Original Research Article

The Effect of Learning Motivation, Socio-Economic Status of Parents, and Intellectual Intelligence on Student Learning Achievement in Jatiguwi 3 Elementary School Sumberpucung Malang

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Abstract

Learning achievement is the measure of success obtained by the students during the learning process. Success is determined by a variety of interrelated factors, including Learning Motivation, socioeconomic status and intelligence. This study aimed to analyze the influence of Learning Motivation, Socio-Economic Status of Parents and intellectual intelligence on student learning achievement Jatiguwi SDN 3 Sumberpucung Malang. Analyzing between Motivation, Socio-Economic Status of Parents and Intellectual Intelligence the dominant influence on student learning achievement Jatiguwi SDN 3 Sumberpucung Malang. This study included in the category of research explanations. The number of samples in this study were 48 students. Data analysis technique used is multiple linear regression analysis. The analysis showed that Learning Motivation, Socio-Economic Status of Parents and intellectual intelligence simultaneously and partially significant effect on student learning achievement Jatiguwi SDN 3 Sumberpucung Malang. Among Motivation, Socio-Economic Status of Parents and Intellectual Intelligence the dominant influence on student learning achievement Jatiguwi SDN 3 Sumberpucung Malang, intellectual kecerdasaran.
Keywords: Learning Motivation, Socio-Economic Status of Parents, Intellectual Intelligence, Learning Achievement.

INTRODUCTION

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills required of him, society, nation and state. Schools as formal educational institutions are required to provide the quality or the quality of the process and the resulting output. One indicator of the achievement of learning goals can be seen by looking at the level of achievements of students. The learning achievement is a reflection of the learning outcomes achieved after following the teaching and learning process [1]. Ability, comprehension, and the quality of students can be seen through its learning achievement. One of the indicators of quality education is the acquisition of maximum learning outcomes by students, whether it is the result of learning in the form of cognitive, affective and psychomotor. Achievement is itself influenced by two factors, including internal factors and external factors. Internal factors are factors that exist within the individual covers health, intelligence or intelligences, learning styles, talents, interests and motivation, while

external factors are factors that come from outside the individual includes the discipline of learning, family environment, school environment and the community. The learning achievement in a strategic position that is expected to increase to show that students' understanding is getting better, therefore learning outcomes should be improved so as to achieve maximum results. Affective and psychomotor. Achievement is itself influenced by two factors, including internal factors and external factors. Internal factors are factors that exist within the individual covers health, intelligence or intelligences, learning styles, talents, interests and motivation, while external factors are factors that come from outside the individual includes the discipline of learning, family environment, school environment and the community. The learning achievement in a strategic position that is expected to increase to show that students' understanding is getting better, therefore learning outcomes should be improved so as to achieve maximum results. affective and psychomotor. Achievement is itself influenced by two factors, including internal factors and external factors. Internal factors are factors that exist within the individual covers health, intelligence or intelligences,

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One of the internal factors that affect the learning achievement is motivation. Motivation is a very important factor in the learning process in order to achieve the desired achievement. This is because motivation is the driving force and the driving of individuals who can lead and provide direction for individuals to undertake certain activities to achieve its objectives. Good value standard of mastery learning and graduation value established in the State to be achieved by students can improve students' motivation in learning and achievement. Students who are well motivated to learn to conduct more and more quickly, than students who are less motivated. The achievements would have been better if it has a high motivation. Hamid [2] proved that there is a relationship between motivation and academic achievement. Likewise, the results of research Cleopatra [3] which stated that the Learning Motivation a significant effect on learning achievement.

Socio-economic status of parents have an important role to the education of children. According Gerungan [4] "with a bunch of their economy enough material environment faced by children in the family is broader, it gets wider opportunities to develop various skills that he can not progress if there are no tools." When parents are involved in educating their children and always motivate them to learn, then the child will feel that the parents always pay attention to them in learning at school and at home. So, he will obtain satisfactory grades, completing homework well, and

will be present at school on time. Instead, students were likely to decline in academic achievement if parents are busy working and do not participate in school activities and does not monitor what happens to children in school. Wahyu [5] proved that there is a significant relationship between socio-economic status of parents with student achievement.

