

# Parents' Social And Economic Factors To Students' Achievement Of Senior High School(SHC), In North Central Timor Regency

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**Abstract:** Parents' social and economic factors: education, job opportunities, income, and students motivation have causal relationships with the students' achievement. The form of relationship can be directly or indirectly. Education and job opportunities affect achievement through students' motivation. Research objectives, to know: 1) a direct relationship between education, and job opportunities with the students' achievement, 2) indirect relationships between social and economic variable of students' achievement, 3) a causal relation of social and economic variable. Target of this research is 115 students from 11 class of 4 SHC, with Alfa 1%, produce 104 people as sample. Data collection used questioner, given to the students and parents. Using a track analysis (path analysis) seen that the direct interface between education with students' achievement is significant. Nevertheless, causal relations between variables are significant research.

**Keywords:** Education, Occupation, Income, Motivation, and Achievement Students.

## 1 INTRODUCTION

Known 2 (two) kinds of the form of investment, that is: 1) physical investment, and 2) non-physical investments. Physical investment is the form of physical infrastructure development, buildings and infrastructure. The offender physical investment can be done by the government, and or private parties. The main consideration of physical investment if done by private sector is profit gains. The most great advantage which will be gained by the higher interest on the part of employers to invest. A calculation method of advantage can use financial analysis in the form of: Internal Rate of Return (IRR), Benefit Cost Ratio (BCR), and or Net Present Value (NPV). The results of turning provision of this physical investment relative quickly perceived by the community, but not resistant, depending on economic time span of physical projects concerned, the average 5-10 year. Different from non-physical investment, took was relatively long to enjoy the results. But after investment (turning value) of this non physical (human resources) the production will be enjoyed in the longterm, during concerned still healthy and still working for development. Unlike non-physical investment, took relatively longer to enjoy the results. But after investment (turning value) non physical (human resources) it produces and it will be enjoyed in the longterm, during concerned still healthy and still working for development. Turning value from an educational investment can be shaped from social (social returns) or shaped persons (private of returns). Two forms travelers' value is relatively different for every country (table 1).

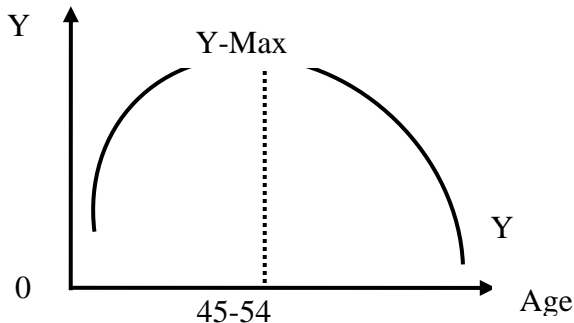
**Table 1.**

*The Value of Turning Education in Some Countries*

Country	Upper Secondary		University	
	Fiscal	Social	Fiscal	Social
Belgium	10.3%	13.0%	5.6%	5.6%
Denmark	9.1%	18.4%	4.8%	4.8%
Finland	9.7%	19.4%	4.8%	11.0%
Italy	5.3%	17.5%	6.7%	8.4%
Netherlands	12.0%	22.3%	9.5%	8.4%
Norway	13.8%	14.4%	10.7%	6.8%
Sweden	7.4%	23.3%	4.1%	5.2%
Switzerland	10.8%	10.2%	1.7%	6.1%
United States	13.0%	21.8%	12.3%	12.4%

