Low-income Family Environment: Subjective Well-Being and Children Learning Motivation

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Abstract: Subjective well-being is one of the variables that affect students' motivation came from low-income families, because of the tendency of students from low-income families have a low assessment of the happiness of his life (subjective well-being). This article describes subjective well-being and learning motivation of students coming from low-income families and examines whether there is a relationship between subjective well-being and student learning motivation coming from low-income families. The article of this research uses a descriptive quantitative approach with correlational research methods. The study population was the students who receive low-income aid students in 2015 with a sample of 152 students, selected by multistage random sampling technique. The instrument used is the scale of a subjective well with students' motivation come from low-income families and reliable with Cronbach Alpha value of 0.909 and 0.923. Data were analyzed with descriptive statistics. The research findings show that (1) students' subjective well-being is in the high category, (2) students' learning motivation belongs to a high category, (3) there is a significant positive correlation between subjective well-being with student learning motivation coming from low-income family.

Keywords: Subjective Well-being, Learning Motivation

1. Introduction

According to Central Bureau of Statistics data in 2013, the poverty line has increased. According to Ahmadi and Supriyono (2004: 88) [1], the low-income economic conditions will cause: 1) lack of learning tools, 2) lack of cost provided by parents, and 3) no good place to study. There is a link between the economic condition of the family and the motivation of students in learning. Poverty factors can affect student learning motivation. Similarly, Siagala (2003: 104) [13]. “Motivation is a very big factor influence on student learning process. Without the motivation of the student learning process will be difficult to run smoothly. Among the characteristics of the most dominant students in determining one's success (in this case students) in learning is the motivation of learning.”

Contrary to the phenomenon that researchers found earlier in one of the state schools, there are still many students who are late to school, absent, and out of class. This indicates that the students' motivation to learn is still low. Supported by Rahmi's research result (2012: 78) [12] student learning motivation 15.5% is in high category, medium category equal to 69.2%, low category equal to 15.5%. This means that there are still students who have low learning motivation because of the attention and desire to learn less that seen from the low motivation of students to do homework.

Next, Winkel (1983: 27) [15] reveals that strongly motivated students will have a lot of energy, both thoughts, time, and attitudes to engage in learning activities, but not all students from low-income families have low learning motivation. According Sobur (2011: 249) [14] In families with relatively less economic conditions, may be the cause of malnourished students and the needs of students may not be met. Also, the economic deficiency factor causes the home atmosphere to be somber, which in turn causes a loss of students’ enthusiasm to learn.
The theory explains that other factors that can influence the motivation of children’s learning are the level of happiness of children with the condition of his family. Like the attention of parents, facilities, and so on that students have. The tendency is that students from low-income families have a low judgment on the happiness of their lives. The level or level of happiness that an individual feels will vary with the other individual. This is influenced by the things that make the individual happy like a harmonious family, friends or a warm environment, socioeconomic status, and so on. But often one's happiness is measured only by basic needs such as clothing, food, and board (social, economic status). According to Maslow's hierarchy of needs (1943: 10)[7]:

“Undoubtedly these physiological needs are the most pre-potent of all needs. What this means is that it is the most important thing that is the most important thing in the world. A person who is lacking food, safety, love, and esteem would most probably hunger for food more strongly than anything else.”

Higher needs (need to feel secure and protected from harm, need to feel accepted and cherished, need for self-esteem and be independent, need for information, understand and understand needs, needs to appreciate beauty, and need to develop themselves optimally and As much as possible) will not be felt and lived if requirements at the stage below are not satisfactorily fulfilled. Based on these opinions can be concluded that low-income families lack the feeling of happiness. But the reality found in the field of many students of class IX.1 at SMPN 25 Kota Padang recipients of low-income student assistance program (BSM program), has a satisfactory learning outcomes regarding the value of midterms exam results.

Aspects contained in the measurement of subjective well-being according to Ozmete (2011: 55) [11] is the satisfaction of life, the presence of positive effects, and the absence of negative effects. According to Ariati (2010) [2] the factors that influence subjective well-being include: 1) positive self-esteem, 2) self-control, 3) extraversion, 4) optimism, 5) positive social relations, and 6) meaning and purpose of life. Self-control is defined as the individual's belief that he or she will be able to behave in the right way when dealing with an event. This self-control will activate the emotional process, motivation, behavior, and physical activity. In other words, self-control will involve the decision-making process, being able to understand, understand and overcome the consequences of the decisions that have been taken and to seek the meaning of the event.

In general, a person feels and thinks that the happiness of life he wants is irrespective of how others see it. This phenomenon was later called the subjective well being, which refers to the fact that the person is subjective believe life desirable, fun, and good. Diener (2009: 12-13) [4] suggests:

Definitions of well-being and happiness can be grouped into three categories. First, well-being has been defined by external criteria such as virtue or holiness. Second, social scientists have focused on the question of what leads people to evaluate their lives in positive terms. The third meaning of happiness comes closest to the way the term is used in everyday discourse-as denoting a preponderance of positive affect over adverse effect.

