

The Impact of Socio-Economic Status on Teachers' Performance in SMP Negeri 2 Parigi Gowa Regency

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Abstract

This study aimed to determine the impact of socio-economic status on the performance at SMP Negeri 2 Parigi, Gowa Regency. This study uses a correlational with a quantitative approach. The population in this study was SMP Negeri 2 Parigi teachers in Gowa Regency, totaling 18 teachers, Collection technique data by questionnaire. Data processing techniques using SPSS t test, namely for looking for a correlation between the variables X and Y. In calculating the hypothesis obtained value Sig 0.031. Data collection techniques through questionnaires. These results indicate that the Sig value is less than 0.05 (0.031 less than 0.05). This means that the hypothesis proposed by the researcher is accepted, namely there is positive and significant influence in the study entitled "Status Influence Socio-Economy on the Performance of Economics Teachers in SMP Negeri 2 Parigi can be tested the truth. Thus it can be concluded that socioeconomic status is very influential and significant on teacher performance. In the sense that this research able to answer the truth of the hypothesis proposed.

Keywords: Socioeconomic, Status, Teacher Performance

INTRODUCTION

Teaching and educating work may be done by everyone even if they are not a teacher (Akhiruddin, et al., 2022), but they are not necessarily called professional teachers (Adam, 2022; Dewi, & Pratami, 2022), because they do not have a teacher education background. With teacher education an educator has various competencies in various matters concerning the world of teaching and education ranging from cognitive, affective, and psychomotor abilities (Qosim, 2012).

Teachers are people whose job or livelihood is teaching (instructor) or educating (educator) (Aminatul Zahroh, 2015). In addition, the teacher is a noble and honorable profession and it is one of the determinants of the success of achieving school goals (Marwati, 2021).

Professional teacher performance should be owned by every educator because through these conditions education can be obtained that is able to form quality human beings. The role and responsibility of a teacher is very important in achieving national education goals. The teacher is one of the determinants of the high and low quality of education (Sefaverdiana, 2019).

The competence of a teacher is the main capital for carrying out an act of teaching which is required to have the basic competence of a teacher, it is necessary to hold continuous and continuous coaching, and a teacher needs to always be considered (Avianty, et al., 2021; Akhiruddin, et al., 2020), valued and recognized for his professionalism. The problems that often occur in the field faced by teachers in the learning process are; (1) the weakness of the learning process that occurs, (2) failure in the learning process, if further studied can occur due to several things such as; (1) teacher's socio-economic status, (2) teacher competence, so that the expected performance can be achieved optimally (Octavia Shinta Aryani, 2014).

The teacher's socio-economic status should be the same as other professionals because the teacher's role is very important in nation building, and socio-economic status is also another factor that is inherent in the teacher. The socio-economic status of teachers is increasingly lagging behind ideal conditions to support the implementation of their profession. As stated by Cahyo that socio-economic status is a person's position in the community group environment based on social recognition and ability to meet their needs (Cahyo, 2013). Meanwhile, according to Basrowi, socio-economic conditions are the positions of individuals and groups with regard to generally accepted averages regarding education, ownership of goods, and participation in group activities from their communities, as well as socio-economic conditions in relation to socio-economic status itself with habits. group daily life (Basrowi and Siti Juariyah, 2010).

Not infrequently a teacher has to teach in several schools at once. Teachers whose financial needs are met, their household will feel more secure (Supatminingsih, et al., 2023), calm and have good social relations with other people (Haedar, et al., 2022). As quoted from Pramesti and Muhyadi's research (2018: 44) that the socio-economic status of teachers also affects teacher performance at school or in class, if the teacher's household finances are not sufficient, the teacher will not be able to work calmly, his mind is chaotic because of many economic matters. unfinished household. As a result, the performance of teachers in schools, especially during the process of learning activities, becomes very disruptive and affects their performance. Then this will have an impact on the academic achievement of the students themselves.

Socio-economic status is a position held by someone who works in an agency or company in the organizational structure and in everyday life. The teacher's socio-

economic status can affect the teacher's performance, because this relates to his position both in life in society and his position in the school environment. If the socio-economic status of a person in society or at work is high, then that person will be looked upon more than other people. Life status in society is seen more from the wealth owned, while status in work is seen more from the position currently held.