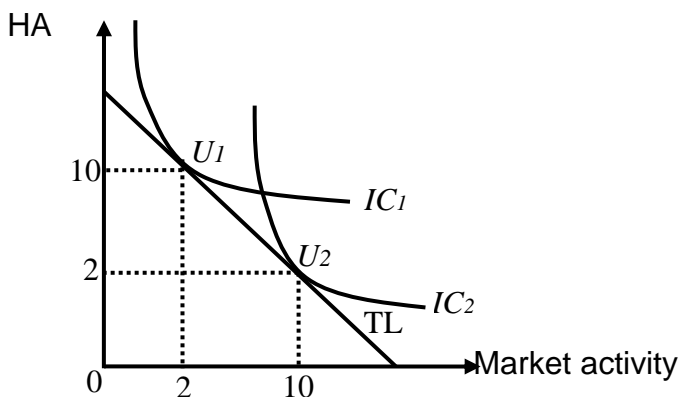
In general, table 1 show that the turning value of educational investment for expediency social and fiscal, for highly educated relatively lower than they low educated. Turning value of finances (fiscal of highly educated, the highest be in the united state: 12.3%, following Norway, Netherlands, and Italy each 10.7%, 9.5%, and 6.7%, while other state is under 5%. Nevertheless, the value of the debt is lower than who had high school. The same thing occurs for turning value of social factors. Those who had high school of social turning value is relatively greater are highly educated. The highest experienced by Sweden: 23,30%, followed by Netherlands: 22,3%, and United States: 21.80%, exceeding of the social turning value are highly educated, to the same country. Education is a non-physical investment, can be done by the government, and or by the community or family intended to increase the capacity of the people. The higher education study is the higher ability, which is finally influence the people behavior: choose work, income, residence, and change in the number of children, and motivation educated children in a family. Seran, (2007) in his study found that labor are highly educated have a positive relationship and significant with kinds of work, with the coefesien beta standard (analysis paths) of 0,708, with a value of the coefficients determinan ( $R^2$ ) as much as 0.501. The higher education of someone is more tend to select the kind of work rely more on the brain

(brain) than physical strength. The kind of work rely on the brain tend to have gained services is relatively greater than rely on physical strength. The higher education is more of their income to be obtained as fired his services (Elfindri, 2004 & Sjamtik, 2003). Psacharopoulos (1995) in his research in Venezuela also found a tendency similar that the higher education labor of reward or wage obtained. She further explained that workers have university degrees will reach the top of income at the age of 54 years, while the top of income for educated senior high school happened at the age of 45 years. Past the the top of this, income levels obtained number will decrease as well, up to retirement age (figure 1).



**Figure 1.** The Relationship Between the Levels of Income with the Productive Age

Magnitude of wage labors, not only determined by the quality and type of work but also depends on household decisions in time for the two kinds of activities: (1) household, and (2) the activities of the market. Household activities do not generate wages/money market activities, while making money/wages. The length of time is available for limited activities, a maximum of 12 hours per day. 12 hour time utilization for both these activities will have a trade off. The more time allocated households in order to recreation with family, and or read novel, necessarily mean that a ladder to be willing to sacrifice some time to activities that produces wages. Each household will have special different because different characteristic, but each and every decision of households on combination time to second kinds of other activities will provide a the level of satisfaction maximum the same (figure 2).



**Figure 2.** Satisfaction Maximum Households in Consume Time to Domestic Activities and Activities of the Economics)

Marks:

- Vertical line = Household market activity (HA)
- Horisontal line = Economic activity
- Time Limit = 12 hours working/day
- U = Utility
- IC = Indifrance curve

Figure 2, shows two kinds of choice combination time to domestic activities, and the market. First combination is at utility 1 (U1) that is 10 hours used for the activities of households that did not make money, and two hours to the market (economics) that make money. Other alternative (U2) is 10 hours to the market, produces currency, and two hours to domestic activities that does not bear money. Both kinds of choice U1, and or U2 the same producing satisfaction characterized by the cross lines of TL, with a Indifrance Curve (IC). Each household will have special different times, due to the difference in characteristic. Those who have enough incomes (wealth will greater use of time for fun with the family than working full every day. In this group of people is the law of backward effect sum time poured out to work to get money tending to dip when wages increased. It means, time for fun with the family relatively more than time to work to get money. The different problem to a household relatively were not enough income (= poor). Let alone needs secondary; necessity primer is not enough. At those household groups a relation between magnitudes wages by the number of working hours is positive, namely the higher wages, the amount of time to work also will rise. The determination of wages besides depending on it works market mechanisms through the power supply and demand also depends on productivity labor (I). Are 2 (two) the theory about the system remuneration is: 1) theories of Karl Marx, and 2) the theory in marginal products. Explained that all national income is one of working results of the labor, we have to gains the whole national income produced in the economy. But every company has hoped in order for any investment yield a profit, obtained from the difference between Total Revenue (TR) with a Total Cost (TC). Wages is one of production cost component that tends to reduce corporate profits. The flow of neo classical, assume that every entrepreneur trying to maximize gain by abusing sources production. Wage paid to workers employment is as large as value increase output marginally. What the level of wages paid the company is worth:

$$W = MPPL \times P$$

- Mark : W = Wages,
- MPPL = Marginal Physical Product of Labour,
- and P = price/harga
- Notes: MPPL = Additional output production produced by additional a number of labor

