

Correlations between Socio-economic Background and Motivation Learning with Student Learning Outcomes on Field Study Arabic

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Abstract: Socio-economic background is something underlying conditions that describe the status, income, and education levels of the family in society based on the economic conditions of life or property. Motivation to learn is the tendency of students to achieve academic activities meaningful and beneficial and try to profit from the activity. Students who have the motivation to learn will heed the lessons delivered, read the material so that it can understand and use specific learning strategies that support. Student learning outcomes are changes in student behavior as a result of learning which includes cognitive, affective, and psychomotor. This study aimed to determine the correlation between socio-economic background and motivation to learn together with the student learning outcomes in the field of study of Arabic at Government Elementary School Mampang Prapatan Jakarta. The population in this study were 183 students, the samples are 46 students or 25%. Sampling was done by random. This study using inferential analysis, the correlation analysis. Before the correlation analysis, first performed normality test, homogeneity and linearity test. Research results found that there is a significant correlation between socio-economic background and learning motivation with student learning outcomes.

1 INTRODUCTION

National education aims elaborated students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible in order to achieve the life of the nation. Likewise, the national education serves to develop the ability and character development and civilization of the nation's dignity in the context of educating the nation (Department of Education, 2003).

There are at least three requirements that must be considered in the development of education in order to contribute to improving the quality of human resources, namely: means of building, quality books, teachers and educational staff professional.

One of the causes of underdevelopment and the deterioration of education in Indonesia is the absence of a strategic vision that puts education as a leading sector. Society respective political elites consider education as a complement to the sector in national development strategies. It can be seen from the low government spending on education and society.

Government spending on education amounted to 9% of PDB, while public expenditure for field educators by 1.7%, lower than Vietnam

at 2.7%. Philippines 2.2%, Singapore 3%, Thailand 4.2%, and Malaysia amounted to 5.3%, which comes out on top in terms spending funds by communities in the ASEAN region (Wibawa, 2005).

Deterioration of education in Indonesia is not just happening in schools that are under the auspices of the Ministry of National Education, but also occurs in schools under the auspices of the Ministry of Religious Affairs, better known by the name of madrasah (school). This fact is reflected in the lack readiness and lack of ability stakeholders, educators and education personnel who are in madrasah (school) to compete and compete in a healthy and competitive with teachers and education staff who are in public schools, both in improving the quality and capacity as professional educators and certified by an accredited college.

To address the deterioration of education in Indonesia need to restructure the education system as a whole, especially with regard to the quality of education, as well as its relevance to the needs of

society and the world of work, education management, decentralization of education, quality standards, investments in education, technology for education and training of teachers and lecturers conducted continuously so as to produce educators who are creative, professional, and fun, so as to create a conducive learning environment, learning environment that challenges and is able to provide learning with fun, as if they were the streets in places of recreation, and they garda forefront of the advancement of this nation, in the hope they could be role models as well as the heroes of Indonesia such as education; Ki Hajar Dewantara, Dr. Cipto Mangunkusumo, and Dr. Douwes Dekker, they pioneered national education by establishing Taman Siswa in 1922, and gradually increase the understanding, awareness and intelligence of Indonesian society, so that it becomes an independent nation, and sovereign as it is today (Mulyasa, 2008).

The success or failure of education, basically can be seen from the achievements of learners who have participated in the educational or instructional teaching and learning process has taken place. Changes are expected to be a change in behavior or achievement of learning, thinking skills and attitudes that can be used to achieve a more decent life. However, educational efforts do not always produce the desired achievement, can sometimes be managed satisfactorily sometimes because there is a failure.

Factors of success and failure of students in achieving a learning achievement, depending on several factors including; Internal factors eksternal school and school factors such as community and family life. In the family, children receive informal education, when children live in a family environment that is harmonious, caring, affection, then this affluent economy will grow at a steady pattern of personality. Conversely if the economy of the parents is insufficient premises good, full of contention, not pleasant home atmosphere, parental control is lacking, lack of motivation to learn from themselves and their parents, it could hamper the achievement of which will be achieved by students.

