



THE INFLUENCE OF PARENTS' INCOME ON THE LEARNING CREATIVITY OF 5TH-GRADE STUDENTS AT BUDI MULIA PRIVATE ELEMENTARY SCHOOL, MEDAN.

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Abstract

The purpose of this study was to determine the effect of parental income on the learning creativity of 5th grade students at Budi Mulia Private Elementary School Medan. The population in this study used a saturated sample, so the total population and the number of samples were the same, namely 36 students. This research method uses a quantitative approach. The research instrument used a questionnaire. The results of the study show that the answer value of the parental income variable is 1943 with an average of 53.9722, the minimum value is 46, the maximum value is 60, the standard deviation (standard deviation is 2.98076. While the total value of the answers to the parental income variable is 2.98076). 1923 with an average of 53.4167, a minimum value of 47, a maximum value of 57, the standard deviation (standard deviation) of 2.67662. 2,036. Then tcount 4.889 > ttable 2.036. So that the results of the study show that there is an influence of parental income on the learning creativity of 5th grade students at Budi Mulia Private Elementary School, Medan.

Keywords: Parents' Income, Learning Creativity

Introduction

According to the National Education System Law No. 20 of 2003 (UU Sisdiknas), education is a conscious and planned effort to create a conscious and planned atmosphere of learning and teaching so that learners actively develop their potential to have spiritual and religious strength, self-control, personality, intelligence, noble character, as well as skills needed for themselves, society, nation, and state.

Education plays a crucial role in the progress of a nation. Therefore, education must continuously be improved over time, both in terms of quality and quantity. This is evident in the changing curriculum policies in recent years, which have often left educators scrambling to adjust teaching models, methods, techniques, and strategies to align with the current curriculum. However, experts suggest that to accurately assess whether a curriculum is effective or not, evaluations should be conducted every 10 years. If evaluations reveal that the curriculum is inadequate, then reflection and the development of a new curriculum should follow.

One of the factors contributing to the low quality of education in Indonesia is the insufficient ability of teachers to tap into students' potentials. Educators often impose their own preferences without considering the needs, interests, and talents of their students.

The weakness of our educators is their failure to explore the issues and potentials of their students. Education should focus on the needs of children instead of imposing something that makes them uncomfortable in their pursuit of knowledge. A good educational process involves giving children opportunities to be creative. This is essential because fundamentally, a child's thinking style cannot be directed.

In addition to the lack of creativity among educators in guiding students, the centralized curriculum has further clouded the landscape of education. The curriculum is solely based on government knowledge without considering the needs of society. Even more concerning, the education system fails to produce graduates who are creative. Meanwhile, education itself is a prioritized area in national development efforts aimed at achieving the national goal of enlightening the life of the nation and the state. To realize this goal, the government endeavors to establish a unified national education system. Education is recognized as a fundamental right of every Indonesian citizen under Article 31, paragraph 1 of the 1945 Constitution, which stipulates that every citizen has the right to receive education.

The national education system is the entirety of interconnected educational components aimed at achieving national educational goals (Munib, 2018:139). In a

general sense, an educational system is the aggregate of its parts working together to achieve expected outcomes based on predetermined needs. Every system has its own objectives, and all activities of its components or parts are directed towards achieving these objectives. Therefore, the educational process is a system known as the education system.

Essentially, every child has a natural inclination and talent for creativity, and the ability to express themselves creatively, although each child's potential in terms of field and degree may vary. Creative learning is also crucial for the development of learners because creativity significantly influences the totality of a person's personality.

According to Barron as cited in Mohammad Ali and Asrori (2016: 41), creativity is the ability to create something new. Here, "something new" does not necessarily mean entirely novel but can also be a combination of elements that already exist. On the other hand, according to Sukmadinata (2013: 104) as translated, "Creativity is the ability a) to create new combinations based on existing data, information, or elements, b) based on available data or information, to discover multiple possible answers to a problem, emphasizing quality, appropriateness, and diversity of answers, c) reflecting smoothness, flexibility, and originality in thinking and the ability to elaborate on an idea."

One of the factors that can influence a child's learning creativity is parental income. Hurlock (as cited in Trisnawati, 2015: 14) suggests that there are six factors contributing to variations in individual creativity, and one of them is the socioeconomic status of parents. Children from higher socioeconomic backgrounds tend to exhibit higher creativity because they are mostly democratically educated by their parents, which facilitates their development of interests and chosen activities. In contrast, children from lower socioeconomic backgrounds are often raised in authoritarian environments with limited encouragement and opportunities to develop themselves.

The socioeconomic status of the family certainly influences the development of children. When we consider that with sufficient economic means, the material environment that children face within their families is broader, they have greater opportunities to develop various skills that are not restricted. The relationship with their parents living in a socioeconomically comfortable status and experiencing less fundamental issues in obtaining their livelihood ensures they can dedicate deeper attention to their children's education without being

burdened by primary life needs (Gerungan, 2017: 196).

