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THE EFFECT OF PARENTS' INCOME AND PARENTAL EDUCATION LEVEL ON STUDENTS' LEARNING INTERESTS

Novia Ayu Sapitri¹, Neni Rosmiati², Berliana³

¹STKIP PGRI Sukabumi, Indonesia

²STKIP PGRI Sukabumi, Indonesia

³STKIP PGRI Sukabumi, Indonesia

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ABSTRACT

This study aims to examine the influence of parents' income and parents' educational level on students' learning interest at STKIP PGRI Sukabumi. Learning interest is considered an important factor in supporting students' academic success, and family socioeconomic background is assumed to play a significant role in shaping students' motivation and attitudes toward learning. This research employed a quantitative research approach with a correlational design. The population of the study consisted of students at STKIP PGRI Sukabumi, from which 100 students were selected as respondents using a sampling technique appropriate to the research objectives. Three main variables were examined in this study, namely parents' income, parents' education level, and students' learning interest. Data were collected using a structured questionnaire that was developed based on relevant theoretical concepts. Prior to data analysis, the research instruments were tested for validity and reliability to ensure the accuracy and consistency of the measurement. The collected data were then analyzed using simple linear regression analysis to determine the effect of parents' income and parents' educational level on students' learning interest. The results of the analysis indicate that parents' income has a significant influence on students' learning interest. In addition, parents' educational level also shows a significant effect on students' interest in learning. These findings suggest that students from families with higher income and higher parental education levels tend to have stronger learning interest. Therefore, it can be concluded that parents' socioeconomic background plays an important role in influencing students' learning interest. The results of this study are expected to provide useful insights for educational institutions and policymakers in developing strategies to enhance students' learning motivation.

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¹ Corresponding author.

E-mail addresses: noviaayusapitry@gmail.com

INTRODUCTION

The socioeconomic condition of the family is one of the important factors that affect the development and academic success of children. Studies have shown a strong relationship between family income and parental education level and student interests and learning outcomes. Families with adequate economic conditions are generally able to meet the basic needs of children, as well as provide educational needs such as books, technological devices (laptops and mobile phones), and other learning facilities that support the learning process.

In addition to economic factors, parents' education level also has a strategic role in shaping children's attitudes, motivation, and interest in learning. Parents who are more educated tend to have a strong awareness of the importance of education and hope that their children will reach an education level equal to or higher than theirs, thus providing moral encouragement and support in the child's learning process (Syah, 2017). Several studies have shown that parental income has a significant effect on students' interest in learning positively. For example, research by Rahmawati & Sayekti (2023) found that parents' income had a positive and significant effect on the interests and learning outcomes of grade V elementary school students. The latest article reinforces empirical evidence that family economic conditions can increase students' interest in learning if their learning needs are met.

Selain itu, sejumlah penelitian kuantitatif lain menunjukkan bahwa kondisi sosial ekonomi orang tua turut berpengaruh pada motivasi belajar siswa dan minat melanjutkan pendidikan. Research Hidayat, Gumilar, & Kurniawan (2025) at SMA Negeri 1 Ciamis found that the socioeconomic conditions of parents indirectly affect learning achievement through learning motivation as mediators. This shows the relationship between economic variables, motivation, and academic performance in a broader context. Other research also identified a relationship between parental income and students' learning interest in vocational high schools, where higher economic levels were associated with higher learning interests. Nazila, Firdaus, & Ulfah (2025) shows that the economic level of parents has an influence on the learning interest of vocational school children. These findings are consistent with other studies showing that family support in an economic context impacts students' academic engagement.

Although previous research has explored the influence of parents' income and learning motivation, the role of parents' education level directly on students' learning interests has not been sufficiently comprehensively separated in some recent studies. Many studies still focus

on learning outcomes or motivation to continue education, rather than specifically on learning interest as the main variable. For example, the study Nuraini, Wolor, & Marsofiyati (2023) Examining the influence of parents' income on interest in continuing education to higher education, but not on general interest in learning at all levels of student education. In addition, although research Arikunto (2016) dan Dalyono (2015) Given that parental education variables are important in the context of family socio-economic and learning achievement, the need for research that measures the simultaneous influence of parental income and parental education level on learning interest is empirically still real, especially in the context of population and school settings that are different from previous studies.

