

The Influence of Socio-Economic Status and Self-Efficacy on Students' Academic Achievement: The Intervening Role of Learning Interest

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ABSTRACT

This research primarily examines the influence of socio-economic status and self-efficacy on academic achievement, with learning interest as an intervening variable. The quantitative research method utilized a survey technique conducted with students of SMAN 1 Manonjaya consisted of 462 social class students with a sample of 206 students selected using simple random sampling. The research instrument was a questionnaire with 40 statement items, all scored using a 5-point Likert scale and data analysis employed path analysis. Results indicated that socio-economic status and self-efficacy influences on learning interest, socio-economic status and self-efficacy do not influence academic achievement, learning interest influences on academic achievement, socio-economic status does not influence academic achievement through learning interest, and self-efficacy does not influence academic achievement through learning interest.

INTRODUCTION

Education is a primary factor influencing individual development and national progress. Darmawan (2017) education aims to develop students' potential, enhance the quality of life, promote equality and justice in society, and prepare individuals for change. In the context of Indonesian education, students' socio-economic status and self-efficacy are crucial factors in improving academic achievement. Education is governed by several vital laws, including Law No. 20 of 2003 on the National Education System, which regulates various aspects of education, from children's right to education to curriculum and evaluation. Additionally, other regulations support the implementation of education in Indonesia, such as Government Regulations (PP) and Ministerial Regulations.

This phenomenon is common, especially in high school (SMA), where academic achievement is a primary focus for students, teachers, and parents. SMAN 1 Manonjaya, a high school in Tasikmalaya, faces this challenge. Academic achievement, reflected in students' grades, measures educational success. Romano et al. (2005) states that academic achievement is an educational assessment of a student's progress in all school subjects, including knowledge and skills demonstrated after learning. At SMAN 1 Manonjaya, 69% of students have scores below the minimum threshold set by the curriculum, indicating a need to improve academic performance (figure 1.).

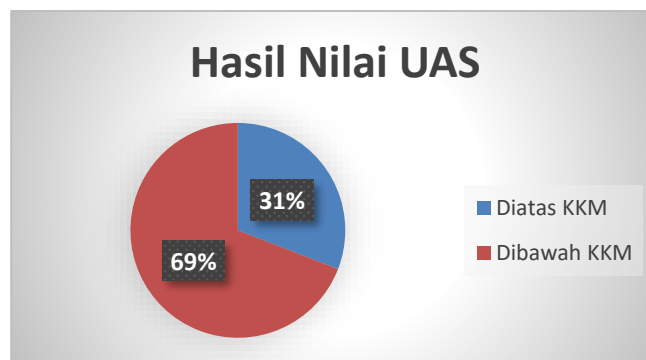


Figure 1. Final Exam Score SMAN 1 Manonjaya

Student learning activities can proceed as desired if supported by adequate learning facilities, such as reference books, computers or laptops, and other resources. These facilities influence students' learning success. However, at SMAN 1 Manonjaya, students do not have additional reference books beyond those provided by the school, and the school's learning facilities are limited, with no multimedia equipment in classrooms or sports equipment available. Academic achievement is influenced by various internal factors, such as physiological aspects (e.g., interest, talent, motivation, intelligence, fatigue, and learning style) and external factors, including family, school, and learning environment (Ramadhan & Winata, 2016; Tumanggor & Dariyo, 2015) This research focuses on external factors, such as family socio-economic status, and internal factors, such as self-efficacy and learning interest.

Family environment significantly impacts academic performance, with socio-economic status being a key factor. Higher socio-economic status often correlates with better access to educational resources, positively affecting academic achievement. Conversely, lower socio-economic status may pose barriers to learning. Data shows that Tasikmalaya Regency, where SMAN 1 Manonjaya is located, ranks third in poverty among West Java regencies/cities in 2023, with a poverty rate of 11.15% (BPS, 2023). This diverse economic background affects families' ability to provide learning facilities, making family socio-economic status a determining factor in academic success. Self-efficacy, the belief in one's ability to complete tasks, is another crucial factor influencing academic performance. Students with high self-efficacy are more confident in facing academic challenges and more persistent in achieving their learning goals. Learning interest, reflecting students' motivation to learn, acts as an intervening factor that can either strengthen or weaken the influence of socio-economic status and self-efficacy on academic performance. Students with high learning interests are more engaged in learning and more successful in achieving good academic results. Learning interest plays a vital role in the learning process. This study examines the impact of socio-economic status and self-efficacy on students' academic performance, with learning interest as an intervening factor. Understanding the relationships among these factors can provide deeper insights into improving academic achievement through a comprehensive and integrated approach.