Socio-economic status is an expectation that makes teachers strive to always improve their performance and competence. Socio-economic status is a motivation for teachers to be more enthusiastic in carrying out their profession, according to what was conveyed by Victor Vroom about the expectancy theory which argues that the strength of the tendency to act in a certain way depends on the strength of an expectation that the action will be followed by a given output and on the attractiveness of that output to the individual (Karsono, 2005).

The economic status factor greatly influences the continuity of a person's performance at work. As stated by Yazid & Cepi that the more prosperous a person / daily life needs are met, the more it will measure his performance (Muh. Yazid, 2013). So is the case with teachers at school, if the need for a teacher is (prosperous) then it is certain that the teacher will be motivated to work to educate students. This opinion is in line with the findings of Eggen & Kauchak in their research which stated that the socio-economic status of teachers is one of the most influential factors on school performance (Werang, 2010).

Seeing the description of the background above, the researcher's interest arose to explore and study this problem into a scientific writing by choosing the title, "The Influence of Socio-Economic Status on the Performance of SMP Negeri 2 Parigi, Gowa Regency. The purpose of this study was to determine the effect of socioeconomic status on teacher performance at SMP Negeri 2 Parigi, Gowa Regency.

METHOD

This study used a descriptive research method with a quantitative approach that focused on comparisons between variables, namely variable X and variable Y. The subject of this study was an economics teacher at SMP Negeri 2 Parigi, Gowa Regency. Data collection technique with a questionnaire. The data processing technique is using SPSS. The number of respondents was 18 people, so this study used population research and by taking samples from all populations, namely 18 people, this was based on Arikunto's guidelines which stated that if there were less than 100 respondents, it was better to take all of them so that it became a population study.

The instruments in this study contain information about the influence of the teacher's social status on teacher performance. To measure these variables, the main instrument used in the study was a questionnaire containing statements and questions and provided a choice of answers to be chosen by the respondents. The data obtained from the questionnaire is quantitative data which is then used to test the hypothesis proposed using a Likert scale. Measurement of socio-economic status based on indicators of education, employment, income, ownership using a

Likert scale with a score determined for each item of the scoring statement for the questionnaire is based on a Likert scale where each option consists of five categories that are given a value scale. Whereas, Calculations for managing research data are carried out using the Statistical Package for Social Science (SPSS) application for Windows. By using the SPSS data processing facility, it is possible to obtain data processing results with a fairly guaranteed level of accuracy and allows for fast calculations or data processing. The results of the descriptive analysis were then converted into three categories, namely high, medium and low.

RESULTS AND DISCUSSION

A. Description Analysis

1. Description of the Socio-Economic Status of SMP Negeri 2 Parigi, Gowa Regency

To determine the effect of socioeconomic status on teacher performance at SMP Negeri 2 Parigi, Gowa Regency, a questionnaire instrument was used as a data collection technique. Furthermore, in terms of hypothesis testing, a quantitative test is carried out using Statistical Product Standard Solution 25 (SPSS 25) which is considered relevant for data analysis which aims to determine how the level of influence between variables.

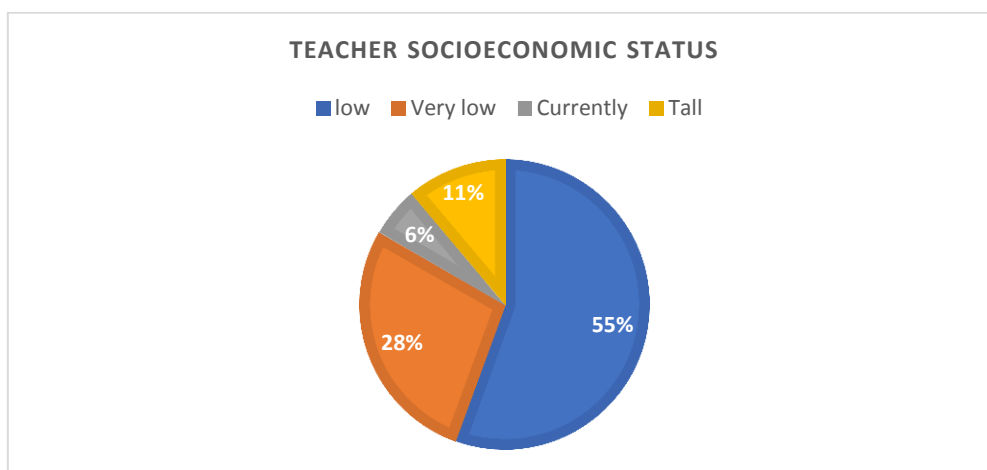
Based on the calculation of the distance between the intervals on the socioeconomic status variable, we can see the results through the category table of the socioeconomic status variable and its pie chart.