Based on the previous research, it can be concluded that parental income and parental education level are important factors in shaping students' interest in learning, but the relative contribution of each variable and the mechanism of relationship between variables in various contexts are not fully consistent. Therefore, this study has a novelty by empirically examining the influence of parents' income and parental education level, both partially and simultaneously, on students' learning interests in settings and characteristics of respondents that are different from previous research.

RESEARCH METHODS

This research was conducted at STKIP PGRI Sukabumi which is located at Jl. Karamat No. 69, Karamat Village, Gunungpuyuh District, Sukabumi City, West Java Province. This study uses a quantitative approach, meaning that all research results are presented in the form of numbers and the results are then analyzed statistically. The type of research conducted is the type of causal research. The purpose of this study is to find out how much influence between independent variables is on bound variables. This research was carried out on all STKIP PGRI Sukabumi students which were divided into 2 study programs.

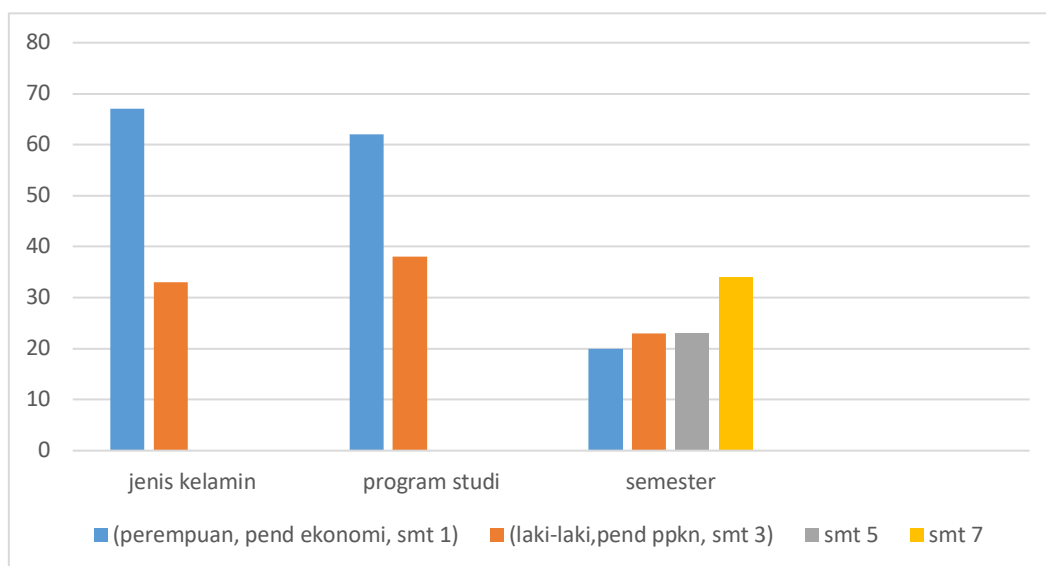
The independent variables as (X) in this study are parental income (X1) and parental education (X2). Meanwhile, the variable bound as (Y) in this study is the learning interest of STKIP PGRI Sukabumi students. The data collection method used in this study is a closed questionnaire where the answers are presented in such a way that respondents only have to choose answers according to the student's condition. A valid instrument means that the measuring instrument used to collect (measure) the data is valid. The calculation used by the author in this study is *the Statistical Package for the Social Sciences* (SPSS). The test criterion for comparing r calculation with r table is that if r calculates $> r$ table then the instrument is

considered valid. After data collection, data analysis is carried out. To describe the relationship between two or more variables and estimate the value of the dependent variable based on the value of the given independent variable.