LITERATURE REVIEW

Students' Academic Achievement

Academic achievement refers to students' results or accomplishments within formal education, particularly in learning progress, material comprehension, and scores in exams, assignments, or other evaluations (Rodríguez-Fernández et al., 2018). Balkis (2013) defines academic achievement through academic grades, concept understanding, practical skills, creativity and innovation, engagement and participation, attitudes and behaviors, problem-solving abilities, speed and accuracy, teacher feedback, and learning goal attainment. Hsiung et al. (2011) Gagne identifies learning outcomes indicators as intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes. Generally, academic achievement encompasses various aspects, including cognitive achievements, academic skills, and learning progress. According to Seaman (2011) Bloom taxonomi in academic achievement is influenced not only by intelligence or genetic factors but also by factors such as the learning environment, motivation, and learning strategies.

Socio-Economic Status

Socio-economic status (SES) measures an individual or family's position in the social structure based on a combination of economic and social variables. Cetin & Taskın (2016) define SES as a complex measure reflecting an individual or family's access to economic and social resources, such as income, education level, and occupation. SES is an indicator that measures an individual or

family's position in the social hierarchy based on indicators such as income, education, and occupation, influencing various life aspects, including health, education, and social opportunities (Davies & Lundholm, 2012; Nicola et al., 2020). Thus, SES is defined more broadly than just income, encompassing education, occupation, and various social and cultural capital influencing one's societal position.

Self-Efficacy

Self-efficacy is the belief in one's ability to organize and execute actions necessary to achieve specific outcomes. Zimmerman & Schunk (2014) describes self-efficacy as students' belief in their ability to master tasks or achieve goals in the educational context and highlights its importance in academic motivation and performance. Bandura & Hall (2021) posits that self-efficacy significantly influences academic achievement, as students confident in their abilities tend to have higher motivation and persistence in facing academic challenges. Education must consider various psychological, social, and environmental factors to enhance academic achievement. By understanding these factors, educators can design more effective learning strategies and provide appropriate support to boost students' academic performance. Self-efficacy indicators include confidence in performing specific tasks, resilience to failure, goal setting, and stress management (Bandura, 2014; Bandura & Hall, 2021; Locke, 1987). Self-efficacy helps measure and understand the extent to which students believe in their ability to succeed in education. Self-efficacy is crucial in determining how well students can tackle academic challenges, motivate themselves, and achieve academic success. Teachers and educators can enhance students' self-efficacy by providing support, positive feedback, and opportunities for success in academic tasks.

Learning Interest

Learning interest significantly influences how students interact with educational material, understand content, and retain information. Learning interest is a psychological condition driving individuals to focus their attention and energy on learning activities. Learning interest can be explained through intrinsic and extrinsic motivation theories (Ryan & Deci, 2020). Intrinsic motivation is the internal drive to learn, such as curiosity, personal satisfaction, and enjoyment in learning. In contrast, extrinsic motivation comes from external factors, such as rewards, praise, or pressure from others. Keller (2016) ARCS Model outlines learning interests comprising attention, relevance, confidence, and satisfaction.

High learning interest usually correlates with good academic performance. Students interested in learning tend to be more motivated, persistent, and enthusiastic about facing academic challenges. They are also more likely to use effective learning strategies and overcome obstacles in the learning process. Learning interest is a crucial element in education, influenced by various factors and requiring appropriate development strategies. Educators can help students reach their full academic potential by enhancing learning interests.

METHODOLOGY

The research method used was quantitative with a survey approach. The study was conducted at SMAN 1 Manonjaya, with the population comprising all social studies students from grades X, XI, and XII in the 2023/2024 academic year, totaling 462 students. However, the sample consisted of 206 students, selected using Slovin's formula with a 5% margin of error (2020). The sampling technique was random probability sampling. Details of the research population and sample are presented in Table 1.