Intellectual Intelligence (IQ) plays an important role in education, especially education paradigm focuses on holistic cognitive framework, in which the education process and the implementation of more emphasis on intellectual development and rational thinking. Dwijayanti [6] states that intelligence is the ability required to perform various mental activities of thinking, reasoning reading, writing, arithmetic and solve problems on emotional intelligence and general knowledge is the knowledge base in the effort to educate the public life and the nation has been since Their early in school though of course require further development. In other words, education is also a very important tool in the process of formation of human identity and personality.

Vendy [7] intelligence is the intelligence of thinking and brilliant intellect who manage the right brain and left brain are balanced. Meanwhile, according Trihandini [8] global cognitive abilities possessed by individuals in order to act in a focused and thinking significantly so as to solve the problem. Laely [9] describes the intellectual as follows: skills related to the use of limbs coordinated person's interest, such as: having; The scope of the widespread interest, keen observation, can remember quickly, to imagine, to have a variety of hobbies, and mechanical skills; associated with an urge to create, discover new ones (innovation), such as: painting, drawing, creating music, an initiative of the work done, response to new ideas, take advantage of something effectively, do not want to depend on others; and is associated with intellectual functioning, such as: the ability to think, reason, quick to learn, draw conclusions, and the ability to classify information properly, to understand something complex arithmetic.

In the world of education are many things that must be considered to create qualified students who can understand the lessons given by teachers, especially in terms of systems delivered by teachers teaching all subjects in lessons delivered weight. Concentration learning is a personal self kefokusan students towards subjects or learning activities and learning activities. In learning activities should be required full concentration, to obtain satisfactory results with full concentration students will know and understand the subjects taught. Factor these problems include lack of time management, health conditions, lack of interest in the subjects, their personal problems or family problems, and the delivery of materials by teachers.

In a process of education, a student is successful if it can complete the educational program on time with good results academic achievement. Good learning performance is the most coveted by every student who is learning, academic achievement can be an indicator of a person's success in learning activities [10]. During this time many people are found to achieve the required high academic achievement of high intelligence. However, according to recent research in the field of psychology proves that the intellectual is not the only factor that affects one's learning achievement, but there are many other factors that affect them are environmental factors, biological factors, and psychological factors are composed of talents, interests, and intelligence emotional,

The purpose of this study was to analyze the influence of Learning Motivation, Socio-Economic Status of Parents and intellectual intelligence on learning achievement of students of SDN Jatiguwi 3 Sumberpucung Malang and Analyzing between Motivation, Socio-Economic Status of Parents and Intellectual Intelligence the dominant influence on learning achievement of students of SDN Jatiguwi 3 Sumberpucung Malang.

LITERATURE REVIEW
Learning Achievement
Nurman [11] defines the learning achievement is the result of changes in behavior, which includes three cognitive domain consists of: knowledge, comprehension, application, analysis, synthesis, and evaluation. According Tu'u [1] the learning achievement is the acquisition of knowledge or skills developed by the subjects, usually indicated by test scores or numerical value assigned by the teacher. Furthermore, according to Anwar [12] the learning achievement is to be operationalized in the form of indicators such as the value of report cards, index study achievement, graduation rates and predicate success.

Learning Motivation
Sardiman [10] defines "Motivation is a series of attempts to provide certain conditions, so that someone is willing and wants to do something, and if he does not like, it will seek to nullify or mengelakan dislike it". Furthermore Fathurrohman and Sutikno [13] points out: "The motivation stems from the word motive, which can be interpreted as the power levers that exist in a person to perform certain activities in order to achieve a goal." Associated with the Learning Motivation and attitudes of each person is different from one another, where the duty as a parent to be able to generate and provide a boost to their motivation in learning or continuing education by creating a motif of children to want to learn. Usman [14], points out: "Motivation is a psychological process that encourages people to do something". The definition includes also the realm of learners in learning, that is motivation in learning.

Socio-Economic Status of Parents
Social status in society is closely related to the economic situation of a person. Social status or social standing alone is a general person in the community in relation to the others, in terms of social environment, prestige and the rights and obligations [15]. Socio-economic status is determined by many things such as education, job prestige and economic circumstances.

Intellectual Intelligence
According Dalyono [16] intelligence is the ability of a general nature to make adjustments to anything situations or problems, which include various types of psychic abilities such as abstract thinking mechanically, mathematically, understand, remember, speak, and so on. Intelligence can also be interpreted as an innate ability, which allows a person to do something in a certain way [17].