Next Prawitasari (2011: 235) [11] says for the Indonesians; subjective well-being seems as if it can only be achieved if people can meet basic needs such as food, clothing, shelter, and sex. In other words, subjective well-being is considered automatically completed when people already have jobs and regular income (mainly to meet basic needs) and can live in pairs. Within that framework, events outside of himself, especially the emotional reactions of others in social life, seem to be meaningless and do not affect their subjective well-being. The personal well-being of students from low-income families is thought to have a significant relationship to their learning motivation.

2. Method

This research uses a descriptive quantitative approach with correlational research method to see how big the relationship between subjective well-being with student learning motivation coming
from low-income family. The study population included students of SMP Negeri 25 and 19 Padang receiving low-income student assistance (BSM). These samples included 152. The instrument used was a psychological measurement scale, the scale of the Likert model. The analytical technique that is by determining the criteria of assessment of each data obtained which refers to the limits of Syaifuddin Azwar (2010: 108) [3] are:

Table 1. Data Assessment Criteria Subjective Well being and Student’s motivation to study

| Categorization      | Norm-formula                                      |
|---------------------|---------------------------------------------------|
| Very High (ST)      | \((\mu + 1.5 \text{ SD}) \frac{s}{d} X_{\text{max}}\) |
| High (T)            | \((M + 0.5 \text{ SD}) \frac{s}{d} (\mu + 1.5 \text{ SD})\) |
| Medium (S)          | \((M - 0.5 \text{ SD}) \text{ to } \mu + 0.5 \text{ SD}\) |
| Low (R)             | \((M - 1.5 \text{ SD}) \frac{s}{d} (\mu - 0.5 \text{ SD})\) |
| Very Low (SR)       | \(X_{\text{min}} \frac{s}{d} (\mu - 1.5 \text{ SD})\) |

3. Result and Discussion

The overall picture of the subjective well-being can be seen in the following tables and diagrams.

Diagram 1. Subjective Well-Being of Students from Low-income Families

The overall picture of student learning motivation can be seen in the following tables and diagrams.

Diagram 2. Student Motivation Motivated from Low-income Family
Hypothesis testing is done by using the formula *Pearson Product Moment Correlation analysis*. Therefore, the test requirements analysis performed on this research data is the test of normality and test linearity.

**Table 2. Test of Subjective Subjective Data Normality and Student Learning Motivation from Low income Family**

| Variable                        | Assynt. Sig. | Taraf Sig. | Information |
|---------------------------------|--------------|------------|-------------|
| Subjective Well being (X)       | 0.592        | 0.05       | Normal      |
| Learning Motivation (Y)         | 0.519        | 0.05       | Normal      |

Here is an overview of the results of the correlation test between subjective well-being and student learning motivation derived from low-income families who tested the correlation using the following table:

**Table 3. the subjects subjective correlation coefficient with learning motivation**

| Model | R    | R Square |
|-------|------|----------|
| 1     | .695 | .483     |

Predictors: (Constant), KS

The results obtained from the analysis of data amounting to 152 that the subjective correlation coefficient with learning motivation that is equal to $r_{xy} = 0.695$. Based on the guideline to provide an interpretation of the correlation coefficient with the value of $r$, then the relationship level is strong. Meaning there is a significant positive relationship between subjective well-being with learning motivation, meaning the higher Subjective Well being of students, the higher the learning motivation. Conversely, the lower the subjective well-being of the student, the lower the learning motivation. The Subjective Well being the contribution of students can be seen R square value of 0.483, which means the contribution of subjective well-being to the students’ learning motivation coming from low-income families that is equal to 48.3%. Based on the results of tests that have been done that there is a significant positive relationship between subjective well-being with student learning motivation coming from low-income families. In the following section will explain the discussion for each variable in the study.

