

# Social Effect (Status) Of Family Economics, Learning Motivation, And Interpersonal Communication On Learning Self-Study Of Christian Satya Wacana High School

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### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh dari Sosial (status) Ekonomi Keluarga, Motivasi Belajar, dan Komunikasi Interpersonal terhadap Kemandirian Belajar siswa SMA Kristen Satya Wacana. Populasi dalam penelitian ini adalah seluruh siswa SMA Kristen Satya Wacana yaitu 450 siswa. Sampel yang diambil berjumlah 100 siswa. Metode pengumpulan data menggunakan angket. Teknik analisis data menggunakan metode analisis deskriptif, uji asumsi klasik, analisis regresi linear berganda, dan uji hipotesis dengan menggunakan program SPSS 16.0. Hasil penelitian yang telah dilakukan menjelaskan bahwa: (1) tidak terdapat pengaruh secara signifikan antara sosial (status) ekonomi keluarga terhadap kemandirian belajar yang ditunjukkan dengan hasil perhitungan  $t_{hitung} 1.447 < t_{tabel} 1,664$  dan nilai signifikansi sebesar  $0,151 > 0,05$ . (2) terdapat pengaruh positif dan signifikan antara motivasi belajar dengan kemandirian belajar yang ditunjukkan dengan hasil perhitungan  $t_{hitung} 2.629 > t_{tabel} 1,664$  dan nilai signifikansi sebesar  $0,010 < 0,05$ . (3) terdapat pengaruh positif dan signifikan antara komunikasi interpersonal dan kemandirian belajar yang ditunjukkan dengan hasil perhitungan bahwa  $t_{hitung} 3.151 < t_{tabel} 1,664$  dan nilai signifikansi sebesar  $0,002 < 0,05$ . (4) terdapat pengaruh positif dan signifikan secara simultan sosial (status) ekonomi keluarga, motivasi belajar, dan komunikasi interpersonal terhadap kemandirian belajar yang ditunjukkan dengan hasil perhitungan dimana nilai  $F_{hitung} 16.956 > F_{tabel} 2,70$  dan nilai signifikansi sebesar  $0,000 < 0,05$ .

**Kata Kunci:** sosial (status) ekonomi keluarga, motivasi belajar, komunikasi interpersonal, kemandirian belajar

### Abstract

This study aims to determine the effect of Social (status) Family Economy, Motivation to Learn, and Interpersonal Communication on the Learning Independence of Satya Wacana Christian High School students. The population in this study were all Satya Wacana Christian High School students with 450 students. The samples taken were 100 students. The method of data collection uses a questionnaire. The data analysis technique uses descriptive analysis method, classic assumption test, multiple linear regression analysis, and hypothesis testing using the SPSS 16.0 program. The results of the research that have been carried out explain that: (1) there is no significant influence between the social (status) of the family economy on learning independence as indicated by the results of the calculation of  $1,447 < t \text{ table } 1.664$  and the significance value of  $0.151 > 0.05$ . (2) there is a positive and significant influence between motivation to learn and learning dynamics as indicated by the results of the calculation of  $t_{hitung} 2629 > t \text{ table } 1.664$  and a significance value of  $0.010 < 0.05$ . (3) there is a positive and significant influence between interpersonal communication and learning independence as indicated by the calculation results that  $t \text{ count } 3.151 < t \text{ table } 1.664$  and significance value of  $0.002 < 0.05$ . (4) there are positive and significant social influences (status) of family economy, learning motivation, and interpersonal communication on learning independence as indicated by the calculation results where the value of  $F \text{ count}$  is  $16.956 > F \text{ table } 2.70$  and a significance value of  $0.000 < 0.05$ .

**Keywords:** social (status) family economy, learning motivation, interpersonal communication, learning independence.

## INTRODUCTION

Education has an important meaning in the lives of every individual or human. Quality education will create quality, independent, efficient human resources that will be useful in human life itself. In case, the efforts made in the increase are inseparable from the process carried out. As with learning activities that occur at school are important. Successful or not a learning process can be influenced by several factors. According to Slameto (2010: 54) that these factors can be divided into two, namely internal factors and external factors. Internal factors, namely health, intelligence, disability, attention, talents, interests, ways of learning, readiness, maturity, independence and fatigue. At the same time, external factors are family, school, and society. It can be said that the low quality of education can also be caused due to a lack of independence.