Levels of productivity associated with age productive labor, firstly, its productivity is high, and keeps increasing along with the higher age, until productivity reached the crest on age group 45-54 years, then its productivity will decreases as with the added age labor, and continues to decrease up to the age unproductive (65 or more years). In this age group labor concerned no longer produce but they just spent. This group science population called as elderly

(senior citizens or ageeng. With the groups is age population young (0-14 year), enlarge the dependence (dependency ratio = DR). DR. is a figure explains dependency ratios between people aged unproductive (P0-14 years + 65 years old ≥) for the people of productive age (P15-64 year). The greater DR value is the largest the burden on dependents, responded by productive ages population.

$$DR = \frac{(P0-14 + P65 \text{ thn. } \geq)}{(P15 \text{ s.d } 64 \text{ thn})} \times 100\%$$

Income be used for the benefit of savings and consumption ( $Y = C + S$ ), where  $Y$  = income,  $C$  = consumption, and  $S$  = savings. The relationship between  $Y$ , and  $C$  is relatively. The increase in  $Y$ , not automatically increase the number of  $C$ , because it not only  $Y$ , but still a lot of factors affect  $C$ . So, experienced by  $S$  that  $S$  not directly increased if there is a rebound in  $Y$  factor, but when there was the addition of a family member the total amount of expenditure consumsipun took part in the increase, so as to get any savings, which in turn reduced the possibility of investment. Next reduced jobs, so as to cause unemployment and poverty. Poverty is defined as a state of being described helplessness a group of people as the income is not sufficient for the fulfillment of minimum standard of requirement (Seran, 2016). Spicker, (2002) classify 4 (four) kind of the causes of poverty is: (1) *individual explanation*, relating to the character of persons concerned, as lazy work, undisciplined, easily yield, and sappy; (2) *familiar explanation*, is a factor family (a derivative). Children too poor because the parents are poor. Parents did not capable of send their children to school, poor so he would were also poor. (3) *subcultural explanation*, because the culture, customs, and habits negative prevailing in the environment and (4) *structural explanation*. Poverty can occur if there are imbalance the right / obligation of community members. Helplessness, because of the parents' poverty has and will affect motivation of children to go to school. Seran (2007) found that parents who have enough of their economic have a positive relationship, and significant with the children' motivation to school, with the coefisiensiy regression of 0,313 and value sign: 0,033. That who came from the family has the average economic achievement is relatively higher of other group families. Basic problems become the focus of in this research was: 1) whether education have a cause and effect with a job?, 2) whether education have a cause and effect with income?, 3) whether education, have a cause and effect with the motivation of students?, 4) whether education, have a direct link to the accomplishment students?, 5) did the work, have a cause and effect with income?, 6) did the work, have a cause and effect with the motivation of students?, 7) whether work have a direct link to the accomplishment students, 8) whether income have a cause and effect with the motivation of students?, 9) whether motivation students have a cause and effect by accomplishments students. While they want to obtained from this study is to find a direct and indirect: between 1) education with income, 2) education by work, 3) education with the students' motivation 4) this amount of education, 5) work with income, 6) work with the students' motivation, 7) work by

this amount, and 8) income with the students' motivation, 9) motivation by students' accomplishments.

**2 METHOD AND DATA**

Target of this research is 115 students, 11 class of SMU from 4 school, including parents. Used table advocated by Isaac and Michael (Seran, 2012), 1% and alfa the number of sample taken was 104 people. The determination of respondents was randomly because the population characteristics of the relatively homogeneous based on education parents. Data collection used questioner, given to the parents. Table 2 the following displayed variable and the kind of data that needed as follows:

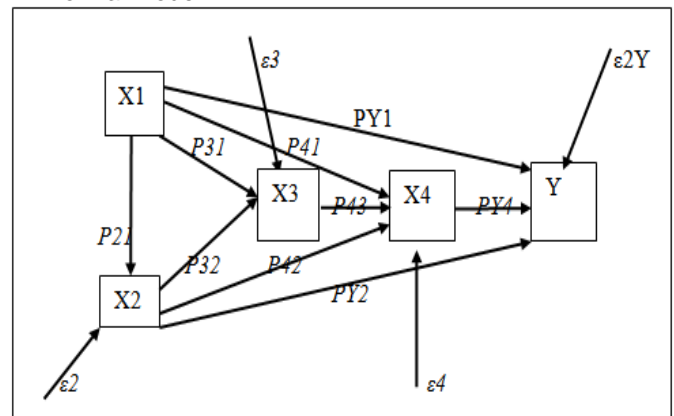
**Table 2.**  
*Treatment Variable and Data*

Variabel	Measurement	Scale Data	Kinds	Source
Education (X1)	1. ≤ JHC 2. SHC 3. College	Ordinal	Quality	Parents
Occupation (X2)	1.Farmers 2.Civil Servans 3.Private	Nominal	Quality	Parents
Income (X3)	1.Low 2.Medium 3.High	Ratio	Quantity	Parents
Students motivation (X4)	1.Low 2.Medium 3.High	Interval	Quality	Students
Students Achievement (Y)	1.Low 2.Medium 3.High	Interval	Quality	Students

**Note:** JHC = Junior High School  
SHC= Senior High School

To know relations and effect of research variable used technique analysis of path analysis. Stage analysis started to the creation of model, and matric correlation. Modeling grouped into: 1) informal model, and, 2) formal model. Model informal displayed a picture the skeleton thought the = paradigm the research relations and effect theoretically and empirical of research variable. Regarding the formal, is recording relations theoretical as which is evident in the informal model in the form of blocks (equation), furnished with symbols.

1. Informal Model



**Figure 3.** Research Paradigm

**2. Model Formal:**

Block 1.  $X_2 = P_{21}X_1 + \epsilon_2$

Block 2.  $X_3 = P_{31}X_1 + P_{32}X_2 + \epsilon_3$

Block 3.  $X_4 = P_{41}X_1 + P_{42}X_2 + P_{43}X_3 + \epsilon_4$

Block 4.  $X_5 = P_{51}X_1 + P_{52}X_2 + P_{54}X_4 + \epsilon_5$

**3. Correlation (r) Matric**

The next stage is featuring the value of a correlation coefficient (r) between research variables, obtained by the use of a rank Spearman analysis (rs), chi squared ((X<sup>2</sup>), product moment correlation (rm), and regression analysis. The use of several tools this analysis adapted to scale the data every variable. The value of a correlation coefficient (r) (table 3) represents data sheet (the final data) to an analysis of a track (path analysis).

**Table 3.**  
Correlation Matric of Analysis

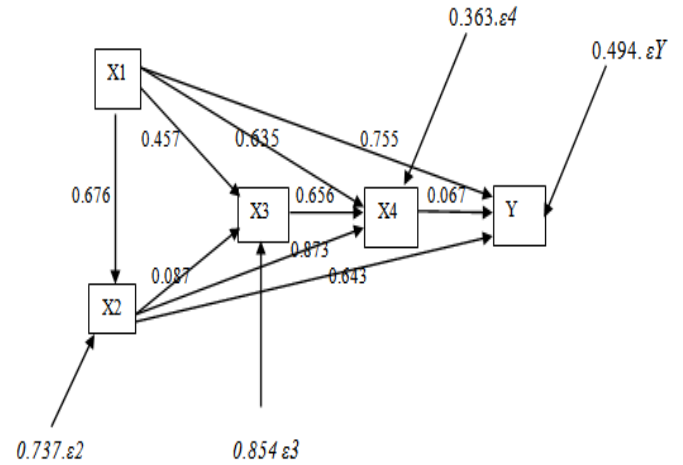
	Achi evem ent (Y)	Educati on (X1)	Job (X2)	Income (X3)	Lecture Motivation (X6)
Achievem ent (Y)	1.00 0	0.259*	0.678*	0.797**)	0.505*)
Education (X1)		1.000	0.296**)	0.262*)	0.641**)
Occupation (X2)			1.000	0.214*)	0.613**)
Income (X3)				1.000	0.236**)
Students Motivation (X4)					1.000