The results of the descriptive analysis indicate that subjective well-being of students in the high category. The subjective well-being of the child is not only characterized by the wealth of his family, which is large or small, but rather the meaningfulness of his life such as life satisfaction, high positive affection, and lack of / neglect of negative affects. To further explore the research findings, the following described the subjective well-being of students who viewed from the satisfaction of life, positive affects and the absence of negative affects. The life satisfaction of students coming from low-income families can also be influenced by the utilization of leisure time. A student who can have his spare time well shows that he can make his life meaningful by doing things that are satisfactory. Of course, students also need support from the atmosphere of the environment and where he lives. As Hurlock (1997: 22) [5] reveals that, "High social values are emphasized in popularity, then people will be happy if they have the opportunity to establish social relationships. The environment that plays an important role in supporting the satisfaction of the students who come from low-income families is family. Regarding life satisfaction, the family is the most important source of satisfaction. As suggested by Diener and Mcgaran (in Larsen and Eid, 2008) [6] it is important to find family factors that contribute to subjective well-being. Positive relationships, both with father and mother, associated with higher subjective well-being and lower distress.
The Subjective Well being of the students regarding the positive affects they feel; the average student score is 16, 49 is in the high category. There are several factors that make an increase in positive affects from within the individual as optimists look at the future. People who are optimistic about the future feel happier and satisfied with their lives. Individuals who evaluate themselves in a positive way will have good control over their lives, thus having a positive dream and hope about the future (Ariati, 2010) [2] Based on these opinions, it is necessary to increase student optimism in looking at the future to improve subjective well-being. The results of the descriptive analysis indicate that the students' learning motivation coming from low-income families is in the high category with an average score of 100. Children who have high learning motivation should get full support from the government, especially regarding continuing education. Of course, children whose learning motivation is high if they are not supported by skills or educational expenses will simply be swallowed up by modernization that requires children to prioritize making money to meet the needs of life. So education has left behind. This triggers the number of unskilled and unemployed children of the nation.

The condition of students' motivation coming from low-income families regarding diligence in facing the task, the average student is in the high category with a score of 27.3. Persistence in learning and tasks that students do, one example is the student can work continuously in a long time, if the work in learning has not been completed then the student never stopped. This is very necessary for students in learning, because if it does not exist in students, then success in learning will not be achieved. Furthermore Muhibin (2010: 121) [8] states that "The characteristics of students who can affect student learning activities include: 1) background knowledge and level of knowledge, 2) learning styles, 3) age chronology, 4) maturity level, 5) spectrum And the sphere of interest, 6) socio-economic environment, 7) environmental and cultural barriers, 8) intelligence, 9) harmony and attitude, 10) learning achievement and 11) learning motivation." Based on that opinion, and learning motivation affect student learning outcomes.

Every individual does not exist the same. Individual differences are also what causes differences in learning behavior among students. According to Ahmadi and Supriyono (2004: 77) [1] learning difficulties is a situation in which students / students can not learn properly. This difficulty is not always due to a low intelligence factor but can also be caused by other factors. Students who have high learning motivation tend to be able to overcome the problems or difficulties faced in learning. Of all the students who became the sample of the study, the average learning motivation regarding interest in learning is in the high category. Students who are motivated to learn will continue to work even though the teacher leaves the class, does additional tasks, does not waste time, is active doing school work outside of school hours and seeks activities related to learning. The decrease in learning motivation in the students will cause the individual less eager to follow the learning process. Student learning motivation seen regarding independence, the average student is in the high category with a score of 22.92. Economic conditions can make children tend to be independent in learning because they are accustomed without the help of parents or awareness of the economic conditions that make it must be able to independently. Some students who come from low-income families have a high motivation to learn can be because he believes that the work he did independently at the moment will make him used to be independent. In this case, the child considers self-study or self-employment can produce positive effects for him.

The average score of students' learning motivation derived from low-income families who viewed from the aspect of his pleasure in working on the problem and not easy to let go of things that are believed to be in the category very high, i.e. 19.3. This proves that the students' motivation is very high about the fun aspects of working on the problems and not easy to let go of what they believe. This indicates students are optimistic and unyielding in learning. In general, people who are optimistic about the future felt happier and satisfied with life. Individuals who evaluate themselves in a positive way will have good control over their lives, so have a positive dream and hope for the future.
Schneider (in Ariati, 2010: 4) [2] states that psychological well-being will be created if the optimistic attitude possessed by individuals is realistic.

Murdani's research (2000) [9] suggests that to create a strong learning motivation, teachers should be able to choose a learning strategy that matches the nature of the message conveyed and the ability of each student. With the right strategy, students will be encouraged and eager to learn. Based on the findings of the study, obtained the number of Subjective Well being correlation coefficient with student learning motivation derived from low-income families is 0.695. Based on the guidelines for interpretation of the correlation coefficient with r value, the relationship level of the two variables is strong. That is, prosperity has a strong and significant relationship to learning motivation. Judging from the results of the data description, the findings that Subjective Well being and student learning motivation on average are in the high category. The high Subjective Well being of students coming from low-income families makes the students' motivation to be high.

4. Conclusion

Student subjective well-being is in the high category. From sub-variables review also belong to high category. This means that the subjective well-being of students coming from low-income families is high. Student learning motivation belongs to the high category. This means that there is an encouragement from within students to learn to achieve learning goals even from low-income families. There is a significant positive correlation between subjective well-being and student learning motivation from low-income families. These results give meaning that, if the subjective well-being of the students is high, then the students' learning motivation tends to be high.

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