Research Hypothesis
- Allegedly Learning Motivation, socio-economic status of parents and intellectual influence on student achievement in SDN Jatiguwi 3 Sumberpucung Malang.
- Intellectual intelligence allegedly dominant influence on student achievement in SDN Jatiguwi 3 Sumberpucung Malang.

METHOD
Research Design
Research is an activity undertaken in a planned and systematic way to get an answer or solution to the problem of certain phenomena. This research included in this type of survey research, the research took one population using questionnaires as the main data collection tool [18]. This study included in the category of research explanations is to determine whether a variable is associated or not with other variables, or a variable or not caused or influenced by other variables [19].

Research Variable
Learning Motivation (X1)
Learning Motivation is a driving power possessed by the students who created a desire and willingness to implement learning activities so that they can appreciate and enjoy learning with pleasure. The indicators used are:
- Pleasure or enjoyment for learning, means paying attention and interest in the activities and were delighted when the tasks learned in school.
- Orientation toward mastery of the material, an ability acquired by students by mastering the material presented in school.
- Desire to know, the desire of students to motivate people to look for new things and to look further.

- Perseverance in the task, students focus entirely to complete the task and do not easily give up or despair.
- High engagement in a task, students diligent in doing the task, concentrating on the task and take the time to learn.
- Orientation towards challenging tasks difficult and new, students are motivated to complete the task difficult or new rather than simple or routine tasks.

Socio-Economic Status of Parents (X2)

Socio-economic status is a person's position in society as seen from the level of education, occupation and income levels. The indicators used are:
- Level of education
- Type of work
- Income levels.

Intellectual Intelligence (X3)

Intellectual Intelligence is the ability to explain that include the ability to reason, plan, solve problems and understand the idea. The indicators used are:
- Problem-solving skills
- Verbal intelligence
- Practical intelligence

Learning Achievement (Y)

The learning achievement is the acquisition of knowledge or skills developed through subjects as indicated by the value given by the teacher. Student achievement used value (GPA).

The research instrument is an instrument used to measure the natural and social phenomena are observed [20]. The instrument of accession in the study was a questionnaire that is to unveil the study variables. While the measurement instrument using an interval scale by Likert scale scores were used 1-5 which is applied varies according to each category of statements.

Population and Sample

The population in this study were students of class V SDN Jatiguwi 3 Sumberpucung Malang number of 48 students. Samples are some of the characteristics of the population about to be investigated and considered to be representative of the overall population [21]. Relative population size is not so great as many as 48 students, then using census sampling method.

Data Analysis Technique

The method of analysis to be used are:

Descriptive Analysis

This method is used in order to obtain an overview of the characteristics of the dependent variable conditions as well as to identify the characteristics of each of the variables in the form of frequency and percentage. This analysis is required to describe or depict the data collection questionnaire results. The technique used to describe the field data descriptively by way of interpreting the results of data processing through tabulation. This technique is expected to support the interpretation of results of analysis used.

Classic Assumption Test

Statistical testing and regression analysis can be done with consideration of non-infringement of the classical assumptions. The assumptions that must be met are: multicollinearity, heteroscedasticity and normality.

Regression Analysis

This method is used in order to test the effect of causality between the independent variable (X) in the it is the Learning Motivation, socio-economic status of parents and intelligence on the dependent variable (Y) in this case learning achievement. Inferential statistics were used to analyze the data is using regression analysis.

$$Y = a + b_1x_1 + b_2X_2 + b_3X_3 + \varepsilon$$

Where,

Y	=	learning achievement
X1	=	Learning motivation
X2	=	Socio-economic status of parents
X3	=	Intellectual intelligence
α	=	constants
b1, b3	=	Intercept / regression coefficients
ε	=	Error

RESEARCH RESULT
Classic Assumption Test

To obtain unbiased estimator value and efficiently from a multiple regression equation by ordinary least squares method (Ordinary Least Squares), then in the implementation of data analysis should meet the classical assumptions as follows:

Multicolinearity

A regression model free of multikolinieritas if VIF (Variance Inflation Factors) of each independent variable less than 5 and tolerance values close to 1. The VIF results are presented in the following table:

Table-1: Test Results Multicolinearity

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	Learning Motivation	,928	1,077
	Socio-Economic Status of Parents	,960	1,041
	Intellectual Intelligence	,932	1,073

a. Dependent Variable: Learning Achievement

Source: Data processed.