Basically the responsibility of parents in educating children to get a good education is very heavy, because it costs relatively little cost. Each individual involved in the learning process must pay necessary. Education costs that may include matters relating to the primary needs, such as textbooks, and the secondary needs such as bags, shoes and other tertiary needs such as private and courses.

Student learning outcomes than specified by socio-economic background, is also determined by the students' motivation to succes. From this sense as

well known there are differences in learning activities, suspected to be due to a difference in the interest, motivation and patterns of use of time in learning activities in addition to possible cognitive background of students.

In learning activities, especially in the field of Arabic studies the amount of encouragement or motivation to learn each student must be different, there are highly motivated and there that have low motivation. Motivation someone has two components, namely component in the (inner component) and external components (outer component). Components inside is a change in the person, the circumstances are not satisfied, and psychological tension. External components is what a person wants, the goal to which his behavior.

One's motivation is influenced by two factors: the factors of the (internal) da factors outside (external). Factors of the inside can be caused by the individual's ability to achieve an optimal result and a passion for travel. External factors can be caused by many things, for example encouragement from parents, friends and teachers.

The success or failure of students is determined by many factors, among others, teachers, curriculum, facilities and infrastructure, administration and students' motivation and their socio-economic background. Therefore, the role of teacher let functioned as possible, let the teacher is able to become educators, teachers, counselors, coaches, advisors. reformer, a model and example, private investigators, driving creativity, actors, routine, storyteller, emansivator, evaluators, preservatives and kulminator good.

Arabic is the field of study is one of the characteristics of the madrasas both from primary school level to aliyah. But unfortunately Arabic lessons have not been able to attract the attention of students, parents, and community. This can be seen from the lack of motivation, interest in students so that student learning outcomes in the field of Arabic studies unsatisfactory. Presumably it is still necessary to hold studies to get the answer. Therefore, in this study will be disclosed if there is a correlation between socio-economic background and motivation to learn with the learning outcomes of students in the field of Arabic studies at the Madrasah Mampang Prapatan Jakarta.

The problems of this study can be formulated, namely; whether there is a correlation between socio-economic backgrounds with student learning outcomes?, whether there is a correlation between learning motivation and learning outcomes of students?, and whether there is a correlation between

socio-economic background and motivation to learn together with the results of student learning?

2 THEORY

2.1 Socio-economic Background

Socio-economic status is a level that is owned by a person based on the ability to meet the needs of alive daily income or earned income so as to have a role in a person's social status in the structure of society. Income or job can also determine the level of a person's status (Thamrin, 1986). According Bunyamin (1995) that a person's socio-economic status can be viewed in terms of income, wealth and position.

According to Arifin (1999) that socioeconomic status affects the index of student learning outcomes, so that the socio-economic situation has something to do with the intelligence of children, so that in general, children who are good at learning from affluent families are indicated by coefficient. Socio-economic situation the family has a role in the development of children. For example, children whose parents earn enough (their socio-economic enough), then the children get more opportunities to develop a variety of skills, and vice versa.

Placement of a person in a certain socio-economic layers of the discussion of social stratification that includes three dimensions, namely: first; the dimensions of richness, second; power dimension, the third dimension and prestige. The third dimension of its own social formation. Dimensions wealth formation called social class dimension and the dimension of power formed parties formed prestige status (Elly et al.2009).

Their socio-economic levels in society, caused by the differences in status among the community. To determine the socio-economic stratification in society can be seen through three methods: first; objective method, that stratification is determined based on objective criteria including the amount of income, long or high education, type of job, the second; Subjective methods, ie social groups defined in the eyes of community members assess themselves in the hierarchy of life in society, third; methods reputation, namely the social classes were defined based on how members of the public to put each in the social stratification of society that (Gordon, 1987).

Strata or socio-economic levels of a family in its existence in the mindset of society can be broadly classified into three classes, namely; 1) upscale, 2) middle class and 3) lower class (Nasution, 1994). A

Greek philosophers argued that society in a country divided into three groups, namely; the rich, the poor and those who are in the middle. Meanwhile, according to Sorokin that the system of society that society is fixed and common traits in each community lives on a regular basis (Arifin, 1999).

