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DESCRIPTIVE OF QUANTITATIVE DATA | SUPPLEMENTARY

The Influence of Character Building and Parents Economic Conditions on Student Learning Achievement

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Abstract: Based on the observations, it was found that a significant number of eighth-grade students at SMP Negeri 1 Alasa demonstrate low academic achievement, as evidenced by their test scores not meeting the Minimum Competency Criteria (KKM). Additionally, many students in this grade frequently fail to complete homework and exhibit a lack of motivation during the learning process. This study aims to analyze the influence of Character building and parental economic conditions on the academic performance of eighth-grade students at SMP Negeri 1 Alasa in 2024. The research employed a quantitative methodology. The findings indicate that Character building, in isolation, has a significant impact on the academic performance of eighth-grade students at SMP Negeri 1 Alasa, with a t-value of 2.231, which exceeds the critical t-value of 1.673. On the other hand, parental economic conditions do not have a significant effect on students' academic achievement when considered independently. This is evidenced by a t-value of -0.084, which is below the critical t-value of 1.673. Thus, students can achieve academic success regardless of their parents' lower economic status, and wealthier parents do not necessarily guarantee improved academic performance in their children.

Keywords: Character building, Economic Conditions, Learning Achievement.

1. INTRODUCTION

Education is a critical aspect in supporting various human activities. Through education, individuals can be nurtured to develop their inherent potential, with the ultimate goal of shaping educated individuals who can fully realize their capacities. Thus, the primary purpose of education is to produce learners who are not only intellectually capable but also responsible and virtuous as human resources. This aligns with the provisions of the Indonesian Law No. 22 of 2023 on the National Education System, Chapter II, Article 3, which states that public schools are equipped to enhance abilities, shape character, and foster the advancement of virtuous individuals. These efforts aim to educate the nation and form students who are devout, morally upright, resilient, skilled, innovative, and law-abiding citizens. The standards of character building are designed to teach students to think critically, uphold moral values, and possess the courage to do what is right in the face of challenges (Ependi et al., 2023). The lack of interaction with parents, teachers, peers, and the surrounding environment is often a contributing factor to poor character building. Character can also be developed through direct learning experiences or by observing others. Therefore, it is crucial for educators to instill positive habits in children from an early age, particularly at the preschool level (Anisyah et al., 2023).

Character building plays a vital role in cultivating intellectual, emotional, and moral intelligence, which is shaped through the active involvement of those responsible for education. Character building

cannot be left to function without the collective efforts of all stakeholders in the educational process (Sapdi, 2023).

Character building is not merely about teaching the distinction between right and wrong; it goes beyond that. Character building aims to instill habitual behaviors that help students understand what is right and wrong, feel the value of goodness, and become accustomed to practicing it in their daily lives. Effective Character building, therefore, must encompass not only knowledge but also the ability to internalize and consistently demonstrate good behavior. It emphasizes the importance of habits that are practiced continuously over time. A person's character is usually reflected in their interactions with parents, teachers, peers, and the environment. Character can also be shaped through direct learning experiences or by observing others. A child's character can be observed through their behavior, such as religious values demonstrated by regular worship, praying before studying and eating, respecting parents and teachers, showing care for friends, and being polite. Honesty is shown by not cheating during exams, refraining from stealing, and admitting mistakes. Tolerance is exhibited by respecting other religions and living harmoniously with people of different faiths. Discipline is reflected in obedience to school rules and participation in flag ceremonies. Friendliness or communicativeness is demonstrated by respecting others' opinions, avoiding conflicts, and befriending anyone. Environmental awareness is shown by not littering, reducing plastic use, and maintaining cleanliness. Social care is expressed by helping friends in need, standing up for what is right, and avoiding mockery. Responsibility is reflected in taking learning seriously and completing tasks assigned by teachers (Lesmana et al., 2024).

