

THE CORRELATION AMONG STUDENTS' SOCIOECONOMIC STATUS, LEARNING INTEREST, AND LEARNING EFFORTS AT ECONOMICS COLLEGE OF INDRAGIRI (STIE-I) RENGAT

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Abstract: Learning is a very fundamental element in the implementation of every type and level of education. The success of the students are depend on their learning process. Good learning process will produce good learning results. Because of that, the study focused in analyzing how was the students' learning process especially on learning interest and learning efforts based on their socioeconomic status. The objective of the study was to determine the correlation between students' socioeconomic status, students' learning interest and students' learning efforts. The study used a correlational study. The participants of the study were 34 college students of Economics College of Indragiri (STIE-I) Rengat which was taken by using cluster sampling. The data were collected using questionnaire and was analyzed using Spearman Correlation. The finding showed there was no significant correlation between students' socioeconomic status and learning interest, there was no significant correlation between students' socioeconomic status and learning efforts, there was a significant correlation between students' learning interest and learning efforts, there was no significant correlation among students' socioeconomic status, learning interest and learning efforts.

Keywords: Socioeconomic Status, Learning Interest, Learning Efforts

1. Introduction

Education is the most important thing in human life, because through education it will produce quality human resources. Because of its importance, every human being has the right to get education even becomes an obligation for humans to obtain or pursue education both for themselves and for others. Education will never end, education in general has the meaning of a life process in developing each individual to be able to live and carry on life. So being an educated or educated person is very important. Learning is one of the processes in education. Baharudin and Esa (2007:13) stated that learning is the efforts to get skill or science. In line with Cronbach in Syaiful (2002:13) said that learning is shown by change in behaviour as a result of experience. Learning means trying to gain intelligence or knowledge. Learning is an activity to achieve intelligence or knowledge. It is a process activity and it is a very fundamental element in the implementation of every type and level of education. Every child who participates in the education or learning process wants good grades. But to achieve this is not an easy thing. This is because the success of learning is strongly influenced by many factors, some of which are how the condition of their socioeconomic status, how is the condition of a person's interest in what he is learn and how is someone's efforts in learning. Socioeconomic status is the level of prestige that a person has based on the position he holds in a society based on work to meet his needs or circumstances that describe the position or

position of a family or community based on material ownership. Apart from being determined by material ownership, a person's socioeconomic status can be based on several elements of human interest in his life, status in community life, namely employment status, status in the kinship system, position status and religious status adopted. By having status, one can interact well with other individuals. Social status is a social condition that always undergoes changes through social processes. Social processes occur because of social interaction. Lisda (2020:85) said that socioeconomic conditions affect adequacy and the necessities of life and it is also considered that someone who has higher socioeconomic status in a society might be more respected. Therefore, students from wealthy families can have a great learning efforts and learning interest because the needs can be fulfilled such as powerful computers, reliable internet connectivity, space, books and supplies, as well as extracurricular educational support to make their children get concentration both in school and at home.

The success of the learning process, apart from being being influenced by teacher factors, is also influenced by students factors. Student behavior when following the learning process can indicate the student's interest in the learning or the same in reverse. Interest is a condition that reflects a relationship between something that is observed or experienced with someone's own desires or needs, in other words, there is a tendency for what a person sees and observes is something related to his wants and needs. Interest is a relatively permanent trait in a person. This interest has a huge influence on the purpose of the activities carried out by a person. On the other hand, without someone's interest it is impossible to do something, without effort or activity it is impossible to achieve a goal. It means that someone with high interest also has high efforts. Syaiful (2002:132) stated that interest can be expressed by students through statements of liking something more than others, active participation in an activity, giving greater attention to something that interests them regardless of others or focus.