The condition of students in Class V at SD Swasta Budi Mulia Medan does not align with the theory proposed by Hurlock, which states that the socioeconomic status of parents affects a child's creativity in learning. Children whose parents come from middle to upper socioeconomic backgrounds often exhibit higher creativity because their parents educate them democratically and provide facilities to support their learning. In contrast, children whose parents come from lower to middle socioeconomic backgrounds mostly lack encouragement from their parents and often have fewer resources to support their learning.

Based on the interview conducted by a teacher named Nur Naima at SD Swasta Budi Mulia Medan, it was found that students whose parents come from lower to middle socioeconomic backgrounds are more active in participating in lessons. They often ask questions actively, confidently express their opinions, and demonstrate greater independence in completing assigned tasks compared to students whose parents are from higher socioeconomic backgrounds.

From the interview results, it appears that the theories proposed by experts do not entirely align with the reality observed in the field at SD Swasta Budi Mulia Medan. The income levels of students' parents vary, ranging from middle to upper-middle class to lower-middle class. Interestingly, students whose parents belong to the lower-middle class exhibit high learning creativity. They are more active in participating in lessons and asking questions compared to students whose parents are from the upper-middle class. This discrepancy suggests that socioeconomic status alone may not be the sole determinant of a child's learning creativity. Other factors such as parenting style, educational encouragement at home, and individual personality traits could also significantly influence a student's engagement and creativity in learning.

The factual observations present a contrast to the theory proposed by Gerungan (2017: 196), which suggests that children whose parents are from upper-middle class backgrounds tend to have higher creativity because they are democratically educated and have the means to provide facilities to support their children's learning. On the other hand, children from lower-middle class backgrounds often lack parental encouragement and have fewer resources to support their children's learning. However, based on the interview findings at SD Swasta Budi Mulia Medan, it's evident that students from lower-middle class

backgrounds show higher learning creativity despite these theoretical expectations. They exhibit greater participation in lessons and are more proactive in asking questions compared to their peers from upper-middle class families. This discrepancy highlights the complexity of factors influencing a child's educational development beyond just socioeconomic status. It suggests that individual family dynamics, parenting styles, and perhaps other societal influences play significant roles in shaping a student's engagement and creativity in learning. The reality described has motivated the author to conduct research to determine whether parental income can influence students' learning creativity. Therefore, this is the exact reason why the author has chosen the title "The Influence of Parental Income on Learning Creativity of Grade 5 Students at SD Swasta Budi Mulia Medan."

Research methods

This study employs a quantitative approach. It involves independent and dependent variables as described below:

Independent Variable (X): Parental Income

Dependent Variable (Y): Student Learning Creativity

The type of research conducted is quantitative research aimed at determining the influence of parental income on student learning creativity.

Discussion of Findings

Descriptive statistics describe the data including mean values, maximum values, standard deviation, and variable values of parental income and student learning creativity as follows:

Table
Minimum Value, Maximum Value, Mean, Standard Deviation and Variance of Parental Income and Student Learning Creativity
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pendapatan Orang Tua	36	46.00	60.00	53.9722	2.98076
Kreativitas Belajar Siswa	36	47.00	57.00	53.4167	2.67662
Valid N (listwise)	36				

Source: Data Processing Results from SPSS (2022)

Based on the table above, it can be observed that the total number of responses for the parental income variable is 1943, with an average (mean) of 53.9722. The minimum value is 46, and the maximum value is 60, with a standard deviation of 2.98076. For the student learning creativity variable, the total number of responses is 1923, with an average (mean) of

53.4167. The minimum value is 47, and the maximum value is 57, with a standard deviation of 2.67662.

Data Quality Testing

Language Expert Validation

Language expert validation instrument is used to measure whether the language used in developing the questionnaire (parental income and student learning creativity) is valid or not, to determine if the language used in the questionnaire is appropriate in terms of language aspects, and also to gather input or suggestions from validators regarding the language aspects of the developed questionnaire. The checklist for the language expert validation instrument can be seen in the following table:

Linguist Validation Grid Table

No	aspect	Indicator
1.	Language Assessment	Effectiveness of sentences Readability of the conveyed message Integration among learning activities Consistent use of symbols Word choice Clarity of paragraph content Use of Standard Indonesian Spelling (EYD) Language usage adapted to needs Accuracy of spelling Accuracy of sentence structure

Content Expert Validation

Expert Content Validation Instrument is used to measure whether the content used in developing the questionnaire (parental income and student learning creativity) is valid or not, to determine if the content used in the questionnaire is appropriate in terms of content aspects, and also to gather input or suggestions from validators regarding the content aspects of the developed questionnaire. The checklist for the expert content validation instrument can be seen in the following table:

Content Expert Validation Grid Table

No	Aspect	Indicator
1.	Content Eligibility	Alignment of indicators with parental income variable Alignment of objectives with

	parental income variable
	Alignment of questions with parental income variable
	Alignment of materials with parental income level
	Alignment of indicators with student learning creativity variable
	Alignment of objectives with student learning creativity variable
	Alignment of questions with student learning creativity variable
	Alignment of materials with student learning creativity variable
	Ability to promote critical thinking
	Ease of students to learn independently

β : Coefficient magnitude
 X : Parental Income
 E : Error

d. R-test

Significance Test of Correlation is conducted to prove the presence of a significant or meaningful relationship between variables X and Y. The results of the significance test of correlation are as follows:

Table
 R-Test
 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin-Watson	
					R Square Change	F	df1	df2		Sig. F Change
1	.643	.413	.396	2.08097	.413	23.904	1	34	.000	1.516

- a. Predictors: (Constant), Parental Income
- b. Dependent Variable: KStudent Learning Creativity

Based on the table above, it can be observed that the correlation coefficient is 0.643. This indicates that in this study, the level of relationship between parental income and learning creativity is 0.643. This means the level of correlation falls into the high category.

