

The Influence of Family Economy, Learning Facilities, and Homeroom Teachers on IPAS Learning Attitude

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Abstract. This quantitative research investigates the influence of Family Economics, Learning Facilities, and Student Guardians on the Science Learning Attitudes of fourth-grade students at SDN Barombong. Using a saturated sampling method, the study involved 85 students from three classes. Data were collected through questionnaires and analyzed using multiple regression, t-tests, and F-tests via SPSS 26. The results show that Family Economics, Learning Facilities, and Student Guardians each have a positive and significant effect on students' science learning attitudes. Collectively, these variables significantly influence learning attitudes, with Family Economics emerging as the most dominant factor. The findings highlight the critical role of socio-economic and educational support factors in shaping student attitudes toward science learning in primary education.

Keywords : Family Economy, Learning Facilities, Student Guardians

1. Introduction

In today's evolving educational landscape, the role of family, environment, and school-based influences on a child's academic disposition cannot be overstated. Education is not merely a function of institutional instruction—it is a complex interplay of multiple factors, each shaping a student's attitude, motivation, and engagement. At the elementary level, these dynamics are even more sensitive and impactful, especially in subjects such as IPAS (Ilmu Pengetahuan Alam dan Sosial), where scientific curiosity and social understanding are nurtured. However, a persistent issue remains: students' attitudes toward learning, particularly in science, are being hindered not just by their cognitive abilities or school systems, but by socio-economic and environmental limitations embedded in their day-to-day realities.

Among the key practical challenges lies the socioeconomic status of the student's family. In SDN Barombong, for instance, economic disparities are prevalent, with most parents earning below the provincial minimum wage of South Sulawesi, which significantly impacts their capacity to provide adequate learning resources such as computers, internet access, and even basic materials for IPAS projects. This limitation echoes a broader systemic issue where economic constraints intersect with educational opportunity, forming a silent barrier between intention and outcome. When financial stress invades a child's learning

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environment, enthusiasm is dimmed, engagement eroded, and academic behavior compromised. The situation reflects a pressing need to empirically explore how such socioeconomic conditions, alongside the availability of learning facilities and the role of classroom teachers, shape students' science learning attitudes at the primary level.

The intersection between family economy and student learning outcomes has long been a subject of academic interest. Sukmadinata, as cited in Ahmad Suyono (2022), argues that family is the first environment where children receive education, guidance, and moral foundation, making it a determinant of future educational engagement. Hamalik, also in Suyono (2022), further suggests that a parent's educational level and economic status influence a child's motivation, communication abilities, and behavioral patterns in academic settings. These findings align with research that links parental income to the ability to provide learning resources, which in turn affects a student's cognitive engagement and learning confidence.

A study by Prestel in Aini (2007) offers a surprising insight: students from lower socioeconomic backgrounds often perform better in early education compared to their affluent peers, possibly due to heightened adaptability and resilience. This contradiction challenges traditional assumptions and demands a deeper investigation into the nuanced impact of socioeconomic status on learning attitudes, rather than just achievement outcomes. Meanwhile, Von et al. (2020) presented robust statistical data showing that 77% of children from wealthy and educated families continue to higher education, in stark contrast to just 21% from low socioeconomic backgrounds, highlighting a systemic disadvantage that begins in early schooling. Learning facilities are also proven to be a significant contributor to student motivation and attitude. According to Heryati and Muhsin (2014), learning facilities—defined as tools, equipment, and materials that support the learning process—play a vital role in creating a conducive environment for educational engagement. Barnawi and Arifin (2012) classify these facilities based on their usability and function, indicating that their availability and quality directly influence student focus and retention. Nawawi in Bafadal (2014) extends this by categorizing educational facilities based on their usage in learning, reinforcing their strategic importance. Yet, despite these studies, little has been done to measure the combined influence of facilities, economic status, and teacher involvement on students' attitudes—a psychological variable that precedes academic performance.