Independence comes from independent basic words that can be interpreted as an attitude to not rely on decisions to other people. According to Antonius (2002: 145) that independence is a condition where a person is able to realize his desires which can be seen through concrete actions in producing an item or service to fulfill his own or his fellow's needs. Psychological and mentalist independence, namely a person's condition in life can make decisions and do things without the help of others. This ability can be owned by someone if he is able to think well about something that is done and that he can decide, whether in terms of benefits or benefits for him, or in negative aspects that will affect him (Hasan Basri, 2000: 53). Based on some experts' opinions, it can be concluded that independence is an attitude that is owned by someone who is able to act freely, can do something based on his ability or encouragement, and on the basis of rights and obligations that can require him to be able to resolve each of his own problems independently or asking for help from others and being responsible for decisions that have been made based on previous considerations.

Generally, the factors that influence a person's learning independence are divided into two, namely internal factors and external factors. The factors that influence learning independence according to Muhammad Noor Syam (1999: 10) are divided into two factors. First, internal factors that can be seen from the growth of learning independence that emanates in terms of attitudes responsible for doing what is entrusted and assigned, awareness of the rights and obligations of students moral discipline that is manners that become behavior, self-maturity starts with self-concept, motivation until it develops mind, intention, creativity, and work (gradually), awareness develops health and physical strength, spiritually with healthy food, hygiene and exercise, self-discipline by complying with applicable rules, aware of rights, and obligations, traffic safety, respect for others, and carry out obligations. Second is external factors, these factors come from outside, such as family, school, and society. These factors are drivers of maturity and independence of learning which includes those that include spiritual physical potential, namely a healthy and strong body, the environment, and natural resources, socio-economic, security and orderliness, conditions and atmosphere of harmony in positive or negative dynamics as opportunities and challenges include cumulative cultural and so on.

Meanwhile, according to Meichenbaum Biemiller, (1998) factors that can affect student learning independence are: a) Social resources, namely adults who are in the student environment such as parents, coaches, family members and teachers. Adults can communicate the value of independence learning by modeling, giving direction and regulating behavior that will be raised. b) The second source is having the opportunity to practice learning independence. Students who are constantly always managed directly by parents and teachers cannot develop their skills to be able to learn independently because of the weak opportunities they have. Based on the opinions of some experts, it can be concluded that the factors that influence learning independence are divided into two factors, namely internal factors, and external factors. Internal factors that influence student learning independence are discipline, confidence, motivation, initiative, and responsibility. Therefore, students are often said to have learning independence if they have the nature of confidence, motivation, initiative, discipline and responsibility.

Learning independence is very influential in learning outcomes. Independence is important because independence is a personal attitude that is needed by every student. Students who have learning independence can analyze difficult problems, are able to work individually or work together with groups, and dare to express ideas. According to Beni S. Ambarjaya (2012: 122), during this time the learning process was more often interpreted as a teacher explaining learning material and students listening passively. However, it has been found that the quality of learning will increase if students in the learning process have a wide

opportunity to ask questions, discuss and actively use new knowledge gained. In this way, it is also known that the new knowledge tends to be better understood and mastered.

This also happened to Satya Wacana Christian High School students with the different socioeconomic status of the family, student learning motivation, and interpersonal communication that was established will shape student learning independence which will later have an impact on learning outcomes. The reason why the author chose this school as an object of research was that the school was one of the most well-known private schools in Salatiga and outside the city. In addition, this school also creates many kinds of achievements, not only in the subject area but also in other fields such as sports and others.

## METHODS

Sugiyono (2016: 3) says that research methods are scientific methods used to obtain data with specific purposes and uses. The success or failure of a study depends on the accuracy of the method used by the researcher. Basically there are two research methods, namely quantitative methods and qualitative methods. In this study researchers used a quantitative method in which data collection was obtained through research instruments. The population in this study were all Satya Wacana Christian High School students totaling 450 students and a sample of 100 students in class XI. The sampling technique uses nonprobability sampling with purposive sampling type which is a method of determining samples on the basis of certain determinations (Sugiyono 2016: 126). The data collection technique used was a questionnaire. The questionnaires used in this study are statements accompanied by alternative answers. In this case, the respondent is asked to choose the alternative answer in each statement according to the situation experienced by giving a check mark (√). In this study researchers used a Likert scale which contained five answer choices. In this study a trial of research instruments was conducted to find out the statements that met the requirements using validity and reliability tests and using a significance level of 0.05 with the help of the SPSS 16.0 program. The data analysis technique used in this study is descriptive analysis, classic assumption test, multiple linear regression analysis, and hypothesis testing.