Based on the results of the VIF calculation shows that the variable profitability and the size of the company has VIF <5, thus it can be concluded that there is no regression model multicollinearity problem.

Heteroscedasticity

Heteroscedasticity means the residual variation that is not the same for all observations, or the presence of residual variation which increases in the number of observations increases. Testing heterokedastisitas symptoms using the scatterplot, heteroscedasticity test results are presented in Figure-1 below.
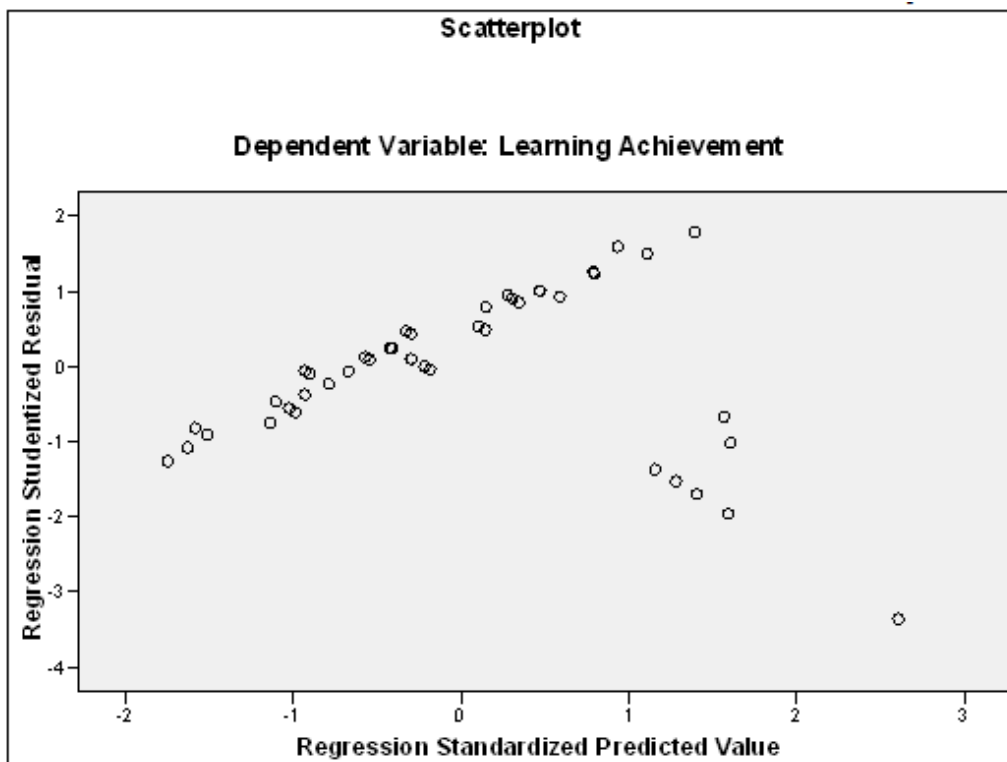

Fig-1: Test Results Heteroscedasticity
Source: Data processed

Based on Figure-1, dots spread randomly, do not form a particular pattern is clear, and spread both above and below the number 0 on the Y axis This means do not occur heteroscedasticity in regression models.

