

## Differences in Achievement in Physical Education Learning Outcomes for High School Students Based on Parental Occupation: Analysis of Differences in Parental Social Status in Providing Learning Motivation

### Diferencias en el rendimiento en los resultados del aprendizaje de educación física para estudiantes de secundaria según la ocupación de los padres: análisis de las diferencias en el estatus social de los padres al proporcionar motivación para el aprendizaje

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**Abstract.** This research aims to determine the achievement of Physical Education (PE) learning outcomes based on parents' work and its relationship to differences in parents' social status in providing learning motivation to students. The sample in this research was high school students in DI Province, Yogyakarta Indonesia. Data analysis used descriptive statistics and inferential factorial one-way ANOVA. One-way anova test results Sig. 0.000 < 0.05 so there is a significant difference in the average of the three PE learning outcomes between students whose parents are civil servants, farmers and entrepreneurs. First Post Hoc follow-up test Sig. 0.000 < 0.05, so that there is a difference in the PE learning achievement of students with their parents' jobs as civil servants and farmers. Post Hoc follow-up test for both Sig. 0.375 > 0.05 so that there is no difference in the PE learning achievement of students with their parents' jobs as civil servants and entrepreneurs. Post Hoc follow-up test for the three Sig. 0.001 < 0.05 so that there is a difference in the PE learning achievement of students whose parents are farmers and entrepreneurs. The conclusion of this research is that there is a significant difference in the average achievement of PE learning outcomes for high school students based on the social status of parents' jobs as civil servants, farmers and entrepreneurs. The social status of parents' work has an influence on the PE learning achievements of high school students in relation to providing learning motivation for students. Working as a civil servant requires a person to have a formal education of at least a bachelor's degree, while for farmer and self-employed jobs it is not required to have a formal bachelor's degree. Parents who work as civil servants and have formal educational experience of at least a bachelor's degree, at least have a tendency to motivate their children to achieve good learning outcomes in compulsory subjects such as PE or other compulsory subjects. However, the farming profession could be stronger and higher in providing learning motivation to their children, with the hope that their children who are still studying at high school level will not become farmers like their parents and can continue at a higher level of formal education.

**Keywords:** Learning Outcomes, Physical Education, Social Status, Parental Employment, Learning Motivation

**Resumen.** Esta investigación tiene como objetivo determinar el logro de los resultados de aprendizaje de Educación Física (EF) basados en el trabajo de los padres y su relación con las diferencias en el estatus social de los padres a la hora de proporcionar motivación para el aprendizaje a los estudiantes. La muestra de esta investigación fueron estudiantes de secundaria de la provincia de DI, Yogyakarta Indonesia. El análisis de los datos utilizó estadística descriptiva y ANOVA factorial inferencial unidireccional. Resultados de la prueba de anova unidireccional Sig. 0,000 < 0,05, por lo que existe una diferencia significativa en el promedio de los tres resultados de aprendizaje de educación física entre estudiantes cuyos padres son funcionarios públicos, agricultores y empresarios. Primera prueba de seguimiento Post Hoc Valor Sig. 0,000 < 0,05, por lo que existe una diferencia en el rendimiento en el aprendizaje de educación física de los estudiantes con trabajos de sus padres como funcionarios y agricultores. Prueba de seguimiento post hoc para ambos valores de Sig. 0,375 > 0,05 por lo que no hay diferencia en el rendimiento en aprendizaje de Educación Física de los estudiantes con trabajos de sus padres como funcionarios y empresarios. Prueba de seguimiento post hoc para los tres valores Sig. 0,001 < 0,05, por lo que existe una diferencia en el rendimiento en el aprendizaje de educación física de los estudiantes cuyos padres son agricultores y empresarios. La conclusión de esta investigación es que existe una diferencia significativa en el rendimiento medio de los resultados de aprendizaje de educación física de los estudiantes de secundaria en función del estatus social de los trabajos de los padres como funcionarios, agricultores y empresarios. El estatus social del trabajo de los padres influye en los logros de aprendizaje de educación física de los estudiantes de secundaria en relación con la motivación para el aprendizaje de los estudiantes. Trabajar como funcionario público requiere que una persona tenga una educación formal de al menos una licenciatura, mientras que para trabajos agrícolas y autónomos no se requiere tener una licenciatura formal. Los padres que trabajan como funcionarios y tienen experiencia educativa formal de al menos una licenciatura, al menos tienen una tendencia a motivar a sus hijos para que logren buenos resultados de aprendizaje en materias obligatorias como educación física u otras materias obligatorias. Sin embargo, la profesión agrícola podría ser más fuerte y mayor a la hora de proporcionar motivación de aprendizaje a sus hijos, con la esperanza de que sus hijos que todavía están estudiando en la escuela secundaria no se conviertan en agricultores como sus padres y puedan continuar en un nivel superior de educación formal.