The role of classroom teachers—often overlooked—has received renewed academic attention. Zahara Mustika in Isma (2024) posits that classroom teachers serve not only as instructors but also as mentors and motivators. Dananjaya (2013) emphasizes the teacher's role in creating a joyful and empowering learning environment, while the Indonesian Law No. 14 of 2005 formally recognizes teachers as professional educators tasked with guiding and evaluating students at all stages of basic education. These insights underline the potential of teacher influence in shaping student attitudes, especially in lower grades where personal interaction plays a dominant role.

Despite the growing body of literature addressing family economy, learning infrastructure, and teacher influence, a crucial gap remains in the integrative analysis of how these variables collectively affect science learning attitudes, particularly at the primary

education level in Indonesia. Most studies focus on learning outcomes or achievement, but rarely do they investigate attitudes—the affective and motivational dimension that precedes academic behavior and performance. Moreover, while studies like those of Djamarah (in Rince Sitinjak, 2023) and Djaali (in Muhammad Baitul Alim, 2009) classify internal and external factors affecting academic success, there is a paucity of empirical research that triangulates the influence of economic conditions, learning resources, and teacher engagement within the specific context of IPAS subjects. IPAS, being interdisciplinary and project-based, requires active student engagement, hands-on learning, and consistent guidance—all of which are highly sensitive to a student's economic and environmental context. Additionally, no recent study has focused on the particular demographic realities of SDN Barombong, where average family income falls below provincial standards, and learning resources are insufficient. The combination of these conditions, paired with an observed lack of enthusiasm and active participation in IPAS learning, demands an in-depth, context-specific analysis. This research seeks to challenge and extend previous findings by exploring not just isolated variables, but the interactive effect of economic hardship, facility limitations, and teacher support on student attitudes toward science learning.

In response to the identified gaps, this research aims to examine and analyze the influence of Family Economy, Learning Facilities, and Classroom Teacher involvement on the IPAS learning attitudes of fourth-grade students at SDN Barombong. More specifically, it investigates the individual and simultaneous effects of these three variables and identifies which among them holds the most dominant influence on student attitudes. By doing so, the study addresses both a theoretical and practical need: to better understand how socio-economic and institutional factors shape a student's affective orientation toward science learning at the foundational level of education.

The novelty of this research lies in its integrative approach and focus on attitude—an underexplored yet pivotal determinant of educational success. Unlike existing studies that emphasize performance metrics, this study recognizes that attitudes shape behaviors, and behaviors determine outcomes. Furthermore, by concentrating on IPAS learning in a socioeconomically disadvantaged area, it offers fresh insight into how educational inequity translates into motivational and behavioral differences among learners. The contribution of this research is twofold: it extends theoretical understanding in the field of educational psychology and sociology, and it offers practical implications for curriculum planners, school administrators, and policymakers committed to improving education equity and engagement from the ground up.

2. Literature Review

Family Economy

Family economy plays a fundamental role in shaping a child's educational development and learning attitudes. Mubyarto and Paul Samuelson (Rahmatullah et al., 2018) describe economics as a social science that governs decision-making in resource use, directly influencing family capabilities in providing for children's needs. In the Indonesian context, the family is not only a legal institution (UU No. 1 Tahun 1974) but also the first educational environment where children receive emotional, cognitive, and moral foundations (Iskandar,

2015; Fuad Ihsan, 2011). Ahmad Tafsir (Hidayat, 2013) emphasizes that parents are the primary agents of faith and character education, resonating with John Locke's view of children as blank slates shaped by their upbringing. Parental financial ability determines access to learning resources, while emotional presence and modeling shape attitudes and motivation (Gerungan, 2004; Mawardi, 2004; Prihandoko, 2009). High socioeconomic status affords broader learning opportunities and parental involvement, whereas low-income families may struggle to support even the basic educational needs of their children (Djafar, 2014; Rusnani, 2013).

Moreover, parental attention—both material and emotional—plays a critical role in influencing students' academic motivation. Suryabrata (in Kusmini, 2010) and Kartini (in Kusmini, 2010) define attention as a concentration of psychological energy that enhances cognitive engagement. Forms of parental support, including encouragement, guidance, problem-solving, and provision of facilities, contribute significantly to learning success (Azizah, 2009; Iryati in Kusmini, 2010). Economic limitations affect how much time, energy, and resources parents can dedicate to their children's education. Families with stable incomes are more likely to provide optimal environments for study—calm, resourceful, and motivating—while those with economic stress may inadvertently undermine their children's learning attitudes (Yuliawan, 2016; Slameto, 2010). Thus, socioeconomic conditions and parental involvement intertwine as both practical and psychological determinants of students' academic outlook.