Table 1. The population and sample size of the reserach

Class	Total Student	
	Population	Sample
x social 1	35	15
x social 2	36	15
x social 3	36	15
x social 4	35	15
x social 5	36	15
xi social 1	34	14
xi social 2	35	15
xi social 3	31	13
xi social 4	33	14
xi social 5	32	13
xii social 1	30	13
xii social 2	30	13
xii social 3	30	13
xii social 4	29	12
	462	206

Source : Data archives of SMAN 1 Manonjaya, 2023

The research instrument used was a questionnaire consisting of 40 statement items, which included socio-economic status (X1) with 10 items, self-efficacy (X2) with 10 items, academic achievement (Y) with 10 items, and learning interest (Z) with 10 items. The scoring guideline for the instrument used a 5-point Likert scale. The variables' instrument demonstrated high reliability, with a coefficient of 0.869. The collected data were then subjected to descriptive and inferential statistical analysis. Descriptive statistics aim to describe and summarize data in an easily understandable form, encompassing measures such as mean, median, mode and data dispersion like range, standard deviation, and quartiles. Inferential statistics aim to make inferences or conclusions about a population based on the analyzed sample data, involving hypothesis testing, parameter estimation, and path analysis.

RESEARCH RESULT

This study aimed to determine the influence of socioeconomic status and self-efficacy on academic achievement, with learning interest as an intervening variable. The first step was to calculate descriptive statistics. Based on the

interval scale values, the research variables were classified as having high evaluation ratings, as shown in Table 2.

Table 2. The Results of Interval Scale Value Calculation

Variable	Score	Classification Score
Socioeconomics Status	8240	High
Self-Efficacy	8240	High
Learning Interest	8732	High
Academic Achievement	8396	High

Source : Statistic Descriptive Result, primary data 2024

Path Analysis is a tool used to answer research hypotheses to determine the presence or absence of influence of independent variables, dependent variables, and intervening variables. Based on the processing results of SPSS Version 26 software, the results of the Path Analysis test in this study can be seen in table 3.

Table 3. Summary of Path Analysis Results

Model	Koefisien Jalur	t	sig	r ₂
Sub Structural 1 (X1, X2, Z)				
X ₁ (p Z X ₁)	0,239	3.650	0,001	0,135
X ₂ (p Z X ₂)	0,259	3.949	0,001	
Sub Structural 2 (X1, X2, Z, Y)				
X ₁ (p Y X ₁)	0,094	1.119	0,187	0,093
X ₂ (p Y X ₂)	0,065	-0.095	0,347	
Z (p Y Z)	0,296	4.418	0,001	

Source : Statistic Inferencial Result, primary data 2024

Subsequently, tests were conducted to analyze the direct and indirect effects of the research variables used (Table 4). The results showed a significant direct influence between socio-economic status (X1) and learning interest (Z). There was also a significant influence between self-efficacy (X2) and learning interest (Z). However, there was no significant influence between socio-economic status (X1) and academic achievement (Y), nor was there a significant influence between self-efficacy (X2) and academic achievement (Y). There was a significant influence between learning interest (Z) and academic achievement (Y). Furthermore, socio-economic status and self-efficacy did not significantly affect academic achievement through learning interest (Table 5).

Table 4. Path Analysis Results (direct effect)

Model	t _{statistic}	t _{table}	Conclusion
Sub Structural 1 (X1, X2, Z)			
X ₁ (p Z X ₁)	3.650	0,001	H _a accept
X ₂ (p Z X ₂)	3.949	0,001	H _a accept
Sub Structural 2 (X1, X2, Z, Y)			
X ₁ (p Y X ₁)	1.119	0,187	H _a reject
X ₂ (p Y X ₂)	-0.095	0,347	H _a reject
Z (p Y Z)	4.418	0,001	H _a accept

Source : Statistic Inferencial Result, primary data 2024

Model	t _{statistic}	t _{table}	Conclusion
Sub Structural 1 (X1, X2, Z)			
X ₁ (p Z X ₁)	1,808	1,971	H _a reject
X ₂ (p Z X ₂)	1,860	1,971	H _a reject