**Palabras clave:** Resultados De Aprendizaje, Educación Física, Estatus Social, Empleo De Los Padres, Motivación Para El Aprendizaje.

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## Introduction

Education is one strategy to prepare the availability of quality human resources in various fields. Education is one of the necessities of life whose process lasts a lifetime and in its implementation it can be realized through three pathways, namely informal education, non-formal education and formal education. Education involves family, community and government. Regarding the learning process, (Horn & Kincheloe, 2006) stated that "learning is a process of effort carried out by an individual to obtain a new change in behavior as a whole, as a result of the individual's own experience in interaction with his environment". Based on the scope of education, it is divided into two types, namely: non-formal education and formal education. Non-formal education is education obtained outside of school, while formal education is obtained at school. Education outside of school is obtained from the surrounding environment and education at school consists of various kinds of education, including physical education.

Education aims to provide an environment that allows students to develop their potential, talents and abilities optimally, so that they are able to realize themselves and function fully in accordance with their personal needs in achieving achievements and the needs of society. Education is now increasingly developing in terms of content, form and method of implementation, the learning process is carried out regardless of place or age, because education is a process that occurs throughout life, from the time a child is born until the end of his life. Now we are increasingly aware that education has an important role in human life and progress. The educational process that a child receives can support the child's physical and spiritual development if it is carried out in accordance with the skills they have mastered and in accordance with the field they are working in so that they become human beings who experience high levels of happiness.

Teaching and learning is a very complex process, because in the process the participants. Students not only receive and absorb the information conveyed by the teacher, but also the participants. Students can take part in learning activities that must be carried out so that their learning outcomes are maximized. In the teaching and learning process, evaluation is needed as a benchmark for learning outcomes. When the learning process has been completed, the teacher can carry out a test whose results will be used as a measure of learning achievement which does not only consist of subject grades but also includes the value of student behavior during the learning process. There are many factors that influence the achievement of learning objectives, as research shows (Irwan et al., 2023); (Susilawati & Sridana, 2018) States that. There are 2 factors that influence student learning, namely the physiological aspect, general physical condition and muscle tension (tonus) which indicates the student's physical fitness level. This can influence the student's enthusiasm and intensity in learning. The psychological aspect is an aspect of the student's inner self which

consists of the student's intelligence, attitudes, talents, interests and motivation.

Student learning patterns can be influenced by the family environment and social status of parents. There is a positive influence of parents' social status on student learning achievement (Murni et al., 2023). This is because the good socio-economic conditions of parents can improve student learning achievement as well (Fahrurrozi et al., 2022). According to (Astuti, 2022) "Parents' socio-economic status includes parents' education level, parents' employment, parents' income." Families who have poor socio-economic status will tend to think about how to fulfill basic needs, so there will be less attention to improving children's education. Apart from that, there are several indicators that are often used to measure socio-economic status, namely "level of education, income, type of work, special facilities provided for children, and position in society." (Irwan et al., 2023). Apart from that, there are several factors that influence learning, namely interest in learning, as per research (Harefa et al., 2022) states "Interest is the tendency to pay attention to and remember some activities". According to (Nabillah & Abadi, 2019); (Safitri & Nurmayanti, 2018) "Interest can be expressed through statements that show that students prefer one thing to another and can also be manifested through participation in an activity."