RESULTS AND DISCUSSION

Of the questionnaires that have been distributed, there are 100 respondents. The demographics in this study are gender, major, and semester.

Table 1.1 : Respondent demographic data



Based on the results of the descriptive analysis, it is known that the respondents in this study are mostly female, which is 67%, while the male respondents are 33%. This composition shows that the participation of female students in this study is more dominant than that of male students. These findings are in line with several studies in the field of education that show that female students tend to have higher levels of academic participation and interest in learning than male students (Djamarah, 2018). Judging from the study program, respondents were dominated by students of the Economics Education Study Program by 62%, while students of the Civic Education Study Program by 38%. The dominance of Economics Education students can affect the perception of learning interests, considering the characteristics of the courses and academic demands in each study program are different. Rahmawati's research and Sayekti (2023) shows that the characteristics of study programs also contribute to the variation in student learning interests, especially in study programs that are directly related to economic and social aspects.

Based on semester, the most respondents came from semester 7 with a percentage of 34%, followed by semester 3 and semester 5 at 23% each, and semester 1 at 20%. The dominance of final semester students showed that respondents had a relatively longer learning experience, so they were able to provide a more reflective assessment of the factors that affect learning interest. These findings support the results of the study Hidayat, Gumilar, dan Kurniawan (2025) which states that the semester level affects the maturity of students' motivation and interest in learning, especially in the context of higher education.

1. Validity Test

The validity test of the instrument was carried out to determine the extent to which the question items in the questionnaire were able to measure the variables being studied precisely. This research instrument is in the form of a questionnaire consisting of 15 statements, with five alternative answers using the Likert scale, namely Strongly Disagree (STS), Disagree (TS), Neutral (N), Agree (S), and Strongly Agree (SS). The results of the validity test show that all statements have a correlation coefficient value greater than the r-value of the table, so that it can be declared valid and suitable for use as a data collection tool. The validity of this instrument shows that the questionnaire is able to accurately represent the variables of parental income, parental education level, and student learning interests.

These findings are in line with research Nuraini, Wolor, dan Marsofiyati (2023) which states that a valid instrument is the main prerequisite in uncovering the relationship between the socioeconomic conditions of parents and students' learning interests. In addition, the research Nazila, Firdaus, dan Ulfah (2025) It also emphasized that the use of instruments with a good level of validity will result in more consistent empirical findings and can be compared with the results of other studies.

Table 1.2 : Uji Validitas

NO	Item pertanyaan	r hitung	r tabel	Hasil kriteria
1	X1	0,000	0,474	Valid
2	X2	0,000	0,598	Valid
3	X3	0,000	0,619	Valid
4	X4	0,000	0,666	Valid
5	X5	0,023	0,227	Valid
6	X6	0,000	0,684	Valid
7	X7	0,000	0,597	Valid
8	X8	0,000	0,599	Valid
9	X9	0,001	0,333	Valid

NO	Item pertanyaan	r hitung	r tabel	Hasil kriteria
10	X10	0,000	0,527	Valid
11	Y1	0,010	0,258	Valid
12	Y2	0,000	0,466	Valid
13	Y3	0,003	0,294	Valid
14	Y4	0,001	0,319	Valid
15	Y5	0,000	0,456	Valid

From the table above, it can be concluded that all of these instrument items are valid

1. Simple Linear Regression Analysis

The calculation of the regression coefficient using SPSS obtained the following numbers as in the following table:

Table 1.3 : Simple linear regression analysis

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	15.160	1.537		9.862
	Pendapatan Orang Tua	.174	.083	.207	2.097

a. Dependent Variable: Minat Belajar

A constant value of 15,160 indicates that if the parents' income is at zero or at a minimum condition, then the student's interest in learning remains at 15,160. This indicates that students' interest in learning is not entirely determined by economic factors, but is also influenced by internal factors such as intrinsic motivation, personal interest, and attitudes towards learning. The regression coefficient of parental income of 0.174 is positive, which means that every 1 unit increase in parental income will be followed by an increase in student learning interest of 0.174 units, assuming other factors affecting learning interest are in constant conditions. This positive relationship shows that the better the economic condition of parents, the greater the chance of students having a higher interest in learning, due to the availability of learning facilities, financial support, and a more conducive learning environment.