Hypothesis (H) research proposed is: 1) H-1: one day before: there are significant relations between education to the work, 2) H-2: there are significant relations between education with income, 3) H-3: there are significant relations between education, with the motivation students, 4) H-4: there are significant relations between education with this amount, 5) H-5: there are significant relations between work, with income, 6) H-6: there are significant relations between work with the motivation students, 7) H-7: there are signifkant relations between work by this amount, 8) H-8: there are significant relations between work by this amount, 9) H-9: there are relations significant of the incentives the student with this amount. Technique of the testing of hypotheses are done in partial, using a technique t-test, and also test unison using a technique the F-Test, and F done with compare in value sign  $\partial(\alpha)$  0.005. If values sign < alfa means its hypotesis accepted, but if value sign > alfa means its hypotesis rejected/no accepted.

**3 RESULT OF ANALYSIS AND DISCUSSION**

The results of the analysis a track (path analysis) a relation and effect between research variables displayed in accordance model put forward as follows:

**3.1 Informal Model:**



**Figure 4.** Application of Formal Model

**3.2 Formal Model:**

Blok 1.  $X_2 = P_{21}X_1 + \epsilon_2$

$= 0.676X_1 + 0.737.\epsilon_2$   $r=0.676$ ,  $R^2=0.457$  (0.004)

Blok 2.  $X_3 = P_{31}X_1 + P_{32}X_2 + \epsilon_3$

$= 0.457X_1 + 0.087X_2 + 0.854.\epsilon_3$   $r=0.520$ ,  $R^2=0.270$  (0..003) (0.004)

Blok 3.  $X_4 = P_{41}X_1 + P_{42}X_2 + P_{43}X_3 + \epsilon_4$

$= 0.635X_1 + 0.873X_2 + 0.656X_3 + 0.363.\epsilon_4$   $r=0.932$ ,  $R^2=0.868$  (0.001) (0.005) (0.001)

Blok 4.  $X_5/Y = P_{51}X_1 + P_{52}X_2 + P_{54}X_4 + \epsilon_5$

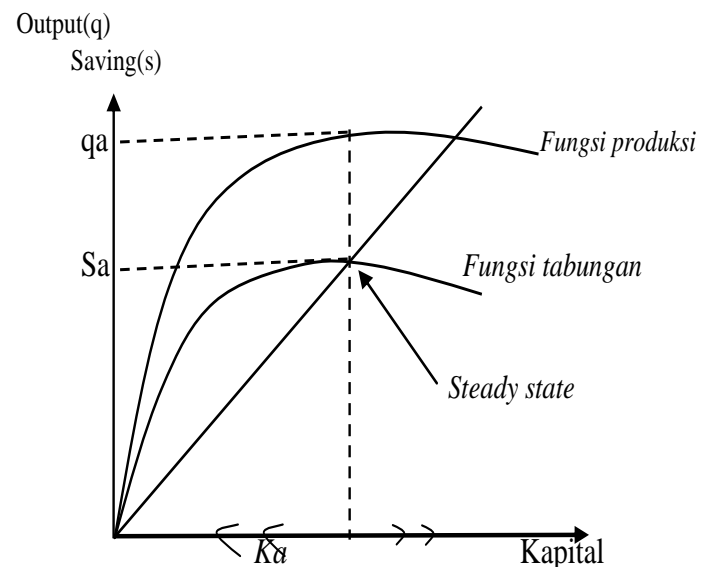
$= 0.755X_1 + 0.643X_2 + 0.067X_4 + 0.494.Ey$   $r=0.869$ ,  $R^2=0.756$  (0.005) (0.076) (0.004)