The social status of parents' work is of course also related a child's learning achievement as a high school student, especially in terms of parental encouragement and interest in their child to obtain a higher level of education. This is because learning achievement is the expression of ideal learning outcomes covering all psychological domains that change as a result of students' experiences and learning processes (English & Doddington, 2019); (Dewey, 1986). According to (Djamarah & Zain, 2010); (Dangnga & Muis, 2015) Learning achievement is the level of success achieved from an activity or business that can provide emotional satisfaction and can be measured with certain tools or tests. The results achieved by students during the teaching and learning process within a certain period of time, generally learning achievement in school takes the form of giving grades from teachers to students as an indication of the extent to which students have mastered the subject matter presented. However, there are factors that influence learning achievement, according to research (Nabillah & Abadi, 2019); (Safitri & Nurmayanti, 2018) that the factors that influence learning achievement are internal and external factors. Internal Factors are physical factors (physiology) both innate and acquired, which include these factors are health and bodily defects. And psychological factors, both innate and acquired, consist of: intelligence, attention, interests, talents, motives, maturity, readiness, study habits, etc. External factors are family factors, including the way parents educate, the relationships between family members, the atmosphere at home, the economic situation of the family, the understanding of parents and cultural background. School factors include teaching methods, curriculum, teacher-student relationships, student-student

relationships, teacher teaching skills, learning facilities, and school discipline.

Research related to physical education and sport has been conducted by many researchers, including (Hall-López, 2020); (Burgueño et al., 2021); (Botelho & Moreira, 2022); (Setyawan et al., 2023); (Moya-Mata et al., 2023); (Setyawan et al., 2023); (Meriño et al., 2024); (Setyawan et al., 2024). However, there is still very little research that discusses the differences in achievement in physical education learning outcomes for high school students based on parental occupation. Therefore, this research aims to identify and analyze differences in learning outcomes, especially in one of the mandatory subjects at the high school level, namely Physical Education (PE), which is reviewed based on the parents' occupation and its relationship with differences in parents' social status in providing motivation learning from students. This aims to determine the achievement of Physical Education (PE) learning outcomes and its relationship with differences in the social status of parents' work which can influence the high and low levels of learning motivation among students at Senior High Schools (SHC) in Yogyakarta, Indonesia.

## Method

This research is comparative quantitative research which aims to determine the extent of variation or differences between related variables. This research aims to determine the achievement of Physical Education (PE) learning outcomes based on parental occupation and its relationship to differences in parents' occupational social status in providing learning motivation to students. The population in this study were Senior High School (SHC) students in the Yogyakarta region, Indonesia with parents' employment status as civil servants, farmers and entrepreneurs. The sample in

this research was taken using a Simple Random Sampling system or simple random sampling technique. Simple Random Sampling is a technique for determining samples randomly without paying attention to existing strata, where the criteria for population members are considered homogeneous or relatively homogeneous (Sugiyono, 2019). Every high school student has the same opportunity to be selected as a respondent in this research.

Data analysis used descriptive statistics and inferential factorial one-way ANOVA. One-way anova analysis is a one-way classification analysis that is based on observing one criterion or factor that causes variation. Data prerequisite tests were carried out using the Kolmogorov-Smirnov normality test and homogeneity tests using Levene's Test of homogeneity of variance. The results of the normality prerequisite test in the Kolmogorov-Smirnov test Exact Sig. (2-tailed)  $0.386 > 0.05$  meaning the data is normally distributed. Based on the homogeneity test with the test of homogeneity of variances, it is known that the Sig. is  $0.041 < 0.05$  so that the variations in the data obtained are not homogeneous. However, even though it may not be homogeneous, then The One-way Anova test can still be carried out because the data is normally distributed. Furthermore, further tests can also be carried out using the Post Hoc Multiple Comparisons Games-Howell test.