## RESULT AND DISCUSSION

Table 1. Results of Descriptive Statistics Analysis  
Descriptive Statistics

|                                   | N   | Range | Min. | Max. | Sum  | Mean  | Std. Deviation |
|-----------------------------------|-----|-------|------|------|------|-------|----------------|
| Independence Learning             | 100 | 28    | 43   | 71   | 5654 | 56.54 | 4.543          |
| Social (status) Economic Families | 100 | 16    | 33   | 49   | 4150 | 41.50 | 3.466          |
| Learning Motivation               | 100 | 35    | 40   | 75   | 5789 | 57.89 | 4.864          |
| Interpersonal Communication       | 100 | 27    | 48   | 75   | 5831 | 58.31 | 4.505          |
| Valid N (listwise)                | 100 |       |      |      |      |       |                |

Source: Output SPSS 16.0 (2019)

Based on the results of descriptive statistical analysis in table 1 above shows that the Learning Independence variable (Y) shows the number of n as many as 100 respondents, with the calculation of the mean 56.54, standard deviation 4.543, range 28, with a minimum value of 43 and maximum 71 Social (status) Family Economy (X1) shows the number of n as many as 100 respondents, with the calculation of the mean 41.50, standard deviation 3,466, range 16, with a minimum value of 33 and a maximum value of 49. Learning Motivation (X2) shows the number of n 100 respondents, with the calculation of the mean 57.89, standard deviation 4.864, range 35, with a minimum value of 40 and a maximum value of 75. Interpersonal communication (X3) shows the number of ns there are 100 respondents, with the calculation of the mean 58.31, standard deviation 4.505, range 27, with a minimum value of 48 and a maximum value of 75.

**Classical Assumption**

**Normality Test**

Normality test is used to test whether the research data has a normal distribution or not. This test was carried out with the help of the SPSS 16.0 program.

Table 2. Normality Test Results  
One-Sample Kolmogorov-Smirnov Test

|                                |                |                         |
|--------------------------------|----------------|-------------------------|
|                                |                | Unstandardized Residual |
| N                              |                | 100                     |
| Normal Parameters <sup>a</sup> | Mean           | .0000000                |
|                                | Std. Deviation | 3.67257942              |
| Most Extreme Differences       | Absolute       | .071                    |
|                                | Positive       | .069                    |
|                                | Negative       | -.071                   |
| Kolmogoriv-Smirnov Z           |                | .706                    |
|                                |                | .702                    |

Source: SPSS 16.0 Output (2019)

Based on the results of data table 4.3 above, it can be seen that the significant value on each variable is 0.706. so that it can be said that the variable is normally distributed because it has a value of > 0.05.

**Linearity Test**

Linearity test is used to find out whether two variables have a significantly linear relationship or not. This test was carried out with the help of the SPSS 16.0 program.

Table 3. X1 and Y Linear Test Results  
Anova Table

|      |                         |        |      |
|------|-------------------------|--------|------|
|      |                         | F      | Sig  |
| Y*X1 | (Combinaed)             | 1,977  | .24  |
|      | Linerity                | 16,820 | .000 |
|      | Diviation from Linerity | .987   | .476 |

Source: SPSS 16.0 Output (2019)

Based on the data in table 3 above, it can be seen that the value of the Deviation from Linearity sig. Is 0.476 > 0.005, which means that there is a linearly significant relationship between Social (status) Family Economy (X1) towards Learning Independence (Y).

Table 4. X2 and Y Linear Test Results  
Anova Table

|      |                         |        |      |
|------|-------------------------|--------|------|
|      |                         | F      | Sig. |
| Y*X2 | (Combined)              | 2.654  | .001 |
|      | Linerity                | 32.302 | .000 |
|      | Deviation from Linerity | 1,172  | .301 |

Source: SPSS 16.0 Output (2019)

Based on table 4 above, it can be seen that the value of the Deviation from Linearity sig. is 0.301 >

0.005, which means there is a linearly significant relationship between Motivation to learn (X2) to Learning Independence (Y).