Learning Facilities

Learning facilities and infrastructure are essential components that significantly support and enhance the effectiveness of the educational process. According to Suharno (in Kompri, 2014), learning facilities include equipment and tools used directly to support learning activities, such as classrooms, libraries, science laboratories, and extracurricular spaces. As stated in Article 45(1) of the Indonesian National Education System Law, every educational unit is required to provide appropriate learning infrastructure that supports students' physical, intellectual, emotional, and social development (Kompri, 2014). Heryati and Muhsin (2014) further describe educational facilities as physical and non-physical assets, ranging from tangible materials like furniture, teaching aids, and books, to intangible elements such as services and human resources, all of which must be present to ensure the educational process runs effectively and efficiently. The adequacy of such facilities plays a decisive role in fostering student motivation and learning outcomes.

Learning tools are categorized into instructional tools and visual aids that function either directly or indirectly in the learning process (Bafadal, 2014; Heryati & Muhsin, 2014). Instructional tools, such as textbooks, writing tools, and teaching media, are directly used during lessons, while visual aids—ranging from real objects to models, films, and diagrams—serve to simplify the delivery of complex concepts (Kelompok Lansia, 2017). Roestiyah (in Kelompok Lansia, 2017) defines learning facilities as any equipment necessary to ensure smooth, efficient, and effective learning. National standards outlined in Government Regulation No. 19 of 2005 specify minimum infrastructure requirements, including classroom furniture, library resources, laboratory materials, and school health units (Barnawi & Arifin,

2012). Proper management of learning facilities, based on principles such as goal achievement, efficiency, administrative regulation, accountability, and team cohesion, is also vital to maintaining quality and sustainability in school education (Bafadal, 2014). Thus, the presence, quality, and management of learning facilities directly impact the success and quality of educational delivery.

Classroom Teacher

The classroom teacher plays a central role in the holistic development of students, both academically and personally. Defined in the Indonesian context as an educator responsible for teaching all subjects in one class, a classroom teacher also acts as a manager and mentor, understanding the personalities, strengths, and weaknesses of each student (KBBI; Kompri, 2014). Zahara Mustika (2013) describes the teacher as the closest figure to students in a formal school setting, not only responsible for instruction but also for creating a positive learning environment and guiding students toward self-actualization. According to Law No. 14 of 2005, teachers are professional educators tasked with instructing, mentoring, training, and evaluating learners from early childhood to secondary education levels. Classroom teachers, therefore, serve as role models, innovators, motivators, and class administrators who facilitate learning and discipline, adapting their methods to meet students' unique needs (Dananjaya, 2013; Pratiwi, 2017; Sutadipura in Alfina, 2013).

Classroom teachers are expected to act as mediators between students, parents, school leaders, and the broader school system. Their role is particularly significant in student guidance and counseling, as they maintain the highest frequency of contact with learners and thus gain deep insight into their academic and emotional development (Gibson & Mitchell, 2010 in Alfina, 2013). Djamarah (2010) outlines the multifaceted roles of teachers as correctors, inspirators, informants, organizers, and motivators, all of which are vital in shaping students' values, behaviors, and learning enthusiasm. Collaboration between classroom teachers and parents further strengthens the educational process. Effective home-school cooperation through regular meetings, home visits, and shared events ensures mutual support for students' academic and non-academic development (Siti Nur Azizah, 2009; Sudarwan Danim & Khairil, 2013). As such, the classroom teacher embodies a bridge between school and family, serving as both an educational leader and a substitute parental figure within the school environment.