Physical Education (PE) learning achievement data comes from primary data on PE subject report cards for the students sampled in this research, namely 51 students in class X and XI at SMA Negeri 1 Jetis Bantul Yogyakarta. The sample data is then classified or broken down into three cells, namely; students whose parents work as civil servants, students whose parents work as farmers, and students whose parents work as entrepreneurs as shown in (Table 1) below:

Table 1.  
Student PE Learning Outcome Values for the Three Types of Parental Employment Status

Employment Of Parents Of Civil			Occupation Of Farmer Students'			Occupation Of Parents Of		
No	Servant Students	PE Value	No	Parents	PE Value	No	Self-Employed Students	PE Value
	Student's name			Student's name			Student's name	
1	III	84	1	AFR	85	1	ANA	85
2	NLPA	85	2	DWP	85	2	HKZ	85
3	LCD	84	3	PFS	83	3	UAK	85
4	BRNK	83	4	YEM	84	4	AJP	82
5	NMS	83	5	EN	80	5	S.A	84
6	RAF	84	6	R.A	85	6	VR	84
7	SMS	83	7	NH	86	7	ASF	84
8	SZM	84	8	UZ	87	8	SNL	84
9	SLS	84	9	ASNH	87	9	MRR	84
10	NGA	83	10	ARR	89	10	AW	84
11	BP	85	11	F.W	89	11	PSA	84
12	IR	81	12	RNS	89	12	ASRW	84
13	SNNA	80	13	IM	89	13	JW	84
14	LRP	81	14	VF	89	14	JDY	83
15	MFR	81	15	ZNA	89	15	ACK	81
16	BLDAP	80	16	NLZ	89	16	ANV	80
17	BNS	80	17	EDF	86	17	DNP	81

## Results

Based on the results of the descriptive analysis as shown in (Table 2), it is known that (N) is 51 with details of 17 data on PE learning achievement scores for students whose parents work as civil servants, 17 data on PE learning

achievement scores for students whose parents work as Farmers, and 17 data on PE learning achievement scores for students whose parents work as entrepreneurs. The average PE learning achievement for students whose parents work as civil servants is 82.65 with a standard deviation of 1,766, for students whose parents work as farmers is 86.53 with a

standard deviation of 2,649, and for students whose parents work as entrepreneurs is 83.41 with a standard deviation. 1,502. Based on the results of this analysis, it is known that the PE learning outcomes of students whose parents work as farmers are the highest, while the PE learning outcomes of students whose parents work as civil servants are the lowest.

Table 2.  
Descriptive Analysis Test Results

		Descriptives						
		PE Learning Outcomes						
	N	Mean	Std. Dev.	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Civil servants	17	82.65	1,766	,428	81.74	83.55	80	85
Farmer	17	86.53	2,649	,642	85.17	87.89	80	89
Self-employed	17	83.41	1,502	,364	82.64	84.18	80	85
Total	51	84.20	2,615	,366	83.46	84.93	80	89

Based on the results of the one-way One-Way Anova analysis of variance test, it shows a significance value of  $0.000 < 0.05$ , which means that there is a significant difference in the average of the three students' PE learning outcomes with their parents' work backgrounds as civil servants, farmers and entrepreneurs. The test results show that the hypothesis which states that there is a difference in the average PE learning outcomes of students with their parents' work background as civil servants, farmers and entrepreneurs is accepted. By obtaining a Sig.  $< 0.05$  as shown in (Table 3),  $H_0$  is rejected and  $H_a$  is accepted so that it can be continued with further Post Hoc Test analysis.

Based on The Post Hoc Follow-up Test revealed that the average differences in each variant were divided into three parts as can be seen in (Table 4).