Table 5. X3 and Y Linear Test Results  
Anova Table

|      |                          | F      | Sig. |
|------|--------------------------|--------|------|
| Y*X3 | (Combined)               | 4,371  | .000 |
|      | Linearity                | 46,087 | .000 |
|      | Deviation from Linearity | 2,384  | .003 |

Source: Data processed (2019)

Based on the table 5 above, it can be seen that the value of the Deviation from Linearity sig. is 0.003 <0.005, which means there is no significant linear relationship between Interpersonal Communication (X3) towards Learning Independence (Y).

### Multiple Linear Regression Analysis

Table 6. Results of Multiple Linear Regression Analysis  
Coefficients

| Model      | Unstandardized Coefficients |            |
|------------|-----------------------------|------------|
|            | B                           | Std. Error |
| (Constant) | 16,118                      | 5,780      |
| X1         | .179                        | .124       |
| X2         | .248                        | .094       |
| X3         | .320                        | .102       |

Source: SPSS 16.0 Output (2019)

Based on the results of multiple linear analysis tables above, it can be explained as follows:

- The constant number of unstandardized coefficients in the above data is 16.118. So that this number is a constant number that has meaning if there is no Social variable (status) Family Economy (X1), Learning Motivation (X2), and Interpersonal Communication (X3), then the Learning Self-Reliance variable (Y) is 16.118.
- Social regression coefficient (status) Family Economy (X1) of 0.179 this number means that every increase in 1 family economic (status) variable (X1), then the learning independence variable will increase by 0.179 (17.9%).
- The Learning Motivation regression coefficient number (X2) is 0.248, this means that every increase in 1 learning motivation variable (X2), then the learning independence variable (Y) will increase by 0.248 (24.8%).
- The regression coefficient of Interpersonal Communication (X3) is 0.320 this number means that every increase of 1 interpersonal communication variable (X3), then the learning independence variable (Y) will increase by 0.320 (32.0%).
- The regression equation is  $Y = a + b_1X_1 + b_2X_2 + b_3X_3$ , then  $Y = 16.118 + 0.179X_1 + 0.248X_2 + 0.320X_3$ .

### CONCLUSION

Partially, there is no significant influence between the social (status) of the family economy on the learning independence of Satya Wacana Christian High School students. This is evidenced by the results of the t test where the social economic value (status) of the family is 1,447 with a significance of 0.151 > 0.05. Partially there is a positive and significant influence between learning motivation on the learning independence of Satya Wacana Christian High School students. This is evidenced by the results of the t test

where the coefficient value is 2.629 with a significance of  $0.010 > 0.05$ . Partially interpersonal communication has a positive and the significant influence on student learning independence. This is evidenced by the results of the t test where the coefficient value is 3.151 with a significance of  $0.002 > 0.05$ .

Simultaneously social (status) family economy, motivation to learn, and interpersonal communication have a positive and significant influence on learning independence. This is evidenced by the results of the F test where F table for n 100 is  $2.70 < 16,956$  with significance value of  $0,000 < 0.05$ . So that it can be said that social (status) family economy, motivation to learn, and interpersonal communication have an effect on learning independence in Satya Wacana Christian High School students.

Based on the conclusions above, the suggestions that can be given are (1) for the teacher, it is expected that the teacher will better guide students in learning by providing enthusiasm or motivation that can arouse students to be more independent in learning. In addition, communication between teachers and students has a large influence in improving student learning independence. It is hoped that the teacher will pay more attention to students in responding or responding to everything that is conveyed by students. (2) for students, it is expected that students can motivate themselves in learning without having to depend on others and encourage themselves to be able to improve maximum learning outcomes. In addition, with the establishment of communication between students and students and students and teachers can provide opportunities for students to exchange opinions about sharing so that communication that has been previously established can continue to run well. (3) for the next researcher, it is expected to conduct research by looking for other variables that can affect the learning independence of students who have not been tested in this study in order to expand the results of the research that has been obtained.

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