Some of the students students think learning was difficult, because of the difficulties of learning, the students should have some efforts or activities which can be done in learning. Learning efforts are very important in teaching and learning interactions. In principle, learning is doing. Act to change behavior by doing activities. Efforts are process of activity followed by a change in behavior, as a result of interaction with the environment. Successful learning must go through various kinds of efforts or activities, both physical and psychological activities. Physical activity is an active student, active with limbs, making things, playing or working, he does not just sit and listen, watch or be passive. Students who have psychic activity are if their souls work or function in the context of learning. When a student is physically active, his soul is automatically active, and the same in reverse. Learning activities or efforts are student involvement in the form of attitudes, thoughts, attention in learning activities in order to support the success of the teaching and learning process and obtain benefits from these activities. Hornby (2000: 423) says that the efforts is the physical or mental that we need to do something. Some efforts which can be done by the students in learning are: listen the teacher explanations when lecturer explain to the materials, look at the object, read the books, write or make summary about the materials, remember or memorize the important part about the materials, and practice at college or at home.

The Economics College of Indragiri (STIE-I) Rengat was one of colleges in Indragiri Hulu regency. The Economics College of Indragiri (STIE-I) Rengat has 34 classes students with the total number of the students are more than 1.700. The Economics College of Indragiri (STIE-I) Rengat has a management study programme consist of four majors. They are financial management, entrepreneurial management, human resource management and regional development management.

Pertaining to preliminary research, even though the students have high interest in learning, but most of the students still have problem in learning especially in learning process or activities. The students of The Economics College of Indragiri (STIE-I) Rengat have high interest in learning, but they still seem less active in learning. That problem can be based on the background of the students or the other problems. Even though they have high interest in learning, but their efforts seem far from the target of the curriculum which expect the students are able to learn actively.

2. Literature Review

Socioeconomic Status

Socioeconomic according to Soerjono (2007:89) is the position of a person in society relates to other people in terms of the social environment, his achievements, and his rights and obligations in dealing with resources. According to Soerjono (2001:237) states that the main components of socioeconomic position include the size of wealth, size of power, the measure of honor, the measure of knowledge. Economic conditions play an important role in the education of a child.

According to Gerungan (2009: 196), the role of economic conditions in children's education holds a very important position. With an adequate economy, the material environment faced by children in their families is clearly wider, so they will have wider opportunities to develop skills that he cannot develop without the facilities and infrastructure. It can be concluded that socio-economic conditions are a position, position, title, ownership owned by an individual or group related to the level of education, income level, ownership of household assets, and the fulfillment of family and work needs that will greatly affect a person's social status. , groups or families in their community.

The following are some of the social factors of parents that can affect the development of children according to Gerungan (2009:199):

1. Whole family. What is meant by family integrity is the integrity within family structure, namely that the family consists of father, mother, and child. If one of the above family elements is not present, then incomplete family structure. Incomplete family effect negative impact on children's social development. This negative influence can affect a child's skills at school. In the assessment of psychologists, children from intact families scored better psychologically than children from intact families in terms of flexibility, adjustment, understanding of people and situations outside, and in terms of self-control.
2. Parents' attitudes and habits. Generally, the attitude of educating is authoritarian, overprotective, Parental rejection of children can be an obstacle for children's social development.
3. Child status. What is meant by child status is the child's status as the eldest child, youngest child or only child. In addition, the status of the child as a stepchild also affects the social interaction of the family. Parents' social factors can be carried over to the school environment if a student is not able to control his learning motivation and parents are not able to give more enthusiasm to the importance of learning.

The classification of socioeconomic status according to Coleman and Cressey in Sumardi (2004:76) are as follows:

1. Upper socioeconomic status
Is a social class that is at the top of the social level consisting of very rich people such as conglomerates, they often occupy the top position of power. in general and can meet the needs of life well
2. Lower socioeconomic status

It is a person's position in society that is obtained based on classification according to wealth and social status, where the assets owned and the social status they have are less than the average community in general and are unable to meet the needs of daily life.

While the level of socioeconomic status according to Arifin Noor in Sunarto (2004:88) divides social class into three groups, namely:

1. Upper class

The upper class comes from the rich, such as the conglomerates, executive groups, and so on.