Table 3.  
One-Way Anova Analysis of Variance Test Results

		ANOVA				
		PE Learning Outcomes				
		Sum of Squares	df	Mean Square	F	Sig.
Between Groups		143,804	2	71,902	17,410	,000
Within Groups		198,235	48	4,130		
Total		342,039	50			

Table 4.  
Post Hoc Multiple Comparisons Advanced Test Results

		Multiple Comparisons				
		Dependent Variable: PE Learning Outcomes				
		Games-Howell				
(I) Parental Occupation	(J) Parental Occupation	Mean Difference (I)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
civil servants	Farmer	-3,882*	,772	,000	-5.79	-1.97
	Self-employed	-.765	,562	,374	-2.15	.62
Farmer	civil servants	3,882*	,772	,000	1.97	5.79
	Self-employed	3,118*	,739	,001	1.28	4.96
Self-employed	civil servants	,765	,562	,374	-.62	2.15
	Farmer	-3,118*	,739	,001	-4.96	-1.28

\*. The mean difference is significant at the 0.05 level.

The first Post Hoc Multiple Comparisons follow-up test showed that the Mean Difference in students' PE learning achievements with their parents' work background as civil servants and their parents' work background as Farmers was -3.882. The difference in average sales ranges from -5.79 (Lower Bound) to -1.97 (Upper Bound) at the 95%

confidence level. Based on the Output Multiple Comparisons, it is known that the significance value is  $0.000 < 0.05$ , so it can be concluded that there are differences in the PE learning achievements of students with their parents' work background as civil servants and their parents' work background as farmers. Thus, the conclusion is that there is a significant difference in the average achievement of student PE learning outcomes between the two variants of student PE learning outcomes.

The second Post Hoc Multiple Comparisons follow-up test showed that the Mean Difference in students' PE learning achievements with their parents' work background as civil servants and their parents' work background as Entrepreneurs was -.765. The difference in average sales ranges from -2.15 (Lower Bound) to 0.62 (Upper Bound) at the 95% confidence level. Based on the Multiple Comparisons Output, it is known that the significance value is  $.374 > 0.05$ , so it can be concluded that there is no difference in the PE learning achievements of students with their parents' work background as civil servants and their parents' work background as entrepreneurs. Thus, the conclusion is that there is no significant difference in the average achievement of student PE learning outcomes between the two variants of student PE learning outcomes.

The third Post Hoc Multiple Comparisons follow-up test showed that the Mean Difference in PE learning achievement for students with their parents' work background as Farmers and their parents' work background as Entrepreneurs was 3.118. The difference in average sales ranges from 1.28 (Lower Bound) to 4.96 (Upper Bound) at the 95% confidence level. Based on the Output Multiple Comparisons, it is known that the significance value is  $0.001 < 0.05$ , so it can be concluded that there are differences in the PE learning achievements of students with their parents' work background as farmers and their parents' work background as entrepreneurs. Thus, the conclusion is that there is a significant difference in the average achievement of student PE learning outcomes between the two variants of student PE learning outcomes.

## Discussion

Based on the research results, it shows that there is a significant difference in the average of the three students' PE learning outcomes with their parents' work background as civil servants, farmers and entrepreneurs. The achievement of Physical Education (PE) learning outcomes for students with their parents' work background as Farmers has learning outcomes at the highest level, then the level below is followed by the achievement of PE learning results for students with their parents' work background as Entrepreneurs. As for PE learning outcomes, students whose parents work as civil servants actually have learning outcomes at the lowest level. There is a significant difference in the PE learning achievements of students with their parents' work background as civil servants and students with their parents' work background as farmers. There is no significant

difference in the PE learning achievement of students with their parents' work background as civil servants and students with their parents' work background as entrepreneurs. There is a significant difference in the PE learning achievements of students with their parents' work background as Farmers and students with their parents' work background as Entrepreneurs.