Learning Attitude

Learning attitude refers to a student's emotional and mental readiness to respond positively or negatively toward academic tasks, teachers, learning materials, and the learning environment. Azwar (in Riwahyudin, 2015) describes attitude as having direction (positive or negative), intensity, consistency, and spontaneity, which reflect an individual's cognitive, affective, and conative components. These components—knowledge, emotions, and behavioral tendencies—interact to form students' readiness to learn, influenced by past experiences, environment, and individual differences such as interest, ability, and motivation (Allport in Adisusilo, 2012; Hermanto, 2021; Bruno in Dalyono). According to Khodijah (2014), a positive learning attitude fosters high engagement and persistence in learning, making it a critical predictor of student achievement. Moreover, Nasution (in Djaali, 2013)

states that students' attitudes—such as liking or disliking a subject, agreeing or disagreeing with learning goals—deeply impact their classroom behavior and outcomes.

Several factors influence learning attitudes. Internal factors include psychological aspects such as intelligence, interest, motivation, and emotional readiness, while external factors include family, school, and societal environments (Purwanto in Khodijah, 2014). Brown and Holtzman (in Khodijah, 2014) emphasize two key components: Teacher Approval, which refers to students' perceptions of teachers and classroom behavior, and Educational Acceptance, which reflects students' reception of learning goals, tasks, and school regulations. Additionally, attitudes are developed through repeated experiences and learning, rather than being innate (Parera in Thaeab, 2016; Kartiwi in Frederik, 2019). Thus, students' feelings of enjoyment or disinterest, driven by both internal dispositions and environmental stimuli, play a foundational role in shaping their academic behavior and outcomes in IPAS and other subjects.

3. Methods

This research employs a quantitative ex post facto approach conducted at SDN Barombong, Kecamatan Tamalate, Makassar, during December 2024–January 2025, involving 85 fourth-grade students selected through saturated sampling. The study investigates the influence of Family Economy (X1), Learning Facilities (X2), and Classroom Teacher (X3) on IPAS Learning Attitudes (Y). Data were collected using questionnaires, observations, and literature review, with Likert-scale measurements. Variables are operationally defined based on established indicators, such as income, assets, and home condition for family economy, learning tools and aids for facilities, and role modeling, class management, and motivation for classroom teachers. Data analysis involved descriptive statistics, validity and reliability testing using SPSS (Product Moment and Cronbach's Alpha), and classical assumption tests including normality, multicollinearity, autocorrelation, and heteroscedasticity. Hypotheses were tested using multiple linear regression, t-tests for partial influence, F-tests for simultaneous influence, and beta coefficient analysis to determine the most dominant variable. Coefficient of determination (R^2) was used to assess the proportion of variance in learning attitudes explained by the independent variables.

4. Results

Normality Test

The normality test aims to determine whether the independent variables and dependent variables contained in the regression model have a normal distribution or not. Good data is normally distributed data and if the results are not normally distributed, the resulting statistical test is invalid. As in table 1 below.

Table 1. One-Sample Kolmogorov-Smirnov Test

	Family Economy (X1)	Learning Facilities (X2)	Student Guardian (X3)	Student's Ipas Learning Attitude (Y)
N	85	85	85	85

Normal Parameters ^{a,b}	Mean		22.2588	20.7412	21.6471	21.2353
	Std. Deviation		3.30639	3.90102	3.31557	3.71819
Most Extreme Differences	Absolute		0.079	0.074	0.084	0.080
	Positive		0.061	0.046	0.053	0.066
	Negative		-0.079	-0.074	-0.084	-0.080
Test Statistic			0.079	0.074	0.084	0.080
Asymp. Sig. (2-tailed) ^c			.200 ^d	.200 ^d	.200 ^d	.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		0.209	0.303	0.146	0.197
	99% Confidence Interval	Lower Bound	0.199	0.291	0.137	0.186
		Upper Bound	0.220	0.314	0.156	0.207
a. Test distribution is Normal.						
b. Calculated from data.						
c. Lilliefors Significance Correction.						
d. This is a lower bound of the true significance.						
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.						

Table 1 shows that the regression model, confounding or residual variables have a normal distribution. The analysis results provide evidence that the data is normally distributed, to see that the data has a normal distribution lies in the Asymp. Sig. (2-tailed) of Family Economy (X1) 0.200, Learning Facilities (X2) 0.200, Student Guardians (X3) 0.200, and Student IPAS Learning Attitude (Y) 0.200 has a significance value > 0.05. So based on these results it can be stated that the data used in the research is normally distributed and the data can be used in the next testing stage.