Table 1. Respondents' Description of the Socio-Economic Status of Teachers at SMP Negeri 2 Parigi, Gowa Regency

No	Category	Frequency	Percentage
1	Very high	0	0.0%
2	Tall	2	11,12%
3	Currently	1	5,56%
4	Low	10	55,56%
5	Very low	5	27,78%
Amount		18	100

Based on the calculation results that 55.56% of respondents (10 teachers) have low socioeconomic status, 27.78% (5 teachers) have very low socioeconomic status, around 5.56% (1 teacher) have socioeconomic status moderate and 11.12% (2 teachers) have high socioeconomic status.

Figure 1. Pie Chart of Socio-Economic Status Variables of Teachers at SMP Negeri 2 Parigi, Gowa Regency



2. Description of Teacher Performance at SMP Negeri 2 Parigi, Gowa Regency

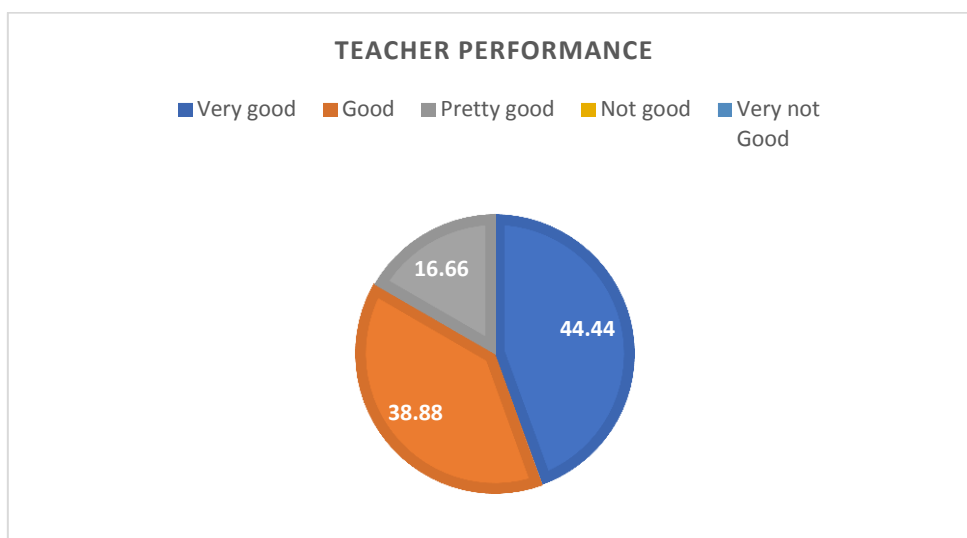
The assessment of the teacher's performance variable uses 5 alternative answers, where the highest answer score is worth 5, while the lowest answer score is given a value of 1. The result of reducing the highest score and the lowest score is 100, the result is divided by 5 according to the alternative answers. Based on the calculation of the interval distance on the teacher's performance variable, we can see the results through the table category of teacher performance variables and their pie chart.

Table 2. Respondents' Description of Teacher Performance at SMP Negeri 2 Parigi Gowa Regency

No	Category	Frequency	Percentage
1	Very good	8	44.44%
2	Good	7	38.88%
3	Pretty good	3	16.66%
4	Not good	0	0.00%
5	Very not Good	0	0.00%
Amount		18	100

The average level of teacher performance is included in the good category. As for the teacher's performance, which is very good, namely 44.44%, which is classified as good is 38.88%, which is quite good, namely 16.66%, and which is classified as very bad, is 0.00%. When seen from Table 2, this means that the teacher's performance is in a good category. For more details, the researcher describes the pie chart as follows.

Figure 2. Pie Chart of Teacher Performance Variables at SMP Negeri 2 Parigi Gowa Regency



B. Hypothesis testing

The multicollinearity test aims to determine the perfect relationship between independent variables in the regression model. Symptoms of multicollinearity can be seen from the tolerance value and the Variant Inflation Factor (VIF) value. If the VIF value is less than 10 and the tolerance value is above 0.1 or 10 percent, it can be concluded that the regression model does not have multicollinearity. (Imam Ghozali, 2005).