**4 DISCUSSTION**

**4.1 Education**

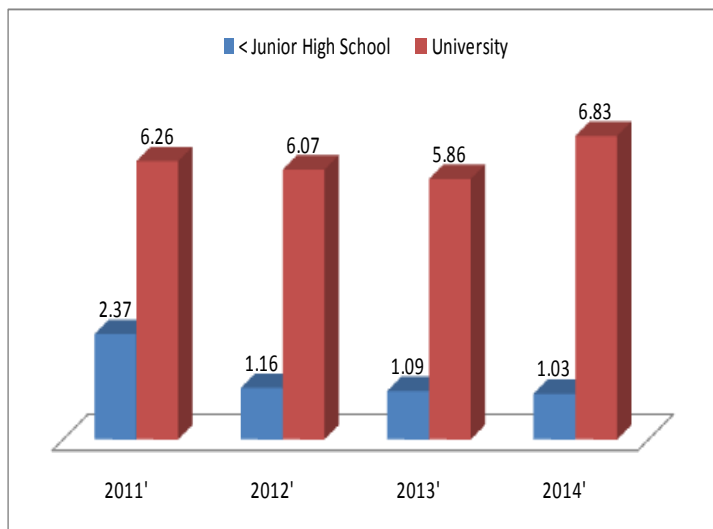
Education is a way of activities performed a person or a group of people to improve the quality of human resources. There are various kinds of, it can be formal, non-formal, and informal. The implementation of the formal education system is systematic, structured, level, starting from lowest level: PAUD, kindergarten, basic education, secondary education, and higher education. The implementation of the education non-formal, can tiered but different with the formal, can be courses, education skill, package a at the primary, B package equivalent junior high school, and C package, equivalent SMU / K. While, informal education is take in a natural in the environment of the family and social. The goal is not limited to improve the quality of but including a moral issue. Elfindri (2011) called the hard skills, and soft skills ability. Hard skill is academic ability (aspects cognitiv), while soft skill pertaining to characters: mutual respect, appreciate each other, hard work, discipline, tenacious, not unyielding, and honest. Be said that the success of some one is not only for the hard skill but also for the soft skills. Intelligence alone is not enough to succeed, if it is not headed to the soft skills ability of 19 the skill sets required by labor market in development countries, 82 % is the soft skills ability, while academic is only 18% (Elfindri, 2011). Education viewed as an investment, also called non-physical investment deals with human resources. The consideration of profit or lost that provide the basis for a

decision to invest in terms of education. The form of investment grouped into 2 (two) sort (Ehrenberg, 2003): 1) physical investment, and 2) non-physical investment. Physical investment related to infrastructure: the building, the highway, including facilities and infrastructure development. Reproductive age (age economical) infrastructure limited, no more than 10 years. Different with an investment of non-physical (= human resources), need a relatively long time to produce but the age of economical to produce relatively longer, compared to the investments in the field of physical (infrastructure). The fact, this is underlying suggestion Adam Smith (1776) in the: the wealth of nation, that education, (including goods other public should be handled by the government, because besides takes a long time to produce also because profits to be obtained relatively small compared with other kinds of work. While, the people of the relatively quickly produce / favorable submitted to private (Psacharopoulos, 2006). The economy growing faster if there are more investment, derived from the profits obtained private parties. Economic growth can be in terms of additional output goods and services produced by economy because used the combination of production: the ground, capital, and labor, and technology. It services every production factor different because the difference in the number and quality. It services for land called the rent of land. The flow of the classics (Ricardo see that the rent of land is not only depending on its fertility but also depend on the land (Nicholson, 2002, and Meiners, 2000). The moisture content of soil fertile, and location of the land located in urban centers or besides public roads and has strategic it has value sales relatively are higher than the located in countryside villagers. Different from the wilderness cost is certainly higher to decode it, thus reducing the value of selling. While, it services to the factors of capital depending on the banking interest apply (Mankiw, 2003). Between flowers with a tendency to save having a positive relationship, the higher flowers urging the community to save more, because more profitable, compared flowers low. Savings community and with savings the government into in the form of investing in, which in turn boost economic growth. Denison (2006) in his studies show that education is as a means of the development of quality of human resources, makes a direct contribution to the growth of state revenues through improving the skills and the ability of the production of labor. In this study, it was found that 23 % from the growth of the output American society (1909-1929) can be explained by an increase in the average level of education labor. Philip Stevens and Martin Weale, (2003), and Maddison, (2006) see the positive relationship between the number of students to the Product Domestic Regional Bruto (PDRB). The higher PDRB is the higher number of children school. The value of its coefficients determinant ( $R^2$ ) 0.59 as much as. It means 59% of the children schools affected by the growth of PDRB.