Criteria for low and high socio-economic status of a person, is, among others, can be seen from the manner and place his home, family income and family welfare criteria. As a result of the observation that the achievements of children from families with low socioeconomic status at the end of first grade is higher than the achievement of children whose families had a higher socio-economic status (Ahmadi, 2002).

Based on these explanations can be noted that the socio-economic background is something underlying conditions that describe the status, income, and education levels of a person or family in the community based on the conditions of economic life or property.

2.2 Motivation

Motivation is an impulse contained within the individual to try to establish behavioral changes that better meet their needs. According to Good and Brophy that motivation is a hypothetical construct used to explain the initiative, direction intensity and persistence of goal-directed behavior. The concept was classified in; needs, achievement, need for affiliation, incentives, customs / habits, a discrepancy / discrepancies and curiosity / curiosity (Atmowidjoyo, 2009).

According to the congregation (2007) that motivation is a strength (power) or power (force) or power (energy), or a state complex (a complex state) and a readiness (preparatory set) within the individual (organism) to move (to move, motion, motive) toward specific goals, either consciously or unconsciously. Motivation as a state contained in the one who encouraged him to perform certain activities in order to achievement of a goal (Suryabrata, 2005).

Meanwhile motivated by Gates is psychologies condition and psychological contained in a person who set her act a certain way. Greenberg suggested that the motivation is the generation process, directing and stabilizing behavior toward a goal (Djaali, 2008).

In another explanation, motivation is a psychological state that stimulate and give direction to human activity (Ramayulis, 2002). Motivation is the strength of the individual that moves people to act. This motivation can be divided into impulse and

needs and also be divided into two types of reward and punishment (Ahmadi, 2004). According Gleitman (1986) and Reber (1988) motivation is the internal state of both human and animal organisms that prompted him to do something. In this sense the motivation means the power supply (energizer) to behave directionally (Shah, 2006).

Hamalik (2009) explained that there are two principles that can be used to see the motivation, namely; first; motivation is seen as a process. Knowledge of this process will help to explain the observed behavior and to predict the behavior-behavior on someone else, and secondly; determines the character of this process to see clues of his behavior. Do the instructions to be believed, can be seen usefulness in predicting and explaining the behavior of others. Mc Donald suggested that the motivation is the energy change in the individual person who is marked by the emergence of feelings and reactions to achieve the goal (Sardiman, 2007).

Factors which influence or determine motivation by Klinger (1991) among others, include; 1) the interests and needs of the individual. If the interest and needs of physical, spiritual and social children are met, then the learning motivation will appear, 2) perception of the difficulty of the tasks. When the children saw the difficulties the lesson was not too heavy, but challenging enough, then the motivation to learn they will occur and 3) any hope of success, expectations are generally arises because the child was often successful (Pidarta, 2007).

The theory of motivation often mentioned by experts, but in general can be categorized to two, namely 1) the theory of the content (content) that focus on the needs and goals of interest, and 2) the theory of the process, which is a lot to do with how people behave and why it behaves with certain way.

While the study is the difference between humans and other creatures. Humans are the first to be given the glory of God to learn and learn what is around. It is described in the Qur'an surat al-Baqarah verse 30, which means; and he taught Adam the names (objects) entirely. Then bring it to the angels and said; please say me the names of these if you are truthful people are correct.

Learning by Lester D. Crow and Alice Crow is the individual changes in habits, knowledge and attitudes (Kunandar, 2007). Cronbach explained that learning is a change in behavior as a result of experience (Sardiman, 2007). Learning is a relatively permanent change in behavior that a trend is the result of strengthening exercises and strengthening that which is the cause of these changes (Tafsir, 2007).

Hilghard and Bower (1975) suggested that learning associated with changes in a person's behavior to something that changes are application-specific situations by repeated experiences in that situation. Gagne (1977) explains that the motivation is occurs when a stimulus situation along with the contents of memory affect students such that his actions (performancenya) change of time before he experienced the situation to the period after he experienced that situation.

