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# Parental Socioeconomic Status and Grade VIII Learning Outcomes: Evidence from SMP Negeri 1 Telaga (Gorontalo, Indonesia)

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***ABSTRACT***

*This study investigates the effect of parental socioeconomic status on the learning outcomes of Grade VIII students at SMP Negeri 1 Telaga, Indonesia. Recognizing the increasing concern over educational inequality, the research aims to examine how family background influences students' academic achievement within a localized school setting. A quantitative, causal-comparative method was employed, involving 68 students selected through proportional random sampling from a population of 271. Data were collected using structured questionnaires validated through Pearson Product-Moment correlation and tested for reliability using Cronbach's Alpha. The results reveal that parental socioeconomic status significantly affects student learning outcomes across cognitive, affective, and psychomotor domains. The regression model ($\hat{Y} = 18.234 + 0.739X$) indicates a positive relationship, with a t-value of 10.221 and a significance level of 0.000. The coefficient of determination ($R^2 = 0.613$) confirms that 61.3% of the variance in learning outcomes is explained by socioeconomic status, with parental income and education emerging as dominant factors. The affective domain exhibited the highest mean score, followed by cognitive and psychomotor domains, highlighting the importance of emotional and motivational support at home. These findings align with prior research emphasizing the impact of SES on educational performance. The study suggests the need for tailored interventions addressing SES-related barriers to enhance equity in academic outcomes. The research contributes localized evidence to the broader discourse on education and social determinants, providing a model for policy and school-level responses in similar socio-educational contexts.*

***Keywords***: *Parental Socioeconomic Status; Student Outcomes; Educational Equity; Junior High School; Family Influence*

## INTRODUCTION

Education serves as a fundamental pillar for both individual development and national advancement. It not only provides knowledge and skillsets but also fosters personal growth, moral values, and civic responsibility (Suparman, 2023). Within this framework, learning outcomes are critical indicators that reflect the effectiveness of educational systems. According to Indonesia's National Education System Law (UU SPN), education is a structured and intentional process aimed at developing learners' full potential—intellectually, morally, and socially—to contribute to a smart and democratic society. The focus on learning outcomes, therefore, is essential to assess how well this goal is being realized (UU SPN, n.d.).

Effective education does not occur in isolation. Numerous factors shape students' academic achievement, including the quality of instruction, school infrastructure, student characteristics, and significantly, the home and family environment. As noted by Meliyana et al. (2023), learning is a complex process that requires optimal conditions across both school and home contexts. The family, as the first and most immediate social unit, plays a pivotal role in shaping students' attitudes, motivations, and academic capabilities. Education scholars such as Rabani (2023) emphasize the broader sociocultural role of education in nation-building and the formation of technologically literate generations, underscoring the importance of inclusive educational success across all socioeconomic strata.

Despite these ideals, educational inequality remains a challenge in many developing countries, including Indonesia. At SMP Negeri 1 Telaga, a public junior high school in Gorontalo, internal data revealed a substantial proportion of Grade VIII students failing to meet the Minimum Completeness Criteria (KKM). Of the 271 students assessed, 167 (61.6%) fell below the KKM threshold, while only 104 (38.4%) met or exceeded it. The disparity in achievement was strongly linked to socioeconomic conditions: 173 students (63.8%) came from families categorized as less well-off, while 98 students (36.2%) were from relatively well-off households. Interviews conducted as part of preliminary research suggested that students from lower-income families often lacked access to essential learning resources and parental support due to financial constraints. These challenges, in turn, negatively impacted their learning motivation and academic engagement (Title, 2026).

Socioeconomic status (SES) has long been recognized as a major determinant of educational outcomes. Defined by parameters such as income, occupation, and educational attainment, SES influences the types and quality of resources available to students, including textbooks, technology, private tutoring, and conducive study environments (Suyono, 2016; Ramadhani, 2023). Empirical evidence from various studies confirms that students from higher-SES families consistently outperform their lower-SES peers in academic assessments, primarily due to greater parental involvement, educational aspirations, and access to learning facilities (Puspitasari, as cited in Ramadhani, 2023). Consequently, improving student achievement

requires understanding the SES-related barriers and designing targeted interventions.

General solutions to address educational disparities have included large-scale policy reforms, increased education funding, and targeted social assistance programs. These strategies aim to reduce the structural barriers faced by economically disadvantaged students. For example, programs that provide scholarships or school meals can reduce drop-out rates and improve learning outcomes. However, these interventions are often national in scope and do not sufficiently account for localized socio-educational dynamics. In the Indonesian context, centralized solutions may not fully address the specific needs and challenges present in regional settings like Gorontalo.