Multicollinearity Test

Test Multicollinearity can be seen from the VIF (*Variance Inflation Factor*), if the Tolerance value > 0.10 and VIF < 10.00 (ten) it means that there is no multicollinearity in the data tested, while if the Tolerance value < 0.10 and VIF > 10.00 (ten) it means that there is Multicollinearity in the data tested.

Table 2. Multicollinearity Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-1.583	1.189		-1.331	0.187		
	Family Economy (X1)	0.524	0.093	0.466	5.638	0.000	0.289	3.462

	Learning Facilities (X2)	0.373	0.068	0.391	5.452	0.000	0.384	2.604
	Student Guardian (X3)	0.158	0.074	0.141	2.137	0.036	0.454	2.204
a. Dependent Variable: Student's Ipas Learning Attitude (Y)								

Table 2 shows that for each variable, namely the Family Economy (X1) has a tolerance value of $0.289 > 0.10$, the tolerance value of Learning Facilities Conditions (X2) is $0.384 > 0.10$ and the tolerance value of Student Guardians (X3) is $0.10 > 0.10$. While the *value of Value Influence Factor* (VIF) Family Economy (X1) $3.462 < 10.0$ value *Value Influence Factor* (VIF) Learning Facilities Conditions (X2) $2.604 < 10.0$ and *Value Influence Factor* (VIF) Student Guardians (X3) $2.204 < 10.0$. it can be concluded that there is no multicollinearity.

Heteroscedasticity Testing

This test aims to test whether in the regression model there is an inequality of residual variants between one another. If the residual variance from one observation to another is constant, it is called homoscedasticity. And if the variance is different, it is called heteroscedasticity. A good regression model is that heteroscedasticity does not occur.

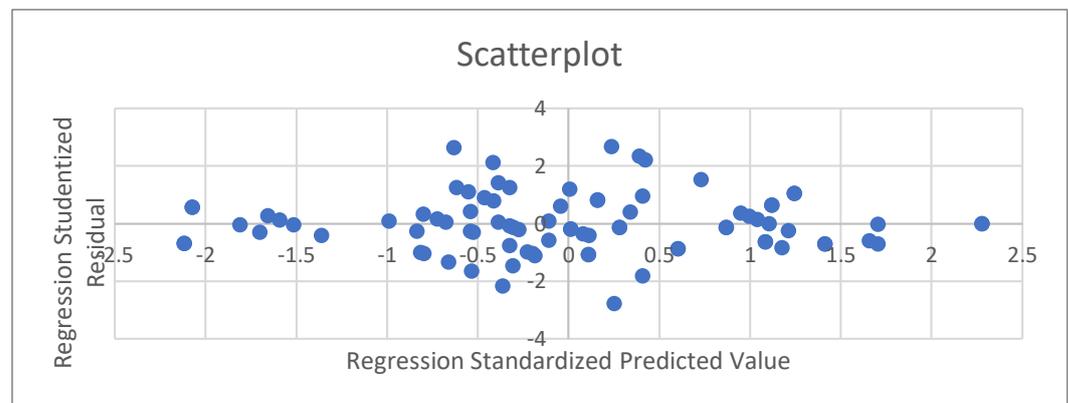


Figure 1. Heteroscedasticity Testing

In graph 1. To determine the presence or absence of symptoms of heteroscedasticity can be done by using a heteroscedasticity graph between the predicted value of the dependent variable and the independent variable. From the scatterplots above, it can be seen that the points spread randomly and spread both above and below the number 0 and the Y axis, it can be concluded that there is no heteroscedasticity in the regression model, so the regression model is suitable for use in testing

Multiple Linear Regression

Table 3. Multiple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	-1.583	1.189		-1.331	0.187

Family Economy (X1)	0.524	0.093	0.466	5.638	0.000
Learning Facilities (X2)	0.373	0.068	0.391	5.452	0.000
Student Guardian (X3)	0.158	0.074	0.141	2.137	0.036