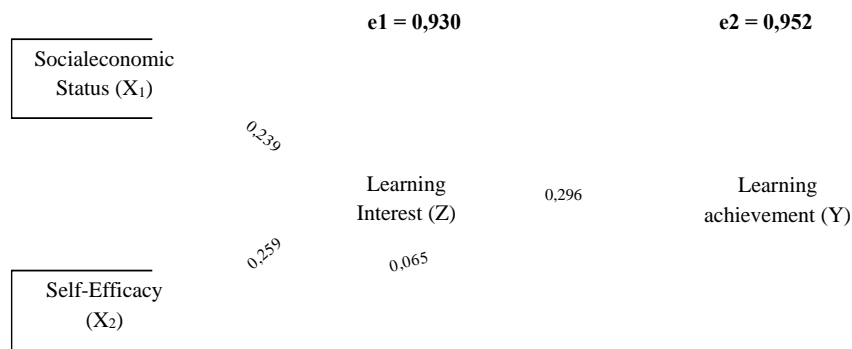


Figure 2. Path Analysis Results

DISCUSSION

H1: Socioeconomic Status → Learning Interest

Socio-economic status can also be interpreted as a condition or position that is socially regulated and establishes an individual in a specific position within the societal structure. This positioning is accompanied by rights and obligations that the status bearer must fulfill, such as income and occupation. In this context, socio-economic status indicates a person's position or standing in society related to education, income level, ownership of household assets, and fulfillment of family needs. Research conducted on students of SMAN 1 Manonjaya in grades X, XI, and XII social shows that socio-economic status significantly influences learning interest. The research results show a direct, positive, and significant impact between socio-economic status and learning interest. Kpolovie et al. (2014)) emphasizes the role of self-expectations, which are individuals' beliefs about their abilities to succeed. Students from higher economic backgrounds may have higher self-expectations, which can influence their learning interests.

Suna et al. (2020) found that the socio-economic condition of a family simultaneously has a positive and significant influence on students' learning interests. However, the father's education level partially does not affect students' learning interests, whereas the mother's education level positively and significantly affects students' learning interests. Family income positively and significantly affects students' learning interests, as does the ownership of household assets and the fulfillment of family needs. The family's socio-economic condition can be described in aspects such as parent's education, income, household asset ownership, and the extent of family consumption/expenditures. Motivation is a driving force to perform tasks, which can come from within and external sources (Grunschel et al., 2016; Shin & Kim,

2017). One of the main factors influencing students' interest is their parents. High learning motivation in students requires parental involvement, which is significantly influenced by the socio-economic status of the parents (Wilder, 2023). Parent's socio-economic status and adequate learning facilities can help students by providing direction and solving their problems, influencing their learning motivation, and strengthening individuals to act. Sartika (2021) added that factors motivating students to engage in learning activities can originate from within the students themselves or from external sources like family, surroundings, peers, and school environment. Parents' ability to meet family needs, including education facilities, can motivate children to learn and achieve. Davies & Lundholm (2012) indicated that high socio-economic status provides better access to educational resources, such as books, learning tools, and extracurricular programs that motivate learning interest. The study at SMAN 1 Manonjaya concluded that parents' socio-economic status motivates students to learn and achieve. According to primary data received, most students' economic conditions are adequate, as almost all students own motorcycles, supporting the facilities received by students and encouraging more enthusiasm for learning. Therefore, parents' socio-economic status influences students' learning interests.

H2: Self-Efficacy → Learning Interest

Self-efficacy is an individual's belief in their ability to succeed or achieve specific goals. It reflects an individual's confidence in overcoming tasks or challenges in various life situations. Self-efficacy can affect an individual's motivation and behavior, evolving with experience and achievements. Developing positive self-efficacy can help individuals reach their potential and increase their chances of success in various life areas. Ayuningtyas (2005) defines learning interest as a preference and attraction that creates a desire for more active engagement, marked by a feeling of joy without coercion. Students with high learning interest will actively engage in the learning process, such as frequently asking questions, diligently doing homework, joyfully seeking additional learning materials, and willingly participating in activities without internal or external pressure.

The research findings indicate differences between students with and without learning interests, clearly seen in their continuous perseverance. Students with interest will persist in their studies, while those without interest, even if willing to learn, show different persistence. Sandi (2017) stated that self-efficacy significantly influences learning interest, helping adolescents overcome psychosocial development changes. Rahman (2017) added that self-efficacy is a belief in one's ability to complete specific actions successfully. Higher self-efficacy increases an individual's motivation to exert more effort for optimal results. However, in Indonesia, many educators are unaware that self-efficacy, a psychological aspect, can affect academic achievement. Higher self-efficacy leads to better academic performance, whereas lower self-efficacy results in lower academic achievement.