Learning is to change the behavior of students can not be able to, from not understand being understood, and the task of the teacher is to control stimulus and the learning environment that changes closer to the desired goal, and teachers giver of reward or punishment for the students, which is a gift given to students who have been able showed significant changes, while the punishment given to students who do not show significant changes. Therefore, the flow of behaviorism laying reinforcement processes in the position it is important for students to achieve the desired changes (Rosyada, 2007).

While the motivation to learn by Brophy (2004) prefers a cognitive response, namely the tendency of students to achieve academic activities meaningful and beneficial and try to profit from the activity. Students who have the motivation to learn will heed the lessons delivered, read the material so that it can understand and use specific learning strategies that support. In addition, students also have an intense involvement in the learning activity, high curiosity, search for materials related to understanding a topic, and accomplish a given task. Students who have the motivation to learn will depend on whether these activities have content that is interesting or enjoyable process. In essence, involves learning motivation and learning goals and strategies related to achieving the learning objectives

There are two aspects of learning motivation theory proposed by Santrock (2007), namely: 1) Extrinsic motivation, is to do something to get something else (how to achieve the goal). Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, a student studying hard in the exam to get good grades. There are two uses of the gift, that as an incentive to want to do the work, where the objective is to control the behavior of students, and contains information about mastery, and 2) Intrinsic motivation, ie internal motivation to do something for the thing itself (an end in itself). For example, students studying for the exam because he delighted in subjects tested it. Pupils are motivated to learn when they are given a choice, happy face challenges that suit their abilities, and

rewarded that contain informational value but is not used to control, for example, the teacher gives praise to the students.

According to Brophy (2004), there are five factors that can influence the motivation to student learn, namely: 1) Expectations of teachers, 2) direct instructions, 3) Feedback (feedback) is a proper 4) Strengthening and prizes and 5) Penalties. Sardiman (2000) states that the form and manner that can be used to motivate their learning activities are: 1) Provision of numbers, this is because many students study with the primary objective is to achieve a rate / value, 2) Competition / competition, 3) Ego-involvement, which is to raise awareness to the students to feel the importance of the task and take it as a challenge to work hard at the risk of self-esteem, 4) Giving replications, it is because the students will be keen to learn if you know there will be a replay, 5) notify the results, it will encourage the students to study harder, especially if progress is made, and 6) Praise, if there are students who successfully complete the task well, it is a form of positive reinforcement.

2.3 Learning Outcomes

Results of learning a thing that can be viewed from two sides, namely from the students and teachers. From the student side, learning outcomes is the mental development rate are better than in prior learning. The level of mental development is realized on the types of cognitive, affective and psychomotor. In terms of teachers, the results of the current study is the completion of study materials (Dimiyati and Mudjiono, 1999).

According Hamalik (2006) of learning outcomes is that if someone has learned there will be changes in the person's behavior, for example, from not knowing to knowing, and of not understanding be understood. Nana Sudjana (2009) defines the learning outcomes of students is essentially a change in behavior as a result of learning in a broader sense include the areas of cognitive, affective, and psychomotor.

Indicators based on Taxonomi Bloom of learning outcomes, covering three domains categories, namely: 1) The sphere of cognitive, intellectual learning with respect to the results of six aspects, namely: a) knowledge, b) understanding. c) Implementation, d) Analysis, e) Synthesis, f) Evaluation, 2) affective sphere, with regard to attitudes and values. Affective domain includes five levels of ability, namely: a) Receiving b) Answer / Reaction, c). Assessing the Organization, d) characteristic with a value, e) Complex Values and 3)

psychomotor sphere, including: a) motor skills, b) manipulation of objects, and c) neuromuscular coordination (connect, stalking).

Results of study as one of the indicators of achievement of learning objectives in the classroom can not be separated from the factors that affect the outcome of the learning itself. Sugihartono, et al. (2007), mentions the factors that affect learning outcomes, as follows: a) Internal factors are factors that exist in individuals who are learning. Internal factors include: physical factors and psychological factors and b) External factors are factors that exist outside the individual. External factors include: family factors, school factors, and community factors.