Based on the output table 3 above in the *Coefficients* column, the multiple linear regression equation model is obtained as follows:

$$Y = 1.583 + 0.542X_1 + 0.373X_2 + 0.158X_3$$

The above equation model can be explained as follows:

- The constant coefficient is 1.583
- The coefficient X1 of 0.542 means that every change in Family Economy (X1) by 1 unit and other variables are considered constant, it will increase the Learning Attitude of IPAS Students in Class IV SD Negeri Barombong by 0.542.
- The coefficient of X2 is 0.373, meaning that every change in Learning Facilities (X2) by 1 unit and other variables are considered constant, it will increase the Learning Attitude of IPAS Students in Class IV SD Negeri Barombong by 0.373.
- The coefficient of X3 is 0.158, meaning that every change in Student Guardians (X3) by 1 unit and other variables are considered constant, it will increase the Learning Attitude of IPAS Students in Class IV SD Negeri Barombong by 0.158.

Hypothesis Significance Test

Table 4. Simultaneous Test

ANOVA ^a						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	975.539	3	325.180	141.797	.000b
	Residuals	185.755	81	2.293		
	Total	1161.294	84			
a. Dependent Variable: Student's Ipas Learning Attitude (Y)						
b. Predictors: (Constant), Student Guardian (X3), Learning Facilities (X2), Family Economy (X1)						

In table 4, the simultaneous test shows that there is a significant effect between the independent variables (X) simultaneously on the dependent variable (Y) which can be seen in the table above, namely with a sig value. F test of 0.000 at a significant level of 0.05. This value is smaller than 0.05 which indicates that all independent variables, namely consisting of; Family Economy (X1), Learning Facilities (X2) and Student Guardians (X3) together have an effect on Student IPAS Learning Attitude (Y) in Class IV Students of Barombong State Elementary School.

Table 5. T- test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	-1.583	1.189		-1.331	0.187
	Family Economy (X1)	0.524	0.093	0.466	5.638	0.000
	Learning Facilities (X2)	0.373	0.068	0.391	5.452	0.000
	Student Guardian (X3)	0.158	0.074	0.141	2.137	0.036

a. Dependent Variable: Student's Ipas Learning Attitude (Y)

In table 5 Partial test is a test to determine the effect of each independent variable on the independent variable. The decision-making criteria can be done by comparing the probability value or sig. with the significance level of 0.05. If the probability value ≥ 0.05 , the effect between the independent variable (X) on the dependent variable (Y) is not significant. Conversely, if the probability value < 0.05 , the effect between the independent variable (X) on the dependent variable (Y) is significant.

The following conclusions can be drawn from the table above:

- The probability value of X1 is 0.000. This value is smaller than 0.05 or the calculated t value of $5.638 > t \text{ table } 1.663$ ($n-1 = 84$ alpha 5%) so it can be concluded that the Family Economy variable (X1) has a positive and significant effect on the Learning Attitude variable of IPAS Class Students IV SD Negeri Barombong
- The probability value of X2 is 0.000. This value is smaller than 0.05 or the t value is $5.452 > t \text{ table } 1.663$ ($n-1 = 84$ alpha 5%) so it can be concluded that the Learning Facilities variable (X2) has a positive and significant effect on the Learning Attitude variable of IPAS Students in Class IV SD Negeri Barombong.
- The probability value of X3 is 0.036. This value is smaller than 0.05 or the calculated t value of $2.137 > t \text{ table } 1.663$ ($n-1 = 84$ alpha 5%) so it can be concluded that the Student Guardian variable (X3) has a positive and significant effect on the Learning Attitude variable of IPAS Students in Class IV SD Negeri Barombong.

Table 6. Test coefficient of determination

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.917 ^a	0.840	0.834	1.51435	2.407
a. Predictors: (Constant), Student Guardian (X3), Learning Facilities (X2), Family Economy (X1)					
b. Dependent Variable: Student's Ipas Learning Attitude (Y)					

In table 6. the coefficient of determination (*R-square*) is a value (proportion) that measures how much the ability of the independent variables (X) used in the regression

equation, in explaining the variation in the dependent variable. The coefficient of determination ranges from 0 to 1.