2. Middle class

The middle class is usually identified by professionals and shop owners and smaller businesses.

3. Lower class (lower class)

The lower class is the group that earns income or receipts in return for their work which amounts to far less than their basic needs. Every family in the community certainly has a different and varied socio-economic status. Ownership of wealth, position held, occupation owned, and level of education will characterize the socioeconomic status of each family.

According to Tiara (2020) The middle class is the socioeconomic level between the lower and upper classes. There are several groups within the middle class in Indonesia which are divided based on the level of expenditure per month, they are:

1. Poor middle

The average money spent by people with a Poor-middle level is around Rp. 1,000,000.

2. Aspirant-middle

The average amount of money spent by people with a middle-level Aspire ranges from Rp. 1,000,000 to Rp. 1,500,000.

3. Emerging-middle

The average money spent by the Emerging-middle level community is between Rp. 1,500,000 to Rp. 2,000,000.

4. Middle

The average money spent by people with Middle level ranges from Rp. 2,000,000 to Rp. 3,000,000.

5. Upper-middle

The average money spent by people at the Upper-middle level ranges from Rp. 3,000,000 to Rp. 5,000,000.

6. Affluent

The average money spent by people with Affluent levels ranges from Rp. 5,000,000 to Rp. 7,500,000.

7. Elite

The average money spent by people with Elite level is around Rp. 7,500,000.

Learning Interest

The definition of interest according to Slameto (2010:180) is a feeling of liking and attraction to a thing or activity, without anyone telling and tending to pay greater attention to the thing or activity. According to Agus (2004:92) interest as unintentional concentration is born with fullness will and depends on talent and environment. According to Djoko (2011:21) a strong interest in cause serious persistent effort and not easily discouraged in face challenges. If a student has a desire to learn, he will quickly understand and remember it. Interest function for children's lives, one of which is interest as a driving force strong and achievement is always influenced by the type and intensity of interest. In line with Abu and Supriyono (2004:83)

there is no interest in someone to a lesson will cause learning difficulties. And Oemar (2010:33) Learning with interest will encourage students to learn better than study without interest. However, interest without good efforts then learning is also difficult to succeed.

Based on the description of some of the opinions above, it can be concluded that interest is one of the important factors in learning process. Interest in learning can be defined as the student's self-interest in learning process as a form of willingness to carry out a learning activity characterized by the emergence of feelings of pleasure, attention, and activity in carry out these activities. Learning based on interest will provide motivation separate for students to be more active and diligent in learning process so that the subject matter can be more easily absorbed and understood by students student. Therefore, growing interest in learning in students is very important.

Learning Efforts

A learning activity can be said to be efficient if the desired learning achievement can be achieved with minimal effort. Muhibbin (2006:134) said that effort is everything that is used to get satisfactory learning outcomes such as energy and thoughts, time, learning equipment, and other things that are relevant to learning activities. We need energy, thoughts, time, learning tools in listening to teacher explanations, paying attention or looking at the blackboard, reading books, writing or summarizing learning materials, remembering or memorizing, and practicing learning materials at school or at home. Activities in learning will make changes in students. If students make maximum efforts or study hard, it will affect their ability to learn.

According to Syaiful (2002:13) learning is a series of activities or mental and physical activities to get changes in behavior as a result of experience and interaction with the environment that has a relationship with cognitive, affective and psychomotor. He explained that some activities in learning are listening, watching, writing, reading, thinking, and practicing.

1. Listening

Listening is one of the learning activities. When the teacher explains or explains about a subject matter, each student must listen to what the teacher says. Students must be good listeners in order to concentrate in the learning process.

2. Watching

To look is to direct one's eyes to an object. The activity of seeing is closely related to the eye, because the eye has an important role in seeing. Without eyes we cannot see anything. In education, viewing activities are included in learning activities. In the classroom, students look at the writing on the blackboard written by the teacher, it will give an impression and then it will be stored in the brain.