**Figure 5.** Relationship of Capital and Output  
**Source:** Seran, 2016

The flow of neo classical, hold that for ensure stability economic growth required a number of savings greater than capital deepening. Capital deepening describe the ratio between capital (capital =  $c$ ), with labor (labour =  $l$ ). Additional savings (saving =  $s$ ) must be greater than capital deepening, so that the economic growth stay awake (figure 4). Explained that the number of capital needed to ensure economy always grows, to reach a point balance is  $K_a$ , form the output  $q_a$  and savings of  $s_a$ . Point balance reached was called point balance established (steady state) reached at when savings per capita same figures for the number of capital deepening ( $(sAf(k)=(n+\delta)k$ ). In contrast, economy will not grow when capital deepening lower than  $K_a$ , nearing point of origin. Developing countries seems experienced difficulty in increasing  $K$ , because of the additional population is higher than additional  $K$ , so that reduced savings accounts, reduced accumulation of capital, causing economic growth stagnant, next increase unemployment and poverty. Malthus, advocated that population growth should be controlled in three ways: 1) restriction birth, 2) delay breeding age, and 3) abtinensy, can be voluntered, or because demands organization. Nevertheless, labor is educated and to take control of the technology will fussier in choosing the kind of work. Are highly educated more likely to choose the kind of job that rely more on the ability of the brain rather than physical force. Resulting in unemployment labor are highly educated (university) larger its percentage from those who did not / finished elementary school. Sakermas (2015) shows that in 2011 until 2014 jobless people are highly educated (university) is on average 6% higher than who did not finish elementary school an average of 1%, during this period (figure 2).



**Figure 6.** The Percentage of Unemployed Based on Education

Source: BPS-Sakernas 20015

Nevertheless, but those who has highly educated having productivity relatively higher than those who have low educated, It will be resulting in fired services / contraprestion of wages or wage obtained also higher. The wages or wage determined not only by education and the quality, and productivity but also because of the age. Wilkinson (Kiker, (1991) in their research in canada found that age and education is a function of wages or wage. It means labor educated SMU / K or college but having different ages so wage levels / his monthly income is also different. Even same education levels but different but the reward age or wage is also different (table 4).

**Table 4.**

Average Wage or Wage Labor Based on Age and Education

Age	Elementary	Secondary	University
15-19	\$1.135	\$1.193	\$ 722
20-24	2.195	2.654	2.007
25-34	3.125	3.781	4.750
33-44	3.436	4.165	5.968
45-54	3.452	4.205	6.075
55-64	3.352	4.058	5.686
65+	2.489	2.972	4.128

Source: Canada, Dominion Bureau of Statics (Kiker, 1971)

From table 4, it can be read that wages or wage (income) labor tending to keeps increasing along with increases age, but when was at its peak (= income highest in age group 45-54 year, the number of the income will decrease as increase age. The trends kept decreasing until passing the age of 65 years old or more amount of income obtained being minus. Occurred because increases age the less no productive, so it is no longer yielding to the development. However, not all occupation requires experts, are highly educated. The agricultural sector included one sector that does not require higher education. In 2007, labor works in

the agricultural sector dominated by those who are educated from elementary up to SMU / K I: 72, 54 % level, while educated academy: 0.66 %, and finished university as many as 0.75 % (BPS, 2016). Hypotesis-1 (H-1) has proved that education had positive links and significant with job opportunities, with a value of the regression coefficient of: 0,638 .Psacharopoulos (2004) in his research, in Venezuela have found that there is a linear relation (positive) between the level of education study with the larger income a labor. Frederick Harbison and Charles Myers (2004) found that per capita income for each education levels study really different. They are highly educated have earnings per capita much larger than is low educated people. The same thing found in this research that education had links significant (positive with income (H-2). The coefficients value is 0.457 (0.003), while the (r) value (= 0.520, and the (R<sup>2</sup>) value = 0.270. Explained that 27 percent of the value of income influenced by a factor of education. Psacharopoulos (2004) in his research in the USA, and France found the difference of the results a turning from education experienced by labor based on work of parents. That is in USA turning value of education is largest in natural by labor status as manager: 7.6 % following professional teenager: 7.2 %, then farmers are 6.4 %, and unskilled laborers are 6.2%. While in France, parents who works in the field of employment "white collar", get the result turning a value of 12.9 % a little more higher than the laborers (laborer) is 11.9%. Income (Y) is used by the benefit of consumption (C), and savings (S), (Y= C + S). If it is assumed that the income constant, the relationship between C, and S is trade off, each other eliminate. If raise C means less S and or otherwise, raise S means less C. Expenditure not only to meet consumption but including expenditure for the education funding. If education regarded as goods normal each increase in revenue (Y) resulting in expenditure for education was also increased. Its amount of the income not only influenced by the education and productivity but also due to the difference in characteristic job opportunities. It services labor work in the agricultural sector, relatively lower than kinds of the technician work who rely on technology. The result of this research proved that job opportunities are related to the significant of income (H-5). Coefficient value of 0.087 and significant = 0,004. Relations between the two strong enough, read of the value of the coefficients regrestion (r) 0.520, and R<sup>2</sup> of 0.270.