Some of the test results above show that the social status of parents' work background can positively or negatively influence parenting patterns, motivation, and the family or social environment which plays an important role in students' PE learning outcomes. This is because socio-economic status is a person's general place in society in relation to others, in terms of their social environment, achievements, and rights and obligations (Sagay et al., 2023). Parents' socio-economic status includes parents' education level, parents' employment, parents' income (Sihombing, 2021). Meanwhile, according to (Andreasari et al., 2021) Socioeconomic status is a category of people according to their economic, educational and occupational characteristics. The results of other research show that there is a significant influence of the family environment on student learning achievement (Fredy et al., 2022). Family environment, peer interaction, and emotional intelligence are directly and significantly related to learning outcomes (Fadhilah & Mukhlis, 2021). Study (Osrita, 2023) concluded that there is a direct influence between nutritional status on PE learning outcomes, there is a direct influence between physical fitness on PE learning outcomes, and there is also a direct influence between learning motivation on PE learning outcomes. Thus, it can be concluded that students who have different upbringing patterns, family environments, and parents' social status or work backgrounds can influence different lifestyles and motivation to learn. This is as if the student's parents are farmers, then it is possible to get more motivation from their parents to continue studying in order to get good grades, with the hope of being able to continue at a higher level of education than the level of education that their parents, who only come from a background, have obtained. social as farmers. Because in the social status strata of society in Indonesia it is often found that the dominant profession of farmers only has a low educational background (SD-SMA).

On the other hand, differences in social status and work background of parents can also have an impact in terms of high and low levels of learning motivation for their children who are currently pursuing formal high school education. Parents with high economic status do not find it difficult to meet their children's educational needs, parents with low economic status will tend to face difficulties in providing education for their children to achieve better learning achievements (D. Supit & Gosal, 2023). Learning outcomes can be influenced by the socio-economic status of parents and the environment (Sudirman & Budi, 2024). Study (M. Supit et al., 2020) there is a direct influence of socio-economic status on achievement motivation, there is a direct influence of parents' income on achievement motivation,

there is an indirect influence of socioeconomic status on interest in continuing education to higher education through achievement motivation, and there is an indirect influence of parents' income on interest in continuing education to college through achievement motivation. Apart from that, there are several indicators that are often used to measure socio-economic status, namely "level of education, income, type of work, special facilities provided for children, and position in society (Irwan et al., 2023). The socio-economic status of parents is one of the external factors of the family that influences learning (Andreasari et al., 2021). Thus it can be concluded that parental education, economic status, residence, percentage of parental relationship, words, and parental guidance can influence children's learning achievement. Apart from that, the motivation provided by parents who have a working background as farmers may be higher than the motivation provided for learning by parents who have a profession other than farming. It can be assumed that parents who have a working background as farmers do not want their children to become farmers, and will be more likely to encourage their children to go to higher education so that in the future they will not become farmers and in the hope of improving the family's economy.

## Conclusion

The contribution of high school students' Physical Education (PE) learning outcomes based on parents' occupation, parents' social status in motivating students' learning is related. However, simultaneously intellectual intelligence and parental status do not have a maximum contribution to student learning outcomes. This shows that learning achievement must be supported by all parties and provide maximum student needs. Each student has different characteristics so parents and teachers must be able to provide bridges so that students continue to get their rights well and have the opportunity to get the same results. High learning outcomes are what all students, parents and teachers hope for. However, specific learning outcomes cannot be achieved just like that. The learning process to increase skills and knowledge becomes the initial capital to achieve maximum learning results. Parental education, economic status, residence, percentage of parental relationship, words, and parental guidance can influence a child's learning achievement. Apart from that, the motivation provided by parents who have a working background as farmers may be higher than the motivation provided for learning by parents who have a profession other than farming. It can be assumed that parents who have a working background as farmers do not want their children to become farmers, and will be more likely to encourage their children to go to higher education so that in the future they will not become farmers and in the hope of improving the family's economy.

The social status of parents' work has an influence on the PE learning achievements of high school students in relation to providing learning motivation for students. Working as a civil servant requires a person to have a formal education

of at least a bachelor's degree, while for farmer and self-employed jobs it is not required to have a formal bachelor's degree. Parents who work as civil servants and have formal educational experience of at least a bachelor's degree, at least have a tendency to motivate their children to achieve good learning outcomes in compulsory subjects such as PE or other compulsory subjects. However, the farming profession could be stronger and higher in providing learning motivation to their children, with the hope that their children who are still studying at high school level will not become farmers like their parents and can continue at a higher level of formal education.

### Conflicts of Interest

The authors declare that there are no conflicts of interest.

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