Individuals with high self-efficacy tend to undertake challenging activities with perseverance, calmness, and a lack of worry when facing challenges, organizing their thoughts analytically. Aryanti & Muhsin (2020) noted that learning activities would encounter fewer obstacles if students quickly adapt to new situations. Fahira (2020) emphasized the importance of self-efficacy in fostering learning interest, aligning with Astuti & Pratama (2020) who found that most students have moderate self-efficacy, with a few having low self-efficacy, impacting their learning interest. Self-efficacy enables individuals to manage and act toward achieving desired goals, reflecting their belief in controlling their surrounding events. Students with high self-efficacy tend to have substantial intrinsic motivation to learn and believe in their ability to overcome learning obstacles, leading to persistence and resilience in facing difficulties.

H3: Socioeconomic Status → Learning Achievement

Socioeconomic status is also a socially regulated condition or position that places someone within a specific societal structure. This status comes with associated rights and obligations, such as income and occupation. Socioeconomic status indicates a person's standing or position in society, which is related to education level, income level, household asset ownership, and family needs fulfillment. Parents with higher incomes can meet their children's learning needs by providing easier access to learning activities. Adequate learning facilities can motivate children and affect their learning outcomes. Cetin & Taskin (2016) noted a strong link between economic capability and the fulfillment of learning facilities, which support learning activities. External factors like available learning facilities can determine learning methods and activities. Parents with the same income but more dependents may find it harder to provide learning facilities than parents with fewer dependents, affecting their focus and attention on their children's education. This study found that the average socioeconomic status of SMAN 1 Manonjaya students' parents is not very high, yet students' academic achievements are pretty high.

Most parents of SMAN 1 Manonjaya students work as traders/self-employed with low education and incomes sufficient for daily needs, with few parents working as civil servants. Socioeconomic status significantly influences academic achievement, considering parents' occupation, education, and income levels. Higher socioeconomic status offers better learning facilities at home, motivating students, while lower status results in less complete learning facilities. Consequently, higher parental socioeconomic status fulfills learning facilities at home, encouraging learning and enhancing academic achievement.

Various factors influence learning achievement, including the learning environment, student motivation, teaching quality, and family support. Although socioeconomic status can affect access to educational resources, its impact on academic achievement is not always direct. Individual responses to academic challenges vary and are influenced by internal motivation and the learning environment. Primary data show that some low-income students are highly motivated to succeed, while some high-income students lack motivation.

Socioeconomic status does not solely determine academic achievement; factors like motivation, learning environment, and social support also play crucial roles. Therefore, it is essential to consider a broader context when evaluating academic achievement, acknowledging various influencing factors.

H4: Self-Efficacy → Learning Achievement

Self-efficacy is an individual's belief in their ability to succeed or achieve specific goals. It reflects confidence in overcoming tasks or challenges in various life situations and can evolve with experience and achievements. Positive self-efficacy helps individuals reach their potential and increases their chances of success in various life areas. The findings indicate that academic achievement is influenced not only by self-efficacy but also by other factors. Self-belief can motivate students to achieve academic goals, but self-efficacy is only one of many factors contributing to learning success. Data show that self-efficacy is more effective in influencing achievement when supported by appropriate skills and learning strategies. High self-confidence without necessary skills or effective learning strategies still results in low academic achievement. Environmental factors, such as social support and teaching quality, also impact the relationship between self-efficacy and academic achievement. A supportive and expectation-rich environment strengthens students' self-efficacy, leading to better achievements, while a less supportive environment diminishes the positive impact of self-efficacy. Self-efficacy is not the sole factor influencing academic achievement; internal motivation, interest in subjects, and external factors like economic conditions and learning environment also play roles.

Ermannudin (2021) found that self-efficacy does not significantly affect academic achievement, contradicting Bandura's theory. According to Lei et al. (2018) self-efficacy is a subjective perception without a clear basis from past experiences and self-direction, making its correlation with academic achievement unclear. Factors beyond individual control, like teaching quality and school resources, significantly affect academic achievement. Despite high self-efficacy, unsupportive learning conditions hinder academic performance. Prahara & Budiyani (2019) found that academic self-efficacy contributes minimally (1%) to academic achievement, with 99% influenced by other factors, including internal and external elements. Internal factors involve health, intelligence, attention, interest, talent, learning motivation, readiness, attitude, and fatigue, while external factors include family, school, and community influences. Both types of factors likely affect academic achievement scores.