3. Writing

Writing is an activity that cannot be separated from learning activities. Writing activities are often used in traditional learning. Even though at one time a student had to listen to an explanation from a teacher, he could not ignore that writing was an important activity. Each student has his own way of writing material and in choosing the important parts in a lesson. Every student has a certain way of taking notes. Likewise in choosing learning points that are considered important. Taking notes or summarizing can help students remember or repeat the subject matter. We can make a summary from a book, article, research result or from the teacher's explanation.

4. Reading

Reading activity is the most activity that we have to do in learning at school or in college. What is meant by reading here is not only reading books, but also reading magazines,

newspapers, journals, research results, notes on learning outcomes and other things related to learning needs. If learning is something we do to gain knowledge, then reading is a way to get that knowledge. To gain knowledge we have to read more. Reading is synonymous with seeking knowledge in order to be smart, and ignoring this reading activity is foolishness.

5. Thinking

Remembering is a psychological ability to learn, store, and remember things. Remembering or memorizing is one of the learning activities. Remembering is entering learning material in memory so that it can be brought back.

6. Practicing

Learning while acting is a learning concept that requires a unified effort to get impressions by doing. Learning by doing in this case includes practice. Exercise is a good way to strengthen memory. For example, a student who studies mathematical formulas or grammar formulas in English, it is likely that these formulas will be easily forgotten if they are not supported by practice. By doing a lot of practice, the impressions received will be more functional. Therefore, practice or practice can support learning optimally.

Research Model

Based on the description above, the research model can be designed as follows:

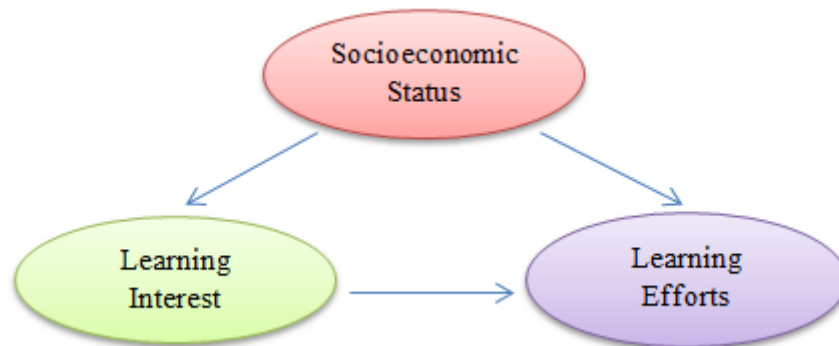


Figure : 1. Research Model

Hypothesis

Based on the background of the problem, the research hypothesis were formulated as follows: Hypothesis 1: there is a significant correlation between students' socioeconomic status and students' learning interest.

Hypothesis 2: there is a significant correlation between students' socioeconomic status and students' learning efforts.

Hypothesis 3: there is a significant correlation between students' learning interest and students' learning efforts.

Hypothesis 4: there is a significant correlation among students' socioeconomic status, learning interest and learning efforts.

3. Method

The method of this study was correlational study. It was one of methods that correlate between one variable to other variables for the purpose of describing existing condition and the result of the correlation between variables. Husein (2009) said that the correlational study is the research which is made for determining a correlation level of different variables in a

population. Fox (1969) in Husein (2007) said that the different characteristic is the efforts (activities) for determine correlation and not only description. The correlational study is designed and applied in order to match the three variables which discussed on this research, therefore this method was used in this research.

The population of the study was the third semester students of The Economic College of Indragiri (STIE-I) Rengat in 2021/2022 academic year. The population consist of 8 classes with the total number of students were 377 students. The subject of this study was one class consist of 34 students choosen by using cluster sampling. Parmjit (2006:128) said that cluster sampling refers to randomly selected groups have similar characteristics. The data were collected in this research was ordinal. The data analyzed using SPSS Statistic 26.