Normality

The assumption of normal distribution of data was one of the assumptions is important in conducting research with regression. This test aims to test whether the regression model, the independent variable, dependent and moderation are normally distributed or not. Ghozali [22] to detect the normality of the data can be done by looking at the spread of the data (points on a diagonal axis of the graph, ie if the data spread around the diagonal line and follow the directions garsi diagonal, it shows the data that has been normally distributed. Pictures-2 shows that the data (point) spread around and approached the diagonal line. It shows that the research data that includes variable intellectual, emotional and spiritual showed normal distribution of data required for a hypothesis testing.
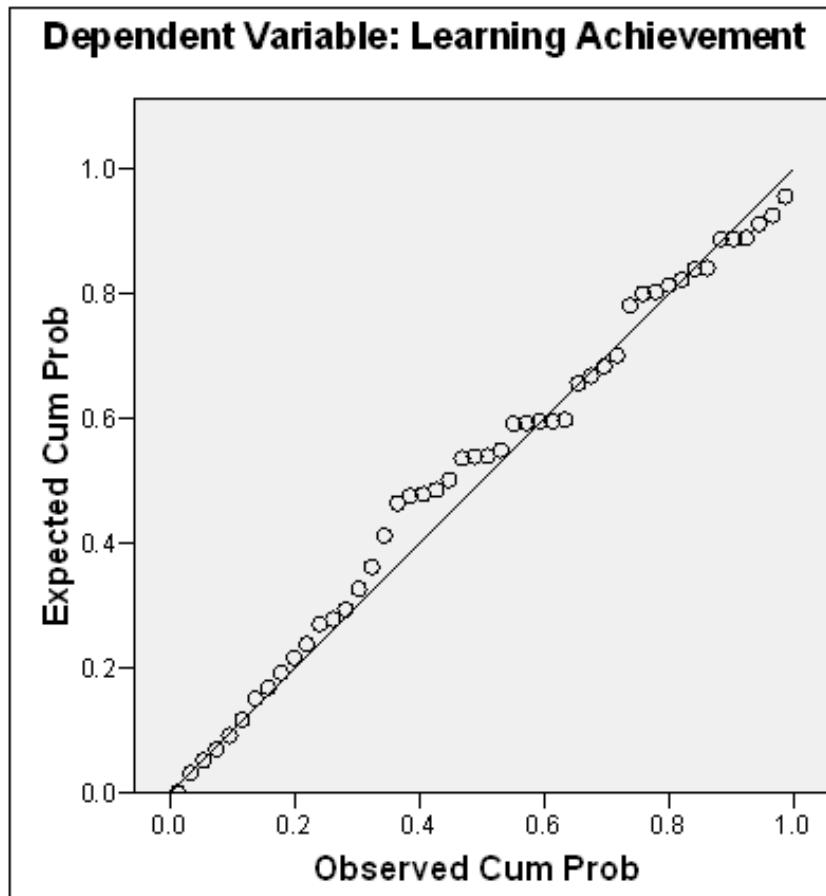
Fig-2: Normality Data

Regression Analysis

From the results of data processing using SPSS 15 for windows obtained results of such analyzes in the following table:

Table-2: Recapitulation of Multiple Linear Regression Analysis

Variables	Regression Coefficients	t	Sig.	Information
Learning Motivation (X1)	.219	2,219	0,032	Significant
Socio-economic status of parents (X2)	.209	2,152	0,037	Significant
Intelligence (X3)	0,625	6.336	0,000	Significant
Constants	33.328			
R	0.775			
Adjusted R square	0.574			
Fhitung	22.108			
Sig. F	0.000			
n	48			
The dependent variable = The learning achievement (Y)				
F table = 3.21 t table = 2,021				

Sources: Primary data is processed.

Based on the recapitulation table, the obtained multiple regression equation as follows:
    Y =   33.328 + 0,219X$_1$ + 0.209 X2 + 0,625X3

Based on these equations can be explained as follows:
- Constants of 33.328 means that if the independent variable of learning motivation (X1), socio-economic status of parents (X2), and intelligence (X3), is 0, then the magnitude of the variable learning achievement at 33.328.

- The regression coefficient X1 (Learning Motivation) amounted to 0.219 (b1), shows the influence of X1 (Learning Motivation) the learning achievement (Y), the regression coefficient is positive show Learning Motivation influence the direction of learning achievement, means the better the learning motivation will lead to the achievement of learning increased, assuming variable socioeconomic status of parents (X2) and intelligence (X3) fixed amount. While the influence of learning motivation on student achievement by 0.219.
- The regression coefficient X2 (socio-economic status of parents) of 0.209 (b2), shows the influence of X2 (socio-economic status of parents) the learning achievement (Y), the regression coefficient is positive show socio-economic status of parents influence the direction of learning achievement, means the better the socio-economic status of parents will lead to increased learning achievement assuming learning motivation variable (X1), and intelligence (X3) fixed amount. While the influence of socio-economic status of parents on student achievement by 0.209.
- The regression coefficient X3 (Intellectual Intelligence) of 0,625 (b2), shows the influence of X3 (Intellectual Intelligence) to the learning achievement (Y), the regression coefficient is positive indicates the intellectual influence in the direction of learning achievement, meaning that more and better intelligence will lead to the achievement of learning increased, assuming learning motivation variable (X1) and socio-economic status of parents (X2) fixed amount. While the influence of intelligence on student achievement amounted to 0,625

The value of the multiple correlation coefficient (R) of 0.775 indicates a fairly strong correlation between learning motivation (X1), socio-economic status of parents (X2), and intelligence (X3) together with the learning achievement (Y).