The implementation of Character building in schools follows the guidelines of the Ministry of National Education Circular No. 1860/TU/2011, which aims to prevent the decline of students' moral values. Observations at SMP Negeri 1 Alasa reveal that many students still display low levels of character development. This moral decline is evident in behaviors such as using foul language, dishonesty, disrespect towards others, including parents and teachers, and treating skipping school as an achievement. In some cases, students' actions have led to criminal behavior. Numerous examples show students behaving in ways that contradict the values taught through Character building. This moral degradation among students demonstrates that their lack of ethical behavior is a collective responsibility. In addition to Character building, another factor that influences students' academic performance is the economic condition of their parents. Hani & Dewi (2024) argue that "When children grow up in impoverished families, their basic needs are not adequately met, which can affect their health and, consequently, disrupt their learning." On the other hand, sufficient economic resources provide children with greater opportunities to develop a wider range of skills. The economic condition of parents is crucial for a child's development, as their socioeconomic status plays a significant role in supporting the learning process. Children in families with adequate financial resources have more opportunities to explore their talents, which may not flourish without the necessary infrastructure (Makalalag et al., 2023). Factors such as parents' occupation or profession, housing conditions, location, and sources of income are indicators of their financial situation. An individual's income, measured by their ability to meet family needs, reflects the economic status of their household (Sholihah et al., 2023). Families with a higher socioeconomic status generally do not face significant difficulties in meeting their children's educational needs, unlike families with lower socioeconomic status. For instance, children often require learning resources, which can sometimes be expensive. If these needs are not met, it can become a barrier to the child's learning process. Parents from lower socioeconomic backgrounds tend to have less authority, experience indecision, and may lack organizational skills. They are often absent, apathetic, and unable to respond effectively to family challenges (Wiryawan, 2023).

The socioeconomic factors of a family also play a crucial role in determining the development and education of children. A child's access to education is always linked to the family's economic condition, measured by per capita income. The social and economic status of a family serves as the foundation for the success of their children's education. With sufficient economic resources, all educational needs can be met, which can lead to improved academic performance. Conversely, financial hardship within a family can negatively impact a child's motivation to learn. Salsabil and Rianti (2023) emphasize that "economics is a determinant of educational success." This statement illustrates that education requires strong economic support, and a solid education can, in turn, foster economic stability. Economics is a fundamental component of education, and quality education can only be achieved with adequate financial backing. The role of economics in education is to drive the continuity of a child's learning process. A family's economic condition reflects its financial capability to meet the needs of its members (Yansyah et al., 2024).

Parents with sufficient economic resources are able to finance and provide educational facilities that support their children's learning process. On the other hand, parents with limited financial means may struggle to provide adequate educational support. This indicates that students' academic performance can be influenced by their parents' economic situation. In essence, every child has the right to equal opportunities to achieve their dreams. However, in reality, students do not always have the same opportunities in terms of physical ability, intellectual potential, learning styles, and economic conditions, which often highlight the differences between one student and another (Isaroh & Pujianto, 2023). Parents' economic conditions are one of the external factors that contribute to students' academic outcomes. Success in learning is not solely dependent on the school; parents also play a crucial role in shaping academic success. Students at SMP N 1 Alasa come from households with varying levels of resources that support their education. For instance, some students live in homes owned by their families, while others live with relatives. Some students rely on public transportation to get to school, while others use motorcycles or walk.

The excellent academic performance is achieved through discipline, confidence, and independence, along with parental support. Therefore, Character building that fosters these qualities—discipline, self-confidence, and independence—is essential for students. Academic achievement will improve if Character building is implemented effectively. The national goal of education is to produce students who are both academically successful and morally sound (Badrudin et al., 2024). The standards of Character building aim to teach students to think critically, uphold moral principles in their lives, and have the courage to do what is right when facing challenges (Khoirroni et al., 2023). Academic performance is the primary measure used to assess an individual's success. According to Eliyanti et al. (2023), "Academic performance is the outcome achieved by students when they participate in and complete assignments and learning activities at school." Academic performance is the result of evaluating cognitive, affective, and psychomotor aspects after students undergo the learning process, assessed using relevant testing instruments. Achievement is always tied to the execution of an activity. Academic performance cannot be separated from the learning process; learning is the process, while academic performance is the outcome. Students acquire knowledge and skills from the subjects they study as a result of their learning process. These outcomes are typically expressed as grades in a report card, which reflects the level of students' mastery of knowledge and skills.