4. Results and Discussion

This study used questionnaire to collect the data. The questionnaire was to present all the data needed about the students' socioeconomic status, learning efforts and learning interest. The students' socioeconomic status were devided in to seven categories they are elite, affluent, upper-middle, middle, emerging-middle, aspirant-middle and poor-middle. The students' learning interest and learning efforts were divided in to five categories. They are very high, high, middle, low and very low.

Table 1. Frequency of students' socioeconomic status

| Classification | Range | Frequency | Percentage |
|-----------------|-----------------------|-----------|------------|
| Elite | > 7,500,000 | - | - |
| Affluent | 5,000.000 – 7,500,000 | 2 | 5.88 % |
| Upper-middle | 3,000,000 – 5,000,000 | 5 | 14.70 % |
| Middle | 2,000,000 – 3,000,000 | 8 | 23.53 % |
| Emerging-middle | 1,500,000 – 2,000,000 | 5 | 14.70 % |
| Aspirant-middle | 1,000,000 – 1,500,000 | 9 | 26.47 % |
| Poor-middle | < 1,000,000 | 5 | 14.70 % |
| Total | | 34 | 100% |

Based on the table above, 26.47% students in range aspirant-middle and 23.53% students in range middle. It was indicated that most of the students' socioeconomic status were aspirant-middle and middle.

Table 2. Frequency of students' learning interest

| Classification | Score | Frequency | Percentage |
|----------------|----------|-----------|------------|
| Very High | 90 – 100 | 19 | 55.88 % |
| High | 80 – 89 | 11 | 32.35 % |
| Middle | 70 – 79 | 4 | 11.76 % |
| Low | 60 – 69 | - | - |
| Very Low | 0 – 59 | - | - |
| Total | | 34 | 100% |

Based on the table above, 55.88% students in range very high and 32.35% students in range high. It was indicated that most of the students' interest were very high and high.

Table 3. Frequency of students' learning efforts

| Classification | Score | Frequency | Percentage |
|----------------|----------|-----------|------------|
| Very High | 90 – 100 | 3 | 8.82 % |
| High | 80 – 89 | 13 | 38.23 % |
| Middle | 70 – 79 | 12 | 35.29 % |

| Classification | Score | Frequency | Percentage |
|----------------|---------|-----------|------------|
| Low | 60 – 69 | 6 | 17.65 % |
| Very Low | 0 – 59 | - | - |
| Total | | 34 | 100% |

Based on the table above, 38.23% students in range high and 35.29% students in range middle. It was indicated that most of the students' efforts were high and middle.