Scholars have proposed more tailored approaches to bridge the SES-related academic gap. These include community-based initiatives that promote parental engagement, teacher training on inclusive pedagogies, and the development of school-home partnerships to support students holistically. Sari et al. (2024) argued that families with stable finances are more capable of providing educational resources, which, in turn, creates a favorable learning atmosphere. Conversely, financially strained households may struggle to meet basic learning needs, leading to reduced educational attainment. Wahyuni et al. (2022) provided quantitative evidence that parents' financial capacity directly correlates with students' academic success. Hence, any effective solution must recognize the interplay between economic constraints and educational processes.

In light of these insights, this study focuses specifically on examining the effect of parental socioeconomic status on the learning outcomes of Grade VIII students at SMP Negeri 1 Telaga. Prior research has established the broad correlation between SES and academic performance, yet there is limited school-specific empirical data available for the Gorontalo region. The few existing studies tend to adopt a macro-level perspective, often overlooking the nuanced interactions between family conditions and school performance in specific institutional contexts. This gap presents an opportunity for focused research that can inform both local policy and practice.

The present study seeks to fill this gap by using a quantitative, school-based approach to measure the relationship between parental SES and student learning outcomes. By operationalizing SES through indicators such as parental income, education, occupation, asset ownership, and social influence, and learning outcomes through cognitive, affective, and psychomotor domains, the study aims to provide a comprehensive analysis of this relationship. Drawing on valid and reliable instruments, and supported by statistical analysis including regression modeling and hypothesis testing, this research contributes both theoretically and practically to the understanding of educational inequality at the local level (Title, 2026).

The novelty of this study lies in its contextual focus and methodological rigor. Unlike generalized surveys or policy reports, this study leverages specific institutional data to reveal how SES variations manifest in student performance

within a particular school environment. It also integrates insights from relevant literature to frame the research within broader educational discourses. The hypothesis tested assumes a significant and positive effect of parental SES on student outcomes, anticipating that better-resourced households can offer more effective academic support. This assumption is evaluated using primary data from 68 sampled students, analyzed through a structured statistical approach.

In scope, the study addresses a single institution SMP Negeri 1 Telaga but its implications may extend to similar schools across Indonesia facing comparable socioeconomic challenges. The findings are intended to inform teachers, school administrators, and policymakers about the critical influence of family background on educational attainment. By highlighting the specific dimensions through which SES shapes learning outcomes, the study aims to support more equitable and effective educational practices. Furthermore, it offers a reference point for future research exploring the intersections between socioeconomic factors and academic performance in varied educational settings.

## METHODOLOGY

This research was conducted at SMP Negeri 1 Telaga, located on Jln. Musa Kaluku, Telaga District, Gorontalo Regency. The choice of site was purposeful, based on observed academic underperformance among Grade VIII students, with preliminary data indicating that more than 60% of students did not meet the Minimum Completeness Criteria (KKM). These learning difficulties were suspected to be closely related to disparities in students' family socioeconomic conditions. The study followed a systematically planned schedule encompassing preparation, data collection, and data analysis, as presented in Table 3.1 of the original manuscript.

The research applied a quantitative approach grounded in the positivist paradigm, which emphasizes objectivity, generalization, and statistical validation (Sugiyono, 2019). Specifically, the study used a causal-comparative design to assess the relationship between an independent variable (X), parental socioeconomic status, and a dependent variable (Y), students' learning outcomes. The design aimed to identify whether changes in X explain or predict variations in Y under predefined conditions. The underlying logic of this approach is consistent with causal models in educational research that seek to isolate specific contributing factors to academic achievement. The relationship model examined in this study is visually summarized in Figure 3.1 of the main document.

The research focused on two primary variables. The independent variable (X) was defined as parents' socioeconomic status, while the dependent variable (Y) was students' learning outcomes. In alignment with standard research practice, operational definitions were used to ensure measurement consistency and to avoid interpretative ambiguity (Salma, 2022). The operationalization of each variable included a matrix that specified its name, measurable components, instruments,

and measurement scales. This facilitated consistency in data collection and increased the comparability of results across respondents.

Parental socioeconomic status was measured using five key indicators: educational attainment, monthly income, occupational type, ownership of valuable assets (e.g., property, motor vehicles, jewelry), and perceived social influence or status within the community. Parents' education was classified into levels ranging from below primary education to postgraduate degrees (S3). Monthly income data were collected numerically, with income groupings subsequently categorized for analysis. Occupational data captured both employment type and work stability. Ownership of assets and social status were evaluated using closed-ended survey items with Likert-scale responses.

Students' learning outcomes were assessed through three domains: cognitive, affective, and psychomotor. The cognitive domain encompassed abilities such as thinking, understanding, and remembering. The affective domain measured attitudes, motivation, interest, and values associated with the learning process. The psychomotor domain focused on physical skills and applied learning demonstrated through practical tasks or observations. This multidimensional assessment framework aligns with the taxonomy of learning outcomes as proposed in prior literature (Panjaitan et al., 2020).