Table 3. Multicollinearity Test Results for the Effect of Socioeconomic Status on the Performance of SMP Negeri 2 Parigi Gowa Regency

Model	Unstandardized coefficients		Standardized Coefficients	T	Sig.
	B	Std. error	Beta		
1 (Constant)	91.325	7.400		12.341	.000
Status sosial ekonomi	.718	.356	.251	2.196	.031

a. Dependent Variable:
Kinerja Guru

From the calculation results that the value constant (a) for variable X is 91,325, while the results of the coefficient values for variable X is 0.718. Regression equation $Y' = 91.325 + 0.718X$, then tested whether it is true valid for predicting variables bound. It means whether the variable X can actually predict the variable Y. The results of the above analysis are proven that the coefficients are constants in the model linear (a) significant because the value is significant than is 0.000, much greater than 0.05. Then the results of the significance test variable regression coefficient X (b) indicates significant due value significant of is 0.031, much more greater than the significant level of 5% or 0.05. Constant coefficient on the linear model (a) and the regression coefficient of variable X (b) significant. so the variable X has an effect to variable Y.

Table 3. a Sig value of 0.031 is obtained. These results indicate that the Sig value is less than 0.05 (0.031 less than 0.05). So it can be concluded that H0 which reads "There is no significant effect between socio-economic status on the performance of economics teachers at SMP Negeri 2 Parigi Gowa Regency is rejected. H1 which reads "There is a significant influence between socio-economic status on the performance of economics teachers at SMP Negeri 2 Parigi Gowa Regency is accepted. Partial regression coefficient value variable socioeconomic status is worth 0.782, means if socioeconomic status raised one unit, then the social status the economy will rise by 0.782.

C. Discussion

Socio-economic status of teachers affects the teacher's performance. Poor socio-economic condition of the area where school is situated decreases the teacher's motivation. This status can affect the one's life, because it relates with his position both in life in society and his position in work. If the status possessed by someone in society or at work is high, then that person will be looked at more than others. Status of life in society more in terms of wealth, while status in work is more viewed from the position currently held.

The research results show that there is a significant effect of socioeconomic status on teacher performance. This means the size of the salary earned can be affect the resulting performance. Based on the results it is known that teachers of SMP Negeri 2 Parigi with their status as an honorary teacher and his salary is sufficient small so that it can have an effect on the resulting performance.

The results of this study are in accordance with the theory put forward by Schiffman that in general, the higher a person's education, the more likely that person is to have a high salary (or higher income) and to have a position of being admired or respected (Schiffman, Leon G & Kanuk, 2008). The better a person's educational background, the better his income and social status. Teachers with their income and social status. Teachers with good income and social status reflect their socioeconomic status in good condition as well.

This research is in line with Werang who found that the socio-economic status of teachers has a significant influence on teacher performance. The higher the socio-economic level, the better the teacher's performance will always be (Redan and Esy, 2017). While the results of Pramesti and Muhyadi's research contradict the results of research conducted by researchers that socioeconomic status does not affect teacher performance, which means that the size of the salary earned does not affect the resulting performance (Diana Pramesti, 2018).

Furthermore, the socio-economic status of SMP Negeri 2 Parigi Gowa Regency, is relatively good. For wiyata teachers or teacher assistants, an increase in income is obtained through the school budget. Indications of teachers in improving education from the increase in income can be seen from the large number of teachers who use their income to buy computers/laptops as educational operations.

CONCLUSION AND RECOMMENDATION

From the results of the study that socio-economic status directly affects the performance of economics teachers in high schools in SMP Negeri 2 Parigi, Gowa Regency. This is because a teacher with a high social status will be able to focus on his job, namely as an educator without having to think about side jobs to get additional income to meet his daily needs. So that the performance of teachers in schools as educators runs smoothly.

As recommendation that by improving the welfare of teachers, their performance will greatly improve so that they can increase school output to welcome a better future, so the government, especially in the field of education and resources, should pay more attention to the salaries given to teachers. Because the current salary is not comparable to the great service provided by the teachers in advancing this nation. It is hoped that in the future the government, especially the Gowa Regency government, will be more serious in paying attention to the salaries of teachers with the great hope of a more advanced education.

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