While Arabic is the language of the Arabs and Islam religious language (Ibrahim, tt). According to al-Ghalayain (1987) Arabic is the sentence delivered by the Arabs to submit their purposes. Position Arabic can be used as the language of religion, language and an international language of science.

2.4 Theoretical Framework

The correlation between socio-economic background and motivation to learn together with the student learning outcomes, can be described by a theoretical framework that is:

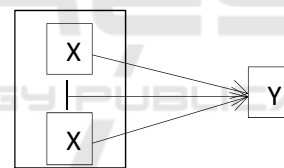


Figure 1: Theoretical framework.

3 METHODOLOGY

3.1 Variables

This research there are two independent variables, namely socio-economic background and student motivation, as well as the dependent variable that student learning outcomes in the field of Arabic studies.

3.2 Method

This study used survey method by using correlation analysis techniques. While the design of this research using descriptive method, a method in researching the status of human groups, an object, a situation the conditions, a system of thought or an event in the

present with the aim to create a description, picture or painting in a systematic, factual and accurate with facts, the properties and the relationship between the phenomenon investigated.

Methods of correlation analysis in this study is intended to give an overview and simultaneously investigate the relationships between variables namely; socio-economic backgrounds to learning outcomes, learning motivation and learning outcomes, and socio-economic background and motivation to learn together with the results of student learning.

3.3 Samples

The study population was Islamic Elementary School sixth grade students in Mampang Prapatan Jakarta 2009/2010 academic year as many as 183 students. Samples taken from a population of 183 are as many as 46 students or 25%. Sampling was conducted in a random way.

3.4 Data Collection

Collecting data in this research use, namely; questionnaire, the research data obtained by filling a question or statement submitted in writing to the respondents sampled this study with the aim to get an answer or response from the respondents and the information required by the researcher. Observation is by observing or investigating directly to the location of the study, in order to obtain an overview of the socio-economic conditions of students and the learning process in schools studied. The interview, by doing question and answer directly to the parties, with the aim to obtain a description and explanation of the learning process of the students who were in school were studied. Literature, by studying the theories of books, journals, internet and magazines related to socio-economic background variables, the motivation and student learning outcomes.

3.5 Instrument

This research there are two independent variables, namely socio-economic background and motivation to learn, and the dependent variable is the result of learning. To get the data in this study, the instrument used is a Likert scale to make some points about questions or statements related to the concept which is measured through indicators each variable research that has been determined, then given to the respondent to get an answer by selecting the 5 alternatives answer, namely; always, often,

sometimes, rarely and never. Selection of correct answers were considered by the respondents, it is given a checklist and mark with a mark (√).

3.6 Data Analysis

In this study the data that has been obtained is processed by techniques inferential analysis (hypothesis testing) with a correlation analysis. Before carrying out the correlation analysis, first tested for normality using Liliefort test, homogeneity test using Barlett test and linearity test using Analysis of Variance (ANOVA).

Operationally data analysis techniques used in this study are as follows:

- a. Univariate analysis, this analysis is used to describe each variable in order to determine the data, which is the average, median, mode, and standard deviation.
- b. Simple and multiple correlation analysis, this analysis is used to determine the presence or absence of ties between the independent variables with the dependent variable, while the levels of relationship is expressed in the form of the correlation coefficient.
- c. Linear regression analysis, the analysis is used to predict the dependent variable is based on two independent variables.

4 RESULTS AND DISCUSSION

4.1 Description of Socio - economic Background

Based on data obtained through questionnaires distributed to 46 students as respondents, then obtained a minimum score of = 60 and the maximum score of = 95, with a mean score = 78.28, a median score = 80.02, a score mode = 85, 48 and standard deviation = 8.70. Such information as described in the frequency table below:

Table 1: Frequency distribution of socio-economic background.