Observations conducted at SMP Negeri 1 Alasa reveal that many students still exhibit low academic performance, as evidenced by several students scoring below the Minimum Competency Criteria (KKM) set by the school. This indicates a lack of understanding of the material and a low level of motivation to learn. Furthermore, students often cause disruptions in class, pay little attention to the teacher during lessons, complete homework during class time, and, in some cases, fail to submit

homework, citing the lack of a student worksheet (LKS) as an excuse. Teaching and learning activities are the core of the educational process, typically carried out in schools, though in essence, they can take place anywhere and at any time. The success of educational goals largely depends on effective transactional communication between teachers and students, as well as parental support, to achieve the learning objectives that have been set

2. RESEARCH METHODS

The approach used in this research is a quantitative approach. Quantitative research methods are based on the philosophy of positivism, aiming to examine a specific issue from a particular phenomenon. This research is conducted on a specific population or sample, where sampling techniques are generally carried out randomly. Data collection is performed using research instruments, and data analysis is quantitative or statistical in nature, with the goal of testing the established hypothesis. Research variables refer to anything determined by the researcher to be studied in order to obtain information, which then forms the basis for drawing conclusions (Sari et al., 2023). In this study, there are two types of variables: dependent variables (Y) and independent variables (X). Independent variables are often referred to as "free variables" in Indonesian, while dependent variables are called "bound variables." An independent variable is one that influences or causes changes in the dependent variable, whereas the dependent variable is affected by or results from the independent variable. In this study, the dependent variable is academic achievement (Y), and the independent variables are Character building (X1) and the parents' economic condition (X2). The population is defined as the generalization area consisting of objects or subjects with specific qualities or characteristics, determined by the researcher for study, from which conclusions are drawn (Amin et al., 2023). The population in this study includes all eighth-grade students at SMP Negeri 1 Alasa for the 2023/2024 academic year, totaling 140 students. The sample is a subset or representative portion of the population that is studied. Sampling must be representative, meaning it should adequately reflect the population. To obtain a representative sample, certain techniques are employed. In this study, the sample size is determined using the Slovin formula (Santoso, 2023).

$$n = \frac{N}{1 + N \cdot e^2}$$

Information:

n = Portion size

N= Sample quantity size

e = percent of inaccuracy due to sampling errors
that are still estimated or desired, namely 0,1

Because the population is 140 students, the sample obtained is:

$$\begin{aligned} &= 140 / (1 + 140 \cdot (0,1)^2) \\ &= 140 / (1 + (140 \times 0,01)) \\ &= 140 / (1 + 1,4) \\ &= 58 \end{aligned}$$

Based on the sample calculation above, the number of students included in the study is 58, as determined from the calculated sample size. In this study, the researcher utilized instruments to collect data, specifically through questionnaires and documentation methods. Data collection techniques

refer to the procedures used to obtain the necessary data for the research. The techniques employed in this study include the use of questionnaires and documentation.

Data analysis involves processing the collected data, which is then presented in the form of a research report. In this study, the data were analyzed using various statistical tests, such as validity tests, reliability tests, normality tests, homogeneity tests, multiple linear regression analysis, coefficient of determination, t-test (student), and f-test (fisher). The research was conducted at SMP Negeri 1 Alasa Nias Utara, located in Ombolata Village, Alasa District, North Nias Regency

3. RESEARCH RESULTS AND DISCUSSION

3.1 Research Results

This research sampled eighth-grade students at SMP Negeri 1 Alasa for the Social Studies subject, using instruments with a total of 58 students representing each class. Data collection was conducted through the distribution of questionnaires and documentation. A total of 58 questionnaires were distributed. The presentation of respondent identity data aimed to provide an overview of the respondents' profiles. From the completed questionnaires, data on Character building and parental economic conditions were obtained. The validity test was used to assess whether the questionnaire was valid. A questionnaire is considered valid if its statements are capable of measuring the intended variables. An instrument is deemed valid if the significance value is < 0.05 , and it is considered invalid if the significance value is > 0.05 . In this study, the validity test was conducted using SPSS version 25. Reliability is a tool used to measure the consistency of a questionnaire, which serves as an indicator of the variables or constructs being studied. A questionnaire is considered reliable if the respondent's answers to the statements are consistent or stable over time:

Table 1. Reliability Test

Variable	Value Crobach Alpha	Item
X1	0,894	24
X2	0,641	8

Based on the presentation of Table 1, all research variables are declared reliable, as the reliability test results show that the Cronbach's Alpha values for each variable are greater than 0.6. This indicates that all variables can be used for further data analysis. According to Ghozali (2016), descriptive statistics are used to provide an overview of the distribution, mean, standard deviation, maximum, and minimum values for each variable, namely Character building and parental economic conditions. The following are the results of the descriptive statistics conducted.

Table 2. Descriptive statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Character building	58	69,00	96,00	85,3793	7,35283
Family economic condition	58	11,00	24,00	16,1379	3,68233
Learning Achievement	58	75,00	97,00	85,4828	6,38870
Valid N (listwise)	58				

Based on the table 2, it can be seen that the lowest value (minimum) for the Character building variable is 69.00, while the highest value (maximum) is 96.00. The average (mean) for Character building is 85.3793, with a standard deviation of 7.35283, which is smaller than the mean. Therefore, it can be concluded that the data dispersion for the Character building variable is good. For the

parental economic condition variable, the lowest value (minimum) is 11.00, and the highest value (maximum) is 24.00, with an average of 16.1379 and a standard deviation of 3.68233, which is also smaller than the mean. This indicates that the data dispersion for the parental economic condition variable is good. Regarding the academic achievement variable, the lowest value (minimum) is 75.00, and the highest value (maximum) is 97.00. The average academic achievement is 85.4828, with a standard deviation of 6.38870, which is smaller than the mean. Thus, the data dispersion for the academic achievement variable is considered good. The normality test in this study was conducted using the Kolmogorov-Smirnov (K-S) test. The decision criterion is based on the significance value (Sig): if the Sig value is greater than 0.05, the data is normally distributed, whereas if the Sig value is less than 0.05, the data is not normally distributed.

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		58
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,97911947
Most Extreme Differences	Absolute	,104
	Positive	,104
	Negative	-,089
Test Statistic		,104
Asymp. Sig. (2-tailed)		,183 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table 3, the results of the normality test using the Kolmogorov-Smirnov test show that the Asymp. Sig. (2-tailed) value for the residuals is 0.183, which is greater than 0.05. This indicates that the residuals of the research data are normally distributed. Therefore, the regression model is appropriate and can be used in this study. The homogeneity test is a statistical procedure designed to determine whether two or more data sets come from populations with the same variance. The decision criterion for the homogeneity test is as follows: if the significance value (sig.) is less than 0.05, the variances of two or more population groups or data samples are not homogeneous. Conversely, if the significance value (sig.) is greater than 0.05, the variances of two or more population groups or data samples are homogeneous. The results of the homogeneity test are presented below.

Table 4. Homogeneity Test Results

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
X1	Between Groups	527,188	6	87,865	1,754	,127
	Within Groups	2554,467	51	50,088		
	Total	3081,655	57			
X2	Between Groups	68,498	6	11,416	,827	,555
	Within Groups	704,398	51	13,812		
	Total	772,897	57			

Based on the presentation of Table 4, all research variables are declared homogeneous, as the homogeneity test results show that each variable has a significance value greater than 0.05. This indicates that all variables can be used for further data analysis. Multiple linear regression analysis is used to measure the influence of the dependent variable, namely academic achievement, on several

independent variables, namely Character building and parental economic conditions. The following are the results of the multiple linear regression test.