From the table above, it is known that the coefficient of determination (*R-square*) is 0.840. This value can explain that X1, X2 and X3 are able to influence the Students' IPAS Learning Attitude simultaneously or together by 84.0%, in Class IV Students of Barombong State Elementary School and the remaining 16.0% is influenced by other factors outside the regression model used

Table 7. Unstandardized Coefficients Beta

Model	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	
1	(Constant)	-1.583	1.189	
	Family Economy (X1)	0.524	0.093	0.466
	Learning Facilities (X2)	0.373	0.068	0.391
	Student Guardian (X3)	0.158	0.074	0.141

a. Dependent Variable: Student's Ipas Learning Attitude (Y)

Based on table 7 above, it can be seen that the value of *Unstandardized Coefficients Beta* Family Economy (X1) is 0.542, Learning Facilities (X2) is 0.373 and Student Guardian (X3) is 0.158. Of the three X Variables, the highest Beta coefficient variable is the Family Economy *Unstandardized Coefficients Beta* variable with a value of 0. 542. Thus, the most dominant variable influencing Learning Attitude of IPAS Students of Class IV SD Negeri Barombong is Family Economy.

Discussion

The Influence of Family Economy on Learning Attitude of IPAS Students in Class IV SD Negeri Barombong

The probability value of X1 is 0.000. This value is smaller than 0.05 or the t value is $5.638 > t_{table} 1.663$ ($n-1 = 84$ alpha 5%) so it can be concluded that the Family Economy variable (X1) has a positive and significant effect on the IPAS Learning Attitude variable of Grade IV Students of Barombong State Elementary School. The results of this study are in line with the research of Sinta Dyana Santi 2019. *The Influence of Parents' Socio-Economic Conditions on Sociology Learning Achievement of XII Social Studies Class Students of SMA N 1 Karang Tengah, Demak Regency* Learning cannot be separated from the need for facilities and infrastructure or learning equipment and supplies. The needs of children's learning equipment and supplies can be fulfilled properly if the parents' economic situation is also good. With complete and modern learning equipment and supplies, it is expected that the learning process of students or children will run well, so that it has a direct impact on their learning achievement.

The Effect of Learning Facilities on the Learning Attitude of IPAS Students in Class IV SD Negeri Barombong

The probability value of X2 is 0.000. This value is smaller than 0.05 or the t value is $5.452 > t$ table 1.663 ($n-1 = 84$ alpha 5%) so it can be concluded that the Learning Facilities variable (X2) has a positive and significant effect on the IPAS Learning Attitude variable of Class IV Students of Barombong State Elementary School. The results of this study are in line with the Ministry of Education and Culture quoted by Heryati and Muhsin (2014: 196) formulating "educational facilities are all the facilities needed in the teaching and learning process, both moving and non-moving so that the achievement of educational goals runs smoothly, regularly, effectively and efficiently". According to Bafadal (2014: 2) "educational facilities are all sets of equipment, materials, and furniture that are directly used in the educational process".

The Influence of Student Guardians on the Learning Attitude of IPAS Students in Class IV SD Negeri Barombong

The probability value of X3 is 0.036. This value is smaller than 0.05 or the t value is $2.137 > t$ table 1.663 ($n-1 = 84$ alpha 5%) so it can be concluded that the Student Guardian variable (X3) has a positive and significant effect on the Learning Attitude variable of IPAS Students in Class IV SD Negeri Barombong. The results of this study are in line with Ma'rifatul Sholihah 2017 The Role of Homeroom Teachers in Increasing Student Learning Interest in Social Studies Subjects at Min Mlarak Ponorogo Research Homeroom teacher is a teacher who is given additional duties from the school, in addition to teaching, he is also responsible for all students in one class. The role of homeroom teachers in learning can increase students' interest in learning by interacting to increase the potential of children. An effective teaching and learning condition is the presence of student interest and attention in learning. This interest has a huge influence on learning, because with interest someone will do something he is interested in.

