a small number of them do not have underprivileged students in their schools. This is good news, because it means that currently in elementary schools the compulsory education program can run well regardless of a person's economic status. In line with the majority of elementary schools having underprivileged students in their schools, teachers also have experience in teaching underprivileged students

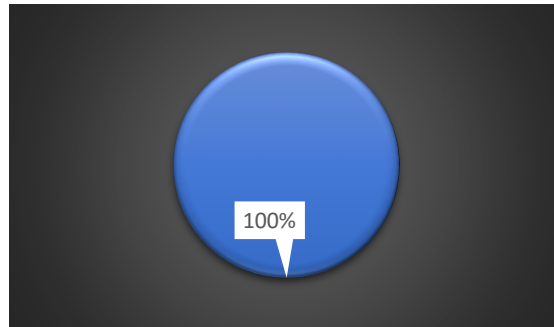


Figure 2. Percentage of Teacher Experience in Teaching Underprivileged Students

Based on the data obtained, 100% of teachers or it can also be interpreted that all teacher respondents have taught underprivileged students, the teachers have various experiences in teaching underprivileged students.

The experience that teachers have certainly influences the teacher's analysis in understanding the learning motivation and presentation of each student to be able to choose a learning method that can be used effectively to carry out learning at school.

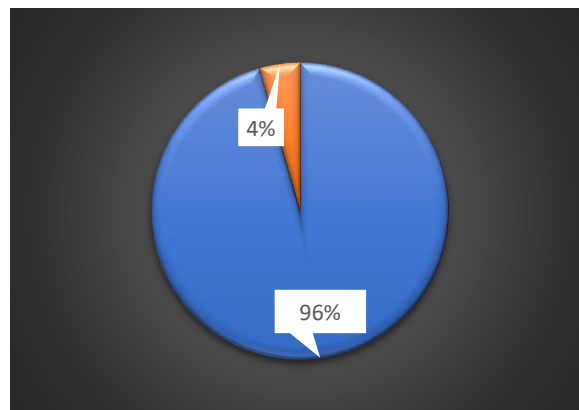


Figure 3. Percentage of Economic Factors in Learning Motivation

Based on the data obtained, 96% of teacher respondents answered that economic factors can affect students' learning motivation, while 4% of respondents answered that economic factors do not affect students' learning motivation. It can be concluded that most underprivileged students experience problems in learning motivation compared to students who are sufficient. Based on the data obtained through an open questionnaire, data was obtained regarding the details of the influence of economic factors on underprivileged students in learning motivation. The influence of underprivileged economics on students' learning motivation can result in two different impacts, namely:

1. Positive impact

- 1) Underprivileged students have high motivation to learn, because they want to change their lives for the better.

2. Negative Impact

- 1) Students with low economic status have lower learning motivation compared to students with sufficient economic status, due to the lack of learning facilities that students have.

- 2) Students from low economic backgrounds tend to be quiet and lack self-confidence and do not show interest in learning in the classroom.
- 3) High economic demands from families sometimes result in students being reluctant to continue their education, because they think that school will cost a lot of money and parental support to work immediately after graduating from elementary school.

Based on the data above, it can be concluded that compared to the positive impacts of the economic conditions of underprivileged students, there are more negative impacts that can affect students' learning motivation. Behind the economic factors that affect learning motivation, students' learning achievement can also be influenced by students' economic factors.