From the results of multiple regression calculations above, we can know the value of the coefficient of determination (Adjusted R square) of 0.574. The coefficient of determination shall have the meanings that learning motivation (X1), socio-economic status of parents (X2), and intellectual intelligence (X3) together are able to contribute to the learning achievement of 57.4%, while the remaining 42.6% caused by other variables not included in the study.

Hypothesis testing
Hypothesis 1
The first hypothesis which states that the Learning Motivation, Emotional and Spiritual effect on student achievement in SDN Jatiguwi 3 Sumberpucung Malang. To test the hypothesis 1 is used F test F test is used to determine the significance of the influence of the independent variables of learning motivation (X1), socio-economic status of parents (X2), and intellectual intelligence (X3) together or simultaneously have a significant influence on learning achievement (Y). If the magnitude of F> F table, then Ho is rejected and Ha accepted.

From the calculation results of multiple regression analysis with SPSS acquired Fhitung 22.108, while the F table at α= 5%, DF1 = 3, and DF2 = 46 of 3.21; this means that F count> F table (22.108> 3.21), while the probability is smaller than α= 0.05 (0.000 <0.05), then Ho is rejected and Ha accepted which means that the independent variables: Learning Motivation (X1), socio-economic status of parents (X2), and intellectual intelligence (X3) simultaneously or collectively significant effect on learning achievement. Thus the first hypothesis is accepted or proven statistically.

Hypothesis 2
To test the second hypothesis which states that the socioeconomic status of parents dominant influence on student achievement in SDN Jatiguwi 3 Sumberpucung Malang, using the t test. The t-test is used to determine the significance of independent variables such as Learning Motivation (X1), socio-economic status of parents (X2), and intellectual intelligence (X3) partially significant effect on the variable learning achievement (Y), by comparing t with ttable.

Here is presented the results of a comparison of t with ttable each independent variable Learning Motivation, emotional and spiritual on learning achievement.

Table-3: Comparison t and table

Variables	t	T table	Sig. t	Information
X1 (Learning Motivation)	2,219	2,021	0,032	Significant
X2 (socio-economic status of parents)	2,152	2,021	0,037	Significant
X3 (intellectual intelligence)	6.336	2,021	0,000	Significant

Sources: Primary data is processed

From the table above can be explained as follows:

1) X1 (Learning Motivation)

The results of the regression analysis obtained by value t = 2.219 while the value table = 2.021 so that t> t table or significance value 0.032 <0,05 so Ha accepted or Ho rejected, so it proved X1 (Learning Motivation) significantly affects learning achievement (Y).

2) X2 (socio-economic status of parents)

The results of the regression analysis obtained by value t = 2.152 while the value table = 2.021 so that t> t table or significance value 0.037 <0.05 so Ho rejected or Ha accepted, so it proved X2 (socio-economic status of parents) have a significant effect on learning achievement (Y).

3) X3 (Intellectual Intelligence)

The results of the regression analysis obtained by value t = 6.336 while the value table = 2.021 so that t> t table or significance value 0.000 <0.05 so Ho rejected or accepted Ha, so it proved X3 (intelligence) significantly affects learning achievement.

Based on the results of multiple linear regression analysis mentioned above, it can be proved that the Learning Motivation (X1), socio-economic status of parents (X2), and intellectual intelligence (X3) partially significant effect on learning achievement (Y). Meanwhile, to determine which variables are the dominant influence on learning achievement is to see the magnitude of the regression coefficients of the variables that significantly influence the learning achievement. The independent variables that have the most substantial and significant coefficient is a variable that dominant influence on learning achievement. The regression coefficient of each independent variable are presented in the following table:

Table-4: Each Regression coefficient Variables

Variables	Regression Coefficients	Sig. t	Information
Learning Motivation (X1)	0.219	0.032	Significant
Socio-economic status of parents (X2)	0.209	0.037	Significant
Intellectual Intelligence (X3)	0.625	0.000	Significant

Source: Data processed.