Table 4. Students' socioeconomic status, learning interest and learning efforts

| No | Socioeconomic Status | Score | Learning Interest | Score | Learning Efforts | Score |
|----|----------------------|-------|-------------------|-------|------------------|-------|
| 1 | Aspirant-middle | 29 | Very High | 93 | High | 80 |
| 2 | Upper-middle | 71 | High | 87 | Low | 67 |
| 3 | Affluent | 86 | Middle | 77 | Middle | 73 |
| 4 | Upper-middle | 71 | High | 83 | Low | 63 |
| 5 | Aspirant-middle | 29 | High | 87 | High | 85 |
| 6 | Aspirant-middle | 29 | Very High | 97 | High | 82 |
| 7 | Emerging-middle | 43 | Very High | 90 | High | 82 |
| 8 | Emerging-middle | 43 | Very High | 100 | Very High | 93 |
| 9 | Upper-middle | 71 | High | 83 | High | 80 |
| 10 | Emerging-middle | 43 | Very High | 100 | High | 80 |
| 11 | Middle | 57 | Very High | 100 | High | 80 |
| 12 | Aspirant-middle | 29 | Middle | 73 | Low | 65 |
| 13 | Poor-middle | 14 | High | 80 | Low | 65 |
| 14 | Aspirant-middle | 29 | Middle | 77 | Low | 68 |
| 15 | Affluent | 86 | Very High | 93 | Middle | 78 |
| 16 | Middle | 57 | Very High | 90 | Middle | 75 |
| 17 | Poor-middle | 14 | High | 87 | High | 80 |
| 18 | Middle | 57 | Very High | 97 | Very High | 90 |
| 19 | Upper-middle | 71 | High | 87 | Middle | 70 |
| 20 | Poor-middle | 14 | Very High | 93 | High | 87 |
| 21 | Aspirant-middle | 29 | High | 87 | Middle | 70 |
| 22 | Poor-middle | 14 | Very High | 97 | High | 82 |
| 23 | Aspirant-middle | 29 | High | 80 | Middle | 72 |
| 24 | Poor-middle | 14 | Very High | 90 | Middle | 78 |
| 25 | Middle | 57 | Very High | 93 | High | 82 |
| 26 | Middle | 57 | High | 87 | Middle | 77 |
| 27 | Upper-middle | 71 | Very High | 90 | Middle | 73 |
| 28 | Emerging-middle | 43 | Very High | 97 | High | 85 |
| 29 | Aspirant-middle | 29 | Very High | 90 | Middle | 77 |
| 30 | Middle | 57 | Middle | 73 | Low | 63 |
| 31 | Middle | 57 | High | 87 | High | 82 |
| 32 | Emerging-middle | 43 | Very High | 90 | Middle | 77 |
| 33 | Aspirant-middle | 29 | Very High | 100 | Very High | 90 |
| 34 | Middle | 57 | Very High | 97 | Middle | 73 |

Table 5. The result of the data correlation

| | | Socioeconomic | Learning Interest | Learning Efforts |
|----------------|-------------------|-------------------------|-------------------|------------------|
| Spearman's rho | Socioeconomic | Correlation Coefficient | 1.000 | -.087 |
| | | Sig. (2-tailed) | . | .627 |
| | | N | 34 | 34 |
| | Learning Interest | Correlation Coefficient | -.087 | 1.000 |
| | | Sig. (2-tailed) | .627 | . |
| | | N | 34 | 34 |
| | Learning Efforts | Correlation Coefficient | -.224 | .714** |
| | | Sig. (2-tailed) | .202 | .000 |
| | | N | 34 | 34 |

The explanation based on the result of the data correlation analysis from the statistical results is as follows:

H1. The correlation between students' socioeconomic status and students' learning interest.

The result showed that sig. (2-tailed) 0.627 is bigger than 0.01. It means that H_a is refused and H_o is accepted. It can be concluded that there is no significant correlation between students' socioeconomic status and students' learning interest.

H2. The correlation between students' socioeconomic status and students' learning efforts.

The result showed that sig. (2-tailed) 0.202 is bigger than 0.01. It means that H_a is refused and H_o is accepted. It can be concluded that there is no significant correlation between students' socioeconomic status and students' learning efforts.

H3. The correlation between students' learning interest and learning efforts.

The result showed that sig. (2-tailed) 0.000 is smaller than 0.01. It means that H_a is accepted and H_o is refused. It can be concluded that there is a significant correlation between students' learning interest and students' learning efforts.

H4. The correlation among students' socioeconomic status, learning efforts and learning interest.

The result showed that sig. (2-tailed) 0.202 and 0.627 are bigger than 0.01. It means that H_a is refused and H_o is accepted. It can be concluded that there is no significant correlation among students' socioeconomic status, students' learning interest and learning efforts.

5. Conclusion

The research finding showed that the students' socioeconomic status were categorized aspirant-middle, students' learning efforts were categorized high and students' learning interest were categorized very high. The result of the data analysis showed that there is no significant correlation between students' socioeconomic status and students' learning interest, there is no significant correlation between students' socioeconomic status and students' learning efforts, there is a significant correlation between students' learning interest and students' learning efforts, and there is no significant correlation among students' socioeconomic status, students' learning interest and learning efforts.

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