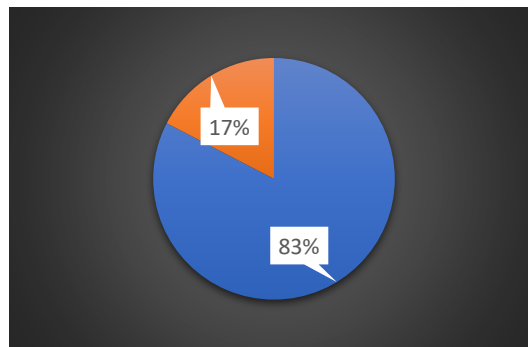


Figure 4. Percentage of Student Learning Achievement

Based on the research that has been conducted, data obtained shows that 83% of teacher respondents stated that the economic factors of underprivileged students can affect student learning achievement, while 17% other teacher respondents stated that economic factors do not affect student learning achievement. The reasons why the economic factors of underprivileged students can affect learning achievement are:

1. Learning achievement can be supported by adequate learning facilities, so that for underprivileged students, inadequate facilities become an obstacle to achieving maximum learning achievement.
2. Students from low-income families tend to be quiet and lack self-confidence, which makes them unable to develop their potential to the maximum.
3. Lack of support from parents in learning affects students' learning achievements.
4. Lack of study time for students because they help their parents to earn additional income will take up students' time and focus, thus affecting students' learning achievement.

2. Research Discussion

1) Economic factors are less able to influence learning motivation

Economic factors are one of the external aspects that can affect students' learning motivation. In the context of students who come from families with low economic conditions, learning motivation is often influenced by various limitations. One of these limitations is the lack of access to adequate learning resources, such as books, the internet, and stationery, in line with what was conveyed Wahid, (2022) economic factors are very crucial factors in the sustainability of learning activities because they require a lot of money, for example to buy tools, school fees and other costs. This limitation can reduce the interest and enthusiasm of students to learn because they feel they do not have enough facilities to support their learning process.

Economic factors can also affect students' perceptions of the importance of education. School-age children who come from underprivileged families usually only get education from their families with various limitations, taught to be able to do work that can be useful in life directly (Muzakkir & Yunanda, 2021). In a family situation with low economic capacity, it is not uncommon to find the perspective that education is considered less of a priority compared to basic needs such as food and shelter. This perception can reduce students' motivation to learn because they see education as something that is not urgent or not relevant to their daily needs.

On the other hand, there are also students from underprivileged families who have high learning motivation because they see education as a way out of poverty. They try hard to study in the hope of achieving good grades and getting decent jobs in the future. This intrinsic motivation is driven by the desire to change fate and improve the family's economic conditions.

However, in general, various studies show that more students from underprivileged families experience obstacles in learning motivation compared to those from well-off families. Economic obstacles can make students not have the motivation to learn and even refuse to learn (Dewi & Nursalim, 2022). The most frequent obstacle for students from underprivileged families that affects learning motivation is the need for learning facilities (Dina, 2020). The minimal learning facilities owned by underprivileged students at home can be helped by providing learning facilities at school as a provider of formal education for the community so that students can learn optimally.

Formal education in schools plays an important role in providing maximum educational services for all students. Formal educational institutions have the task, function, and role to teach, educate, improve, and shape the character of students and provide facilities for developing students' potential to the maximum according to the interests and talents of students (Kusmiran et al., 2022). In addition to providing services and facilities for developing potential and character building, formal education also prioritizes the quality of teachers who

can provide additional support and create a positive learning environment to increase the learning motivation of students from underprivileged families.

In addition, the importance of community and government participation in creating social programs that support the education of children from underprivileged families cannot be ignored. These programs can be in the form of direct assistance for educational needs, provision of nutritious food in schools, and counseling services to address psychological problems that students may experience.

Based on the research results, most respondents stated that low economic conditions significantly affect students' learning motivation. Overall, although there are some cases where poor economic conditions can increase students' learning motivation, the majority of evidence suggests that inadequate economic conditions are more likely to decrease learning motivation. Therefore, there needs to be a collaborative effort from various parties to overcome the negative impact of economic factors on students' learning motivation.

2) Economic factors are less able to influence learning achievement

Poor economic factors also have a significant impact on student learning achievement. Learning achievement is the result achieved by students through the learning process that can be demonstrated through the values or skills they have in a particular field of study. Based on the results of the study, most teacher respondents stated that low economic conditions affect student learning achievement. This is mainly due to the lack of adequate learning facilities.