Sri (2020) found no significant effect of self-efficacy on students' academic performance due to other influencing factors like intelligence and learning interest. Factors such as peer success experiences, family motivation, assignment cooperation, desire for timely graduation, and self-confidence drive academic performance. Bandura & Hall (2021) states that self-efficacy is essential in determining learning achievement, but the influence it exerts can be direct or indirect. In this regard, an individual with high self-confidence in their abilities (self-efficacy) will strive to master and conquer any exam given. This belief is

certainly supported or followed by other efforts, such as having study strategies and learning patterns. The confidence, reinforced by learning efforts, will enhance learning achievement, but if tangible actions do not follow self-belief, it will not affect learning achievement.

H5: Learning Achievement → Academic Achievement

Interest in learning is an individual's inclination or desire to learn or develop new knowledge, skills, or understanding related to a particular subject or topic. It involves intrinsic motivation that drives someone to engage in learning actively. Interest in learning encompasses several aspects, including curiosity, the desire to achieve learning goals, pleasure in acquiring new knowledge, and appreciation for the learning process. Individuals with a high interest in learning tend to be more motivated and actively engaged in learning, which can influence their academic achievement and personal development. This is evidenced by research findings that interest in learning influences learning achievement. The higher the interest in learning, the higher the learning achievement in school; conversely, if interest in learning is low, then learning achievement in school also tends to be low. This is consistent with the situation at SMAN 1 Manonjaya, where students have a high interest in learning, thus affecting their achievement both in class, at, and outside of school. This is supported by an excellent social environment, including family, school, and community environments, and the social environment includes school facilities, home environment, learning tools, and the time used by students.

Based on the data, interest in learning directly influences students' learning achievement. High interest in the subject motivates students to study more diligently and focus. Students with solid interests seek a deep understanding of the topics they study actively. Additionally, interest in learning increases participation in class discussions and collaboration with classmates, creating a dynamic learning environment. By nurturing students' interest in learning, we can help them achieve higher academic potential. Sari et al. (2019) found a significant favorable influence of Interest in Learning on students' learning achievement. This study found that there is a positive influence of interest in learning on students' learning achievement, so the higher the interest in learning that students have, the better the learning achievement they will achieve; conversely, if students' interest in learning is low, then their learning achievement will also be low. Simbolon & Rahmatika (2014) states that interest is specific attention. Students interested in a subject will pay more attention, and their interest is a solid motivator to engage in learning activities actively. Thus, the learning process can proceed smoothly, and students can achieve learning goals as expected. Interest in learning plays an essential role in students enjoying learning and having high desire. Interest in learning leads to voluntary learning, so learning is not by coercion but by self-desire and enjoyment.

CONCLUSIONS AND RECOMMENDATIONS

This study shows that socioeconomic status and self-efficacy play essential roles in influencing students' academic achievement. Socioeconomic status reflects students' economic and social conditions, which can affect access to educational resources and family support, which in turn affect academic achievement. Self-efficacy, the belief students have in their abilities to succeed in learning, also plays a crucial role in determining academic achievement. Students who believe in their abilities tend to have higher motivation and perseverance in overcoming learning obstacles. Furthermore, this research highlights the intervening role of interest in learning in the relationship between socioeconomic status, self-efficacy, and students' academic achievement. Interest in learning is an intervening variable explaining how socioeconomic status and self-efficacy influence academic achievement. Students with higher socioeconomic status tend to have better access to educational resources and family support, which can enhance their interest in learning. On the other hand, self-efficacy influences students' interest in learning by affecting their belief in their abilities to succeed.

Overall, these findings indicate that factors such as socioeconomic status and self-efficacy significantly impact students' academic achievement through their influence on interest in learning. Therefore, efforts to improve students' academic achievement should consider internal factors such as self-efficacy and external factors such as socioeconomic status and the learning environment that influence students' interest in learning. By understanding the intervening role of interest in learning in the relationship between SES, self-efficacy, and academic achievement, educators can design more effective strategies to improve students' academic achievement holistically.

ADVANCED RESEARCH

Consider using more in-depth measurement methods for students' socioeconomic status and self-efficacy, such as more detailed questions or even empirically validated psychometric instruments. In addition to socioeconomic status and self-efficacy, consider other external factors that may influence students' learning interests, such as family environment, school culture, and social experiences.

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