Based on the above table it can be seen that the coefficient biggest that intelligence is equal to 0.625, it means that intelligence is a variable the dominant influence on student achievement, followed by the Learning Motivation the regression coefficient of 0.219, then that provides the smallest contribution to the learning achievement is socio-economic status of parents with regression coefficient of 0.209. Thus the second hypothesis which states intellectual dominant influence on learning achievement is statistically acceptable or tested.

DISCUSSION

Student motivation have a significant effect on learning achievement. This means that the Learning Motivation is one of the critical success factors in the achievement of student learning good study, due to be the driving motivation at the same time giving directions and learning activities, so that the desired objectives can be achieved by studying the subject to the maximum. With the motivation, the students will be encouraged to learn to achieve the goals and objectives for sure and aware of the goodness challenge the interests and benefits of learning. For students, the motivation is very important because it can move towards a positive student behavior so that they can face all the demands, difficulties and able to bear the risk in the study. According Dalyono [16] to determine whether or not the motivation to achieve the goal, so the greater the motivation will be even greater learning success. Motivation as a major factor in studying the function raises, underlying, and move the act of learning. The large student motivation was to be enterprising, looked dashing, do not want to give up, and enterprising reading to improve learning outcomes and solve its problems. Instead of students have low motivation, seem indifferent, easily discouraged, his attention is not focused on the consequences of learning that students will have learning difficulties. Motivation move the individual, direct actions and choose the learning objectives were deemed most useful longer life of the individual.

Socio-economic status of parents significantly influence learning achievement. Socio-economic condition of parents, parental supervision is necessary for a child. Parents should continue to give motivation to their children. Hence the attention of parents are needed to achieve optimal learning. Their parent's attention in learning activities learners are expected to create a harmonious atmosphere so that the child will feel happy and enthusiastic about learning, in order to obtain an optimum learning achievement. A child will be keen to learn if it gets the attention of parents, otherwise the child is less viable if left alone by his parents. The family is the first social institution known by the child and family can be implanted attitudes that can affect the development of the next child. The family is responsible for providing funds for the educational needs of children. Family (parents) were higher socioeconomic circumstances would not have much difficulty in meeting the needs of school children, in contrast to parents who are low socioeconomic circumstances. Children in learning would require

learning support facilities, which are sometimes expensive. When needs are not met, then this would be a barrier for children in learning. Family economic circumstances affect student achievement, sometimes students feel less confident with the family's economic situation. But there are also students whose economic situation is good,

Intellectual acumen significant effect on learning achievement and is the dominant variable that influence the learning achievement. This shows that student success is influenced by a large role intelligence intelligence. This means that only students who have intellectual, academic, mathematically able to realize one's success, including success in learning. Intellectual intelligence as measured by IQ is essential in achieving the learning achievement. The world of education is closely related to intelligence possessed by a student. A student who has a high IQ are expected to produce a better performance than those with lower IQs. It supports the statement Irving [23] says that "a person's IQ associated with the level of achievement, the higher the person's level of intelligence, the higher the achievement. It also fits with the research and Noehi [24] which says that the more intelligent people in general will be more capable of learning than those who are less intelligent.

CONCLUSIONS AND RECOMMENDATIONS
CONCLUSION
- Learning Motivation, socio-economic status of parents and intellect simultaneously significant effect on learning achievement. This shows that students who have high Learning Motivation, supported by socio-economic status of parents is good and high intelligence would be able to improve learning achievement.
- Intellectual is a variable the dominant influence on student achievement, and this is because intelligence is the ability to adapt to the environment or learn from experience, where human beings live and interact in a complex environment.

RECOMMENDATIONS
- For students, it is expected the students to study hard and increase their knowledge, for example by following additional tutoring, ask the teacher about the subjects that have not

been understood, a lot of reading books on general knowledge, so as to help students develop a sense of confident in the ability of self in the face of tasks difficult or new challenges in his life.
- For parents, parents are expected to provide care and guidance to children to be diligent in learning by assisting children in learning activities at home so that children feel cared for. Parents are also expected to give compliments to each child's learning outcomes and provide encouragement to keep trying so that children feel useful and feel confident that will create a more positive self-esteem.
- For Teachers, Teachers are expected to be creative in applying methods of teaching so that students do not get bored and active in class. Teachers should also give credit to students who have demonstrated and defended his performance and give encouragement to the less successful students in the lesson. Thus, students can feel valued and able to foster a sense in her that materialized encouragement to perform well.

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