No	Interval	Mid point	Frequency	Limit Real
1	60-65	62,5	3	59,5-65,5
2	66-71	68,5	9	65,5-71,5
3	72-77	74,5	10	71,5-77,5
4	78-83	80,5	8	77,5-83,5
5	84-89	86,5	12	83,5-89,5
6	90-95	92,5	4	89,5-95,5
Total			46	

4.2 Description Motivation Learning

Based on data obtained through a questionnaire distributed to 46 students as respondents, then obtained a minimum score of = 52 and the maximum score of = 99, with a mean score = 66.80, a median score = 61.18, a score mode = 51, 50 and standard deviation = 18.07. Such information as described in the frequency table below:

Table 2: Frequency distribution motivation learning.

No	Interval	Mid point	Frequency	Limit Real
1	52-59	55,5	19	51,5-59,5
2	60-67	63,5	14	59,5-67,5
3	68-75	71,5	0	67,5-75,5
4	76-83	79,5	7	75,5-83,5
5	84-91	87,5	0	83,5-91,5
6	91-99	95,5	6	91,5-95,5
Total			46	

4.3 Description of Learning Outcomes

Based on data obtained through a questionnaire distributed to 46 students as respondents, then obtained a minimum score of = 72 and the maximum score of = 90, with a mean score = 82.19, a median score = 83.29, a score mode = 85, 12 and standard deviation = 5.95. Such information as described in the frequency table below:

Table 3: Frequency distribution learning outcomes.

No	Interval	Mid point	Frequency	Limit Real
1	72-74	73	3	71,5-74,5
2	75-77	76	4	74,5-77,5
3	78-80	79	10	77,5-80,5
4	81-83	82	7	80,5-83,5
5	84-86	85	14	83,5-86,5
6	87-90	88	8	86,5-90,5
Total			46	

4.4 The Correlation between Socio-economic Background to the Student Learning Outcomes in the Field of Arabic Studies

The results showed a correlation between socio-economic backgrounds with student learning outcomes in the field of Arabic studies. It is based on the calculation $t_{count} = 3.78$, greater than the value $t_{tabel} = 3.21$ significance at the level of $\alpha = 0.05$. The

pattern of the relationship between socio-economic backgrounds with student learning outcomes in the field of study of Arabic is expressed by the regression equation; $\hat{Y} = 66.73 + 0,195X_1$.

Results of simple correlation analysis between the correlation between socio-economic backgrounds with student learning outcomes in the field of Arabic studies obtained correlation coefficient of = 0.496. This means that the better the socio-economic background of students, the higher the student learning outcomes in the field of study of Arabic at Government Elementary School mampang prapatan. This is as described in the table below:

Table 4: Correlation between socio-economic background with learning outcomes.

N	Koefisien		Uji Signifikansi	
	r	R	T_{count}	$T_{tabel} (\alpha=0,05)$
46	0,496	0,246	3,78	3,21

The amount of the contribution of the socio-economic background can be determined by squaring the correlation coefficient of the acquisition value of simplicity. The results of squaring the correlation coefficient is simply amounted = 0.246. Statistically, this value gives the sense that approximately = 24.6% increase in student learning outcomes are influenced by socio-economic background. That is, if the whole Islamic Elementary School students mampang prapatan assessed study results, then more or less = 24.6% influenced by socio-economic background.

4.5 The Correlation between Learning Motivation and Student Results on the Field of Arabic Studies

The results showed a correlation between learning motivation and learning outcomes of students in the field of Arabic studies. It is based on the calculation $t_{count} = 3.34$, greater than the value $t_{tabel} = 3.21$ significance at the level of $\alpha = 0.05$. The pattern of the relationship between learning motivation and learning outcomes of students in the field of study of Arabic is expressed by the regression equation; $\hat{Y} = 75.04 + 0,103X_1$.

Results of simple correlation analysis between the correlation between learning motivation and learning outcomes of students in the field of Arabic studies obtained correlation coefficient of = 0.448. This means that the better the students' motivation, the higher the student learning outcomes in the field of study of Arabic at Government Elementary School

Mampang Prapatan. This is as described in the table below:

Table 5: Correlation between motivation to learning outcomes.