Table 5. Multiple Linear Regression Analysis Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	64,183	10,904		5,886	,000
	Character building	,253	,113	,291	2,231	,030
	Parents' Economic Conditions	-,019	,226	-,011	-,084	,934

a. Dependent Variable: prestasi belajar

Based on the equation above, several interpretations can be made as follows:

1. The constant (a) value of 64.183 indicates that if the independent variables, namely Character building and parental economic conditions, remain constant or unchanged (equal to zero), the students' academic performance will be at 64.183.
2. The regression coefficient for the Character building variable is 0.253, meaning that if other independent variables remain unchanged and Character building increases by 1%, academic performance will increase by 0.253 units. This positive coefficient indicates a positive relationship between Character building and academic performance. The better the Character building, the higher the students' academic achievement.
3. The regression coefficient for the parental economic condition variable is -0.019, indicating that if other independent variables remain unchanged and parental economic conditions increase by 1%, academic performance will decrease by 0.019 units. This negative coefficient suggests a negative relationship between parental economic conditions and academic performance. The higher the parental economic status, the more likely students' academic performance will decline.

According to Ghazali (2018), the coefficient of determination (R^2) is used to measure how well the model explains the variation in the dependent variable. The adjusted R^2 value ranges between zero and one. A low R^2 value, or below 0.5, indicates that the independent variables have a very limited ability to explain the variation in the dependent variable. The results of the coefficient of determination test can be seen in the following table 6. In carrying out their duties, employees are entitled to various rights, such as receiving wages and job protection. Within the company, employees also have several obligations that must be fulfilled. According to legislation, some of these obligations include maintaining professional relationships, performing work in accordance with their responsibilities, ensuring order to sustain production continuity, expressing their desires democratically, developing their skills and expertise, contributing to the advancement of the company, and advocating for the welfare of themselves and their families (Indonesian Law, 2003). According to the Ministry of Manpower Regulation Number 35 of 2021, employees are classified into different types based on their employment status as follows:

Table 6. Results of Determination Coefficient Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,293 ^a	,086	,053	6,218

a. Predictors: (Constant), economic condition of parents, Character building

Based on Table 6, several conclusions can be drawn as follows:

1. The R value of 0.293 indicates that the correlation or relationship between the dependent variable, academic achievement, and the independent variables, Character building and parental economic conditions, is 29.3%.
2. The Adjusted R Square value, or the coefficient of determination, is 0.053, meaning that 5.3% of the variation in academic achievement can be predicted by Character building and parental economic conditions, while the remaining 94.7% is explained by other variables not examined in this study.
3. There are two options: using the R Square or the Adjusted R Square value. When there are more than two variables, the Adjusted R Square is used. Therefore, in this study, the coefficient of determination is 5.3%.
4. The standard error of the estimate is 6.218, indicating that the level of interpretation error in the multiple linear regression model in this study is 6.218.

The individual parameter significance test (t-test) is conducted to determine whether an independent variable (Character building and parental economic conditions) has a significant partial effect on the dependent variable (academic achievement). A regression coefficient is considered significant if the absolute value of t-statistic > t-table or the significance (probability) value is < α = 5%. With $n = 58$, $k = 2$, and degrees of freedom (df) = 55 ($58 - 2 - 1$). The results of the test are presented in the table below.

Table 7. T-Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	64,183	10,904		5,886	,000
	Character building	,253	,113	,291	2,231	,030
	Parents' Economic Conditions	-,019	,226	-,011	-,084	,934
a. Dependent Variable: Learning Achievement						

Based on Table 7, the results of the t-test can be explained as follows:

1. The test results for the effect of Character building on academic achievement show a t-value of 2.231, which is greater than the t-table value of 1.673. The significance level is 0.030, which is smaller than the 5% significance threshold. Therefore, it can be concluded that Character building has a significant partial effect on academic achievement. As a result, the first hypothesis stating that "Character building has a significant partial effect on academic achievement" is accepted.
2. The test results for the effect of parental economic conditions on academic achievement show a t-value of -0.084, which is smaller than the t-table value of 1.673. The significance level is 0.934, which is greater than the 5% significance threshold. Therefore, it can be concluded that parental economic conditions do not have a significant partial effect on academic achievement. As a result, the second hypothesis stating that "parental economic conditions have a significant partial effect on academic achievement" is rejected.