Economic limitations make it difficult for students to obtain the necessary learning materials, such as textbooks, stationery, and internet access to search for additional information. These limitations make it difficult for them to follow lessons well and understand the material being taught. As a result, their grades and academic achievements tend to be lower than those of students who have access to better learning facilities.

In addition, students from low-income families often have to work to help meet family needs. The time they spend working reduces the time they should spend studying and doing schoolwork. This results in them often falling behind in their studies and having difficulty catching up. This limited study time has a direct impact on their declining academic achievement.

Poor economic conditions also often cause students to not have a conducive learning environment at home. For example, they may live in a cramped and noisy house, making it difficult to concentrate while studying. In addition, they may have to share space with many other family members, which can reduce the time and space for quiet study.

In addition, students from low-income families often do not get enough and quality nutrition. Poor nutrition can affect their physical and cognitive health, which in turn can reduce their ability to learn. For example, malnourished children may be sick and absent from school more often, and have lower cognitive abilities, all of which have a negative impact on their academic performance.

The inability to participate in extracurricular activities or additional lessons due to financial constraints is also a factor that affects academic achievement. Extracurricular activities and additional lessons are often important for developing additional skills and deepening understanding of subject matter. Without these opportunities, students from low-income families may miss out on opportunities to improve their academic achievement.

However, as with learning motivation, there are some students from underprivileged families who have succeeded in achieving high academic achievement. This is often due to strong intrinsic motivation to change the family's economic condition and support from the school environment that understands and helps them overcome the obstacles they face.

Schools can play a vital role in helping students from low-income families achieve academically. Teachers can provide extra attention, additional academic assistance, and create a supportive learning environment to help students overcome the barriers they face. Scholarships and other educational assistance programs can also provide the financial support needed to ensure that students have equal access to quality education.

In addition, active participation from the government and the community in providing assistance to underprivileged families is essential. Programs such as direct cash assistance, nutritious school meals, and free health services can help reduce the economic burden on families and allow students to focus on learning.

Overall, although some students from low-income families can achieve good academic performance, the majority of them face various obstacles that can reduce their learning achievement. Therefore, joint efforts are needed from various parties to overcome the negative influence of economic factors on student learning achievement and ensure that all children have an equal opportunity to achieve academic success.

CONCLUSION

This study shows that economic factors play an important role in influencing students' motivation and learning achievement at the elementary school level. From the data obtained, it can be seen that the majority of teacher respondents (83%) stated that poor economic conditions can affect students' learning achievement. Low economic conditions often result in

limitations in the provision of adequate learning facilities, such as books, stationery, and access to technology that are important for the teaching and learning process. The inability to meet these needs can cause students to feel unprepared and unconfident in following lessons at school.

In addition, low learning motivation in students from low-income families is also identified as a significant impact of less supportive economic conditions. This low learning motivation can be caused by a home environment that is not conducive to learning, such as the lack of adequate study space, as well as a lack of emotional support and motivation from parents who may be more focused on meeting the family's basic needs. In many cases, students have to help their parents work to increase the family's income, so their learning time is limited and their concentration is divided between schoolwork and household responsibilities.

Poor economic conditions also affect the psychological aspects of students. Lack of self-confidence and feelings of inferiority often arise when they compare themselves to friends who have better learning facilities. This can reduce their active participation in class activities and affect their social relationships with fellow students. Feelings of shame or inferiority can prevent them from asking or seeking help when they have difficulty understanding the subject matter, which ultimately impacts their academic achievement.

To address this issue, it is important for educators and policymakers to create an inclusive and equitable learning environment. Schools and governments need to work together to provide the necessary assistance and support for students from low-income families, such as scholarships, free stationery programs, and access to learning technology. In addition, training programs for parents on the importance of supporting their children's education can also help improve student motivation and achievement. With a comprehensive approach that focuses on the needs of students, it is hoped that all children, regardless of their economic status, can reach their maximum academic potential and contribute positively to the future of the nation.

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