T-test

To determine whether there is an influence of Parental Income on Student Learning Creativity in Grade 5 of Budi Mulia Private Elementary School, Medan, a t-test can be conducted using the following formula:

Table T-test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	22.277	6.378		3.493	.001
	Parental Income	.577	.118	.643	4.889	.000

- a. Dependent Variable: Student Learning Creativity
- Source: Data Processing Results (SPSS)

Based on the table above, it can be seen that the calculated t-value is 4.889. Meanwhile, the critical t-value for N = 36-2 degrees of freedom is 2.036. Therefore, since the calculated t-value (4.889) is greater than the

Hypothesis testing

Descriptive Statistical Analysis, according to Ghazali (2011:19), provides a description or overview of data based on measures such as mean (average), standard deviation, variance, maximum value, minimum value, sum, range, kurtosis, and skewness (distribution asymmetry). This analysis is a descriptive technique that provides information about the data at hand and does not aim to test hypotheses.

Simple Linear Regression Analysis. The method used in this research is simple linear regression analysis. Simple linear regression analysis examines the linear relationship between one independent variable (X) and one dependent variable (Y). Typically, simple regression uses data with interval or ratio scales. The formulation of regression in this study is:

$$Y = a + bX + e$$

Source: (Sugiyono, 2017, p. 277)

Where :

Information:

Y : Student Learning Creativity

A : Constant

critical t-value (2.036), it can be concluded from the research results that there is an Influence of Parental Income on Student Learning Creativity in Grade 5 of Budi Mulia Private Elementary School, Medan.

Discussion

Researchers can conclude that parents with moderate income levels pay more attention to their children's education and academic performance compared to those with lower incomes. Therefore, parents with moderate incomes tend to have children with higher creativity and are more attentive to their educational needs. They carefully choose high-quality schools for their children, ensure that all school facilities meet their children's needs, accompany them during study sessions, and provide guidance and motivation to keep them enthusiastic about learning and achieving academic success. For parents with higher incomes, education is crucial due to the increasingly competitive nature of life, which demands broad knowledge to compete effectively in the outside world.

Unlike parents with higher incomes, those with lower income levels tend to pay less detailed attention to their children's education. Parents with lower incomes often show less concern for their children's education, sometimes only occasionally accompanying them during study sessions due to being occupied with work. They provide only essential school facilities, and children are expected to assist with household chores and support their parents. Moreover, these parents may not prioritize higher education for their children, believing that completing high school is sufficient before starting work to support the family.

As a result, achievements and higher education for their children are less prioritized.

Therefore, it can be concluded that the high level of parental income can influence students' learning creativity in school. This is because parents with high income levels aspire their children to surpass their own achievements, thus making every effort to ensure their children receive a good education. In contrast, parents with low income levels may not fully grasp the importance of education, prioritizing work to support the family's economy instead.

It seems like you've provided results from various studies indicating a positive influence of parental income on student creativity in different schools. Here's a refined English translation: Based on these results, it is supported by Kampo's (2022) study that parental income has a significant positive influence on student creativity at SD Negeri 1 Likupang by 96.43%, with a t-value of 9.617 >

t-table = 3.127. This is consistent with the findings of Riska Nurfauziah (2018) that parental income significantly influences student creativity positively at SD Swasta Asuhan Medan by 87.13%, with a t-value of 3.602 > t-table = 3.115. Furthermore, these findings align with Nadya Nelsi's (2020) study showing that parental income positively influences student creativity at SD Negeri 106857 Asahan by 7.252%, with a t-value of 8.067 > t-table = 6.570.

Based on the research findings of Lisda Hayati (2015), it is shown that there is a positive and significant influence of parents' occupation on the learning outcomes of eighth-grade students in Integrated Social Studies (IPS), with a t-value of 1.888 > t-table 1.655.

Conclusion

The average income of parents is categorized as moderate in class 5 of Budi Mulia Private Elementary School, Medan. This is evidenced by the survey results showing that 55.6% of parents reported their income ranging from Rp. 1,300,000 to Rp. 1,950,000.

The creativity of 5th-grade students at Budi Mulia Private Elementary School, Medan is categorized as high because during group work, they contribute many ideas. This is evidenced by the survey results showing that 66.7% of student responses were higher than the average survey results. There is an influence of parents' income on students' learning creativity, supported by the calculated t-value of 4.889. With $N = 36 - 2$, the t-table value is 2.036. Therefore, the calculated t-value of 4.889 > the t-table value of 2.036.

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