The Influence of Family Economy, Learning Facilities and Student Guardians on the Learning Attitude of IPAS Students in Class IV SD Negeri Barombong

The simultaneous test shows that there is a significant effect between the independent variables (X) simultaneously on the dependent variable (Y) which can be seen in the table above, namely with a sig value. F test of 0.000 at a significant level of 0.05. This value is smaller than 0.05 which indicates that all independent variables, namely consisting of; Family Economy (X1), Learning Facilities (X2) and Student Guardians (X3) together have an effect on Student's IPAS Learning Attitude (Y) in Class IV Students of Barombong State Elementary School. The results of this study are in line with the opinion of Astuti 2016 Socio-economic status can be seen from the ability of parents to provide guarantees for their family needs including the needs of educational facilities for students, with complete learning facilities that can improve positive learning attitudes and motivate students in understanding and carrying out the learning process. Learning facilities are a means of achieving the desired learning achievement. So the influence between the socio-economic status of parents on learning attitudes and student achievement can be said to be very related and influential.

The most dominant variable influencing the Learning Attitude of IPAS Students in Class IV SD Negeri Barombong is Family Economy

In line with the results of research and the theory that the learning process and the

development of children are greatly influenced by the environment. An environment that is peaceful, comfortable, peaceful will have a good influence on children. Conversely, a noisy, unsafe, frenetic environment will have a negative influence on the child's learning process. This is in line with research conducted by Jefri Kurniawan, Z. Mawardi Effendi 2018 states that *"family factor has a positive and significant effect on academic results students. The family environment gives the first influence in the formation of one's personality. The family is where the first learning process takes place; thus, it is expected to instigate good learning habits "*. A harmonious and conducive family makes students comfortable to learn, thus having a direct impact on children's interest in learning. Vice versa, families that are less harmonious and not conducive cause children to be uncomfortable studying at home, children do not focus on learning so that it will result in children's interest in learning decreasing (Fatimah Setiati, Alivermana Wiguna, and Wawan Setiawan, 2017)

5. Conclusion

The findings of this study reveal that each of the independent variables—Family Economy, Learning Facilities, and Student Guardians—has a positive and significant influence on the IPAS learning attitude of fourth-grade students at SD Negeri Barombong. The statistical results consistently show p-values below the 0.05 threshold and t-values exceeding the critical value, validating the individual significance of each variable. Simultaneously, these variables also have a statistically significant collective influence, suggesting a holistic interplay between economic stability, adequate learning resources, and the supportive presence of homeroom teachers in shaping students' learning attitudes. Among the three, Family Economy emerges as the most dominant factor, implying that students' learning engagement is profoundly shaped by their socioeconomic background. These findings offer empirical answers to the primary research questions, confirming that both material and emotional support systems are vital for fostering positive academic dispositions among students.

This research contributes meaningfully to both educational science and practical school-based interventions. Theoretically, it reinforces existing frameworks that posit the home environment and resource availability as central to student learning outcomes, while also highlighting the often-underestimated influence of the classroom teacher as a mentor and motivator. Practically, the results suggest actionable insights for educators, policymakers, and parents. Schools should prioritize equitable access to learning tools and empower homeroom teachers through professional development programs, recognizing them not merely as instructors but as holistic guides in a child's educational journey. Furthermore, this study brings forth an authentic voice from a primary education setting in Indonesia, extending relevance to underrepresented regions where similar socioeconomic dynamics prevail. The research underscores a critical reminder: learning does not occur in isolation; it is woven into the socioeconomic and interpersonal fabric surrounding each student.

6. Limitation

The analysis is confined to a single public elementary school within a specific geographical context, which may limit the generalizability of the findings across diverse educational settings. Moreover, the study relies on self-reported questionnaires, which carry inherent subjectivity and possible response bias. Future research could adopt longitudinal

methods or incorporate qualitative perspectives, such as interviews or ethnographic approaches, to provide a deeper understanding of student attitudes and the nuanced roles of teachers and families. Additionally, exploring the intersections between digital access, parental involvement, and teacher-student emotional dynamics could expand the current findings. These limitations serve not as shortcomings but as opportunities for continued inquiry in the evolving dialogue on how best to support students—academically, emotionally, and socioeconomically.

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