The simultaneous test (F-test) is used to determine whether all independent variables, namely Character building and parental economic conditions, included in the regression model have a simultaneous effect on the dependent variable, which is academic achievement. The F-test is conducted by comparing the calculated F-value with the F-table value. If the calculated F-value is greater than the F-table value, (H_0 is rejected, and H_3 is accepted). If the significance level is less than

0.05, H_0 is rejected, and H_3 is accepted. With $n = 58$; $k = 2$; $df = 55$ ($58 - 2 - 1$). The test results can be seen in the table 8.

Table 8. F-Test

ANOVA*						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	199,919	2	99,960	2,585	,085 ^b
	Residual	2126,564	55	38,665		
	Total	2326,483	57			
a. Dependent Variable: Learning Achievement						
b. Predictors: (Constant), economic condition of parents, Character building						

From the table 8, it is shown that the calculated F-value of 2.585 is smaller than the F-table value of 3.16, and the resulting significance value of 0.085 is greater than 0.05. This means that H_0 is accepted, and H_3 is rejected. Therefore, it can be concluded that Character building and parental economic conditions do not have a significant simultaneous effect on academic achievement. In other words, the third hypothesis stating that "Character building and parental economic conditions simultaneously have a significant effect on academic achievement" is rejected.

3.2 Discussion

Based on the results of the t-test for the Character building variable, the t-value is 2.231, which is greater than the t-table value of 1.673, so H_1 is accepted, with a significance value of 0.030, which is less than 0.05. This indicates that Character building has a significant effect on academic achievement. The research findings show that Character building has a positive impact on academic performance, where better Character building leads to improved academic achievement. Character building instills habits about what is good, helping students understand the difference between right and wrong, appreciate good values, and practice them consistently. Students with good character tend to achieve higher academic performance. For the parents economic condition variable, the t-test results show a t-value of -0.084, which is smaller than the t-table value of 1.673, so H_0 is accepted, with a significance value of 0.934, which is greater than 0.05. This indicates that parental economic conditions do not have a significant effect on academic achievement. This finding is supported by the conditions observed in the research location, which suggest that eighth-grade students can achieve academically not solely due to their parents' economic status but also because of other variables not studied in this research. Therefore, it can be concluded that students can excel academically even if their parents' economic conditions are considered weak, and wealthy parents do not necessarily guarantee better academic performance for their children. Based on the F-test results, the calculated F-value is 2.585, which is smaller than the F-table value of 2.80, with a significance level of 0.085, which is greater than 0.05. This indicates that H_0 is accepted, meaning that Character building and parental economic conditions do not have a significant effect on academic achievement. The Adjusted R Square value, or coefficient of determination, is 0.053. This means that Character building and parental economic conditions explain 5.3% of the variation in academic achievement, while the remaining 94.7% is explained by other variables not examined in this study.

4. CONCLUSION

The conclusions of the results of this study can be explained as follows:

1. Character building has a significant partial effect on the academic achievement of eighth-grade students at SMP Negeri 1 Alasa. This is indicated by a t-value of 2.231, which is greater than the

t-table value of 1.673. The significance level is 0.009, which is smaller than the 0.05 significance threshold, and the Beta value is 0.291. These results show that Character building positively influences academic achievement, where the better the Character building, the higher the academic achievement. Therefore, hypothesis (H1) is accepted.

2. Parental economic conditions do not have a significant partial effect on the academic achievement of eighth-grade students at SMP Negeri 1 Alasa. This is indicated by a t-value of -0.084, which is smaller than the t-table value of 1.673. The significance level is 0.934, which is greater than the 0.05 significance threshold, and the Beta value is -0.011. These results show that parental economic conditions do not influence academic achievement; students can still achieve academically even if their parents' economic condition is categorized as weak, and wealthier parents do not necessarily guarantee improved academic performance in their children. Therefore, hypothesis (H2) is rejected.
3. Character building and parental economic conditions do not have a significant simultaneous effect on the academic achievement of eighth-grade students at SMP Negeri 1 Alasa. This is indicated by an F-value of 2.585, which is smaller than the F-table value of 2.80. The significance level is 0.085, which is greater than the 0.05 significance threshold. These results show that Character building and parental economic conditions do not have a significant simultaneous effect on academic achievement. Therefore, hypothesis (H3) is rejected.

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