The results of the significance test showed a calculated t-value of 2.097 with a significance level of 0.039, which is smaller than the significance level of 0.05. Thus, it can be concluded that parental income has a significant effect on students' interest in learning, so the research hypothesis that there is an influence of parental income on students' learning interest is accepted. The Standardized Coefficients (Beta) value of 0.207 indicates that the contribution of parents' income to students' learning interests is in the low to medium category. This means

that although parental income has a statistically significant influence, it is not the only determinant of a student's interest in learning. Other factors such as parental education level, emotional support, parenting, learning motivation, and social environment also have an equally important role.

Substantively, these findings show that improving family economic conditions can be one of the supporting strategies in increasing students' interest in learning, but it cannot stand alone without being balanced with parental attention to the child's learning process. These findings are in line with the results of the study Rahmawati dan Sayekti (2023) serta Hidayat, Gumilar, dan Kurniawan (2025) which states that the economic condition of the family has a significant effect on students' interest in learning and motivation to learn, but this influence is partial and depends on other supporting factors. Thus, the results of this study not only confirm the findings of previous research, but also confirm that parental income plays a supporting factor in shaping students' interest in learning, not as a stand-alone main factor.

Table 1.4: simple linear regression analysis

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.782	1.316		11.989	.000
Pendidikan Orang Tua	.142	.072	.196	1.981	.050

a. Dependent Variable: Minat Belajar

Based on the results of regression analysis, a constant value of 15.782 was obtained. This value shows that if the level of education of parents is assumed to be zero, then the student's interest in learning is at 15.782. This indicates that students' interest in learning remains even without the direct influence of the parent's education level, because learning interest is also influenced by other factors outside the research model. The regression coefficient of parental education level was 0.142 and had a positive value. This means that every 1 unit increase in the parent's education level will be followed by an increase in student learning interest by 0.142 units, assuming that other variables that affect learning interest are in constant conditions. This positive relationship shows that the higher the level of education of parents, the higher the interest in learning of students.

Substantively, these findings suggest that parents with higher levels of education tend to have a better understanding of the importance of education. This understanding is reflected

in the form of encouragement, attention, and support for the child's learning process. Educated parents generally instill educational values in children from an early age and try to encourage children to achieve the same or higher level of education than their parents. In addition, good parental education also affects parenting patterns and the way parents guide children in dealing with academic demands. Parents with higher education backgrounds tend to set a positive example, guide children in educational decision-making, and create a learning environment that supports children's academic development.

The findings of this study are in line with the opinion of Syah (2017) dan Dalyono (2015) which states that the level of education of parents is one of the important factors in shaping students' motivation and interest in learning. Thus, it can be concluded that the level of parental education has a strategic role in increasing students' interest in learning, although these influences do not stand alone and are still influenced by other factors such as parental income, intrinsic motivation, and social environment.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that parents' income and parental education level have a positive and significant effect on students' interest in learning. Parental income plays a supporting role as a supporting factor that allows the fulfillment of learning needs and facilities, thereby encouraging an increase in students' interest in learning, even though the influence is in the low to medium category. Meanwhile, the level of parental education contributes to shaping parental awareness, aspirations, and support for the child's education process, which has an impact on increasing students' interest in learning. The characteristics of the respondents, which are dominated by female students, students of the Economics Education Study Program, and final semester students, show that learning interest is not only influenced by family socioeconomic factors, but also by academic experience and internal factors of students. Overall, the results of this study confirm that parents' income and education level, both partially and simultaneously, are important factors in shaping students' interest in learning, although they are not the only determinants that influence them.

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