#### 4.2 School Motivation

The motivation to study is one within a child (students) to learn. An indication was motivated the students to study among others are seen from liveliness and participation of the students in the classroom. Robinson in Cohen (1986) see that high or low motivation to performed well in schools can be seen the behavior subject, such as: hopes for success, work hard, doubtfulness will fail, and desire have a higher value. Some of the characteristics that affects students' motivation for schools, grouped into: 1) economic factors: parental income, job opportunities, and 2) non-economic factors: of them are the vicinity of the school, home environment, the vicinity of the school, learning in the classroom, the quality of teachers, including hope a more positive future. This research support opinion delivered by Cohen, (1996) that job opportunities also influence students' motivation for schools and learning (H-6). Causal

relationships between both variables referred to 0.873, with the significant is 0.003. The positive association, implying that students whose parent worked as a civil servants, having the motivation to study is relatively high of students whose parents work as farmers or private, but parents' jobs have no significant relationship with this amount of (H-7). The analysis resulted coefficient value of 0.656 with the sign of each 0.001 and 0.005, smaller than 0.005 so hypothesis (H-8) proved accepted. The motivation to study is high school student (SMU/K) were also affected by the classroom (Greene, et al., 2004; Hardre & Sullivan, 2008), including style communication of teachers in learning, (Black Deci, 2000, and Deci & Ryan, 2002). Cohen (1996) believed that high or low motivation to excel can be seen from the subjects of behavior such as: hopes for success, work hard, doubtfulness will fail, and the desire of obtaining a higher value. Research conducted by Mc Cinerny (1995) that original American to have many drop out from school (formal education) because of low motivation to: 1) performed well, 2) competition, and 3) the low level of education in the family. The research also proved that parents' education has a significant with students' motivation (H-3). The value of the coefficients lane: 0.635 as much as, with a value of sign. : 0.001. A relationship between two of the variable are very closely, characterized by the value of the regression coefficient (r) 0.932 as much as, while the value  $R^2$ : 0.868. H-4 in the research also proved that parents' education have a significant and positive for student achievement. The result of analysis value of the coefficients are 0.755 and sign are 0.005. The relations were very strong characterized by value of the regression coefficient (r) 0.869, while value of the coefficients determinan ( $R^2$ ), 0.756. This value implying that 76 percent variation of the value of this amount was influenced by parents' education. A study conducted in Germany, found that the achievement, those who came from the family is low social status economic, at the end of first class is higher than the children from the rich. But at the end of the second year achievement of the children from the rich to be is higher (Gerungan, 2004). This indicates that children from poor families faster conform to new thing; they are used to do the tasks / a new job, so faster and mature to implement a natural, compared with children in the rich. But in the longterm children derived from the rich will achieve higher because they supported with facilities including the study consumption patterns nutritions. That means students from the rich (income) tend to have a feat that is relatively high for having the motivation to study superior to students poor families. Hypothesis 9 (H-9), in this research is proved that students' motivation have a positive relationship, and significant by accomplishments of the students.

## 5 CONCLUSION

Parents' Social and economic factors in the form of: education, job opportunities, and income dominated by students's achievement. The impact could be directly or indirectly. Students' motivation became moderator variable for education, employment and parental income in conjunction with this amount of education and parents' job opportunities could deal directly by accomplishments. The result of this research, support research and the theory before, except job opportunities parents variable have no

relationship with this amount of significant. The significant value were 0.076 than alfa ( $\alpha$ ) :0.005).

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