N	Koefisien		Uji Signifikansi	
	r	R	T _{count}	T _{tabel} ($\alpha=0,05$)
46	0,448	0,200	3,34	3,21

The amount of the contribution of the motivation to learn can be determined by squaring the correlation coefficient of the acquisition value of simplicity. The results of squaring the correlation coefficient is simply amounted = 0,201. Statistically, this value gives the sense that approximately = 20.1% increase in student learning outcomes are influenced by the students' motivation. That is, if the whole Islamic Elementary School students mampang prapatan assessed study results, then more or less = 20.1% influenced by the students' motivation.

4.6 The Correlation between Socio-economic Background and Motivation to Learn the Results of the Field Study Student Learning Arabic

The results showed a correlation between socio-economic background and motivation to learn with the learning outcomes of students in the field of Arabic studies. It is based on the calculation $t_{count} = 9.81$, greater than the value $t_{table} = 3.21$ significance at the level of $\alpha = 0.05$.

Results of simple correlation analysis between the correlation between socio-economic background and motivation to learn with the learning outcomes of students in the field of Arabic studies obtained correlation coefficient of = 0.561. This means that the better the socio-economic background and student motivation, the higher the student learning outcomes in the field of study of Arabic at Government Elementary School mampang prapatan. This is as described in the table below:

Table 6: Correlation between Socio-economic background and motivation with learning outcomes.

N	Koefisien		Uji Signifikansi	
	r	R	T _{count}	T _{tabel} ($\alpha=0,05$)
46	0,561	0,315	9,81	3,21

The amount of the contribution of the socio-economic background and motivation to learn can be determined by squaring the correlation coefficient of the acquisition value of simplicity. The results of squaring the correlation coefficient is simply amounted = 0.315. Statistically, this value gives the sense that approximately = 31.5% increase in student learning outcomes are influenced by socio-economic background and student motivation together. That is, if the whole Islamic Elementary School students mampang prapatan assessed study results, then more or less = 31.5% influenced by socio-economic background and student motivation.

Based on these explanations, it can be noted that the socio-economic background variables and students' motivation to contribute or contribute positively to improving student learning outcomes in the field of study of Arabic at Government Elementary School mampang prapatan of = 31.5%, while the remaining amount of = 68.5% of student learning outcomes are influenced by other factors, some of them; learning, teaching methods, learning strategies, learning environment, learning discipline, the ability of teachers and students' creativity.

5 CONCLUSION

Based on the results of research and discussion that has been put forward, this research can be summarized as follows:

- There is a significant correlation between socio-economic backgrounds with student learning outcomes in the field of Arabic language studies, premises correlation coefficient of = 0.496 and determination coefficient = 0.246. The coefficient of determination shows that the 24.6% increase student learning outcomes are due to socio-economic background. This is corroborated by the test calculations $t_{count} = 3.78 =$ significantly the real level of 0.05 with $t_{table} = 3.21$. Thus the research hypothesis which states there is a correlation between socio-economic backgrounds with student learning outcomes in the field of Arabic studies received.
- There is a significant correlation between learning motivation and learning outcomes of students in the field of Arabic language studies with a correlation coefficient of = 0.448 da determination coefficient = 0.200. The coefficient of determination shows that the 20.0% increase student learning outcomes is due to students' motivation. This is corroborated by the test calculations $t_{count} = 3.34 =$ significantly the real

level of 0.05 with $t_{table} = 3.21$. Thus the research hypothesis which states there is a correlation between learning motivation and learning outcomes of students in the field of Arabic studies received.

- c. There is a significant correlation between socio-economic background and learning motivation with student learning outcomes in the field of Arabic language study with multiple correlation coefficient of $r = 0.561$ and determination coefficient $r^2 = 0.315$. The coefficient of determination shows that the 31.5% increase student learning outcomes are due to socio-economic background and student motivation. This is corroborated by the test calculations $t_{count} = 9.81 =$ significantly the real level of 0.05 with $t_{table} = 3.21$. Thus the research hypothesis which states there is a correlation between socio-economic background and motivation to learn together with the results of students in the field of Arabic studies received

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