The population in this study consisted of all Grade VIII students enrolled at SMP Negeri 1 Telaga during the academic year under study, totaling 271 individuals. The sample size was determined using a proportional random sampling technique, which ensured that each subgroup within the population was adequately represented. This method is widely accepted in educational research for its capacity to enhance sample representativeness (Sugiyono, 2019). Following the sampling guidelines for populations exceeding 100, a 25% sample was deemed sufficient, resulting in a final sample of 68 students.

Data collection was carried out using multiple techniques to strengthen triangulation and ensure validity. Direct observation was used to gather contextual information about classroom conditions, student behaviors, and teaching methods. Structured interviews were conducted with selected participants to explore subjective perceptions and obtain qualitative insights that complemented quantitative data. The main data collection instrument was a structured questionnaire composed of closed-ended questions formatted on a five-point Likert scale, ranging from "strongly disagree" to "strongly agree." The questionnaire was divided into two sections: 15 items to measure the independent variable and 15 items for the dependent variable. To support the data further, relevant documentation, including school records, administrative archives, and photographic evidence, was gathered and analyzed.

To ensure the robustness of the instruments used, validity and reliability tests were performed before full-scale deployment. Content and construct validity were tested using Pearson's Product-Moment correlation, where items were evaluated based on their correlation with the total score. Only items with r-count values

exceeding the r-table threshold were retained, thus ensuring high validity. Reliability analysis was conducted using Cronbach's Alpha, which evaluates the internal consistency of the instrument. High Alpha values indicated strong reliability and consistency in data collection.

Once data collection was complete, a series of statistical procedures were applied to analyze the data. The initial step was to test the classical assumptions of normality. The Kolmogorov-Smirnov test was employed to determine whether the data were normally distributed. The results indicated a significance value of 0.442, which exceeds the standard alpha threshold of 0.05, thus confirming that the data were normally distributed and suitable for further parametric analysis.

To test the study hypothesis, a partial t-test was conducted. This test assessed whether the independent variable (parental socioeconomic status) significantly influenced the dependent variable (student learning outcomes). The t-value obtained (10.221) exceeded the critical t-table value (1.995), and the p-value was below the 0.05 significance level, confirming that the influence was statistically significant. The regression analysis generated the equation $\check{Z} = 18.234 + 0.739X$, suggesting a positive relationship where each unit increase in parental socioeconomic status contributes to a 0.739 increase in student learning outcomes.

Additionally, the strength and predictive capacity of this relationship were evaluated using the coefficient of determination ($R^2$). The $R^2$ value obtained was 0.613, indicating that 61.3% of the variation in learning outcomes can be explained by variations in parental socioeconomic status. The remaining 38.7% was attributed to other factors not examined in this study. The Pearson correlation coefficient was also calculated to assess the strength of the relationship between variables, yielding values between 0.521 and 0.783 across different sections of the analysis, indicating a moderately strong to strong relationship (Research Document, 2025).

Overall, this methodology section illustrates a rigorously designed quantitative study grounded in established research principles. The integration of theory-driven variable definitions, statistically validated instruments, and robust analysis procedures ensures that the study meets academic standards for empirical inquiry. By focusing on a specific institutional context with known educational challenges, the methodology offers a blueprint for localized research that can contribute to broader discussions on the role of socioeconomic status in educational equity.

## RESULTS

This section presents the empirical findings of the study, organized under the categories of descriptive statistics, instrument testing, assumption testing, regression and hypothesis testing, and summary highlights. All analyses were based on data collected from 68 Grade VIII students at SMP Negeri 1 Telaga using structured questionnaires. The statistical analysis was conducted using IBM SPSS Statistics v21.0.

Descriptive statistics were computed for both primary variables in the study: parental socioeconomic status and student learning outcomes. The data showed a coherent structure, and distribution patterns were used to assess trends and preliminary relationships between the independent and dependent variables.

For the parental socioeconomic status, the SPSS output revealed a mean value of 59.14, a median of 63.00, and a standard deviation of 10.01. The minimum score observed was 23 and the maximum was 70, indicating a moderate spread in socioeconomic conditions among respondents. These figures are visualized in Table 4.2 ("Frequency Distribution of Parental Socioeconomic Status") and further illustrated in Figure 4.1 ("Pie Diagram of the Distribution for Parental Socioeconomic Status"). These visual aids provide a clearer representation of how socioeconomic status is distributed across the sampled population (Research Document, 2025).

The analysis of indicator-level means revealed an average score of 3.94, categorized as "Good." Among the five measured indicators, parental income had the highest mean score at 4.07, followed by education at 3.99 and occupation at 3.95. The lowest scores were noted for ownership of valuable assets and social power/status, both at 3.72. This distribution aligns with Syamsuriana et al. (2022), who noted that socioeconomic status in educational research is effectively represented through income, education, occupation, asset ownership, and social standing.

Regarding student learning outcomes (Y), the SPSS analysis yielded a mean of 61.95, a median of 65.50, and a standard deviation of 9.45. The score range extended from 25 to 72. These results are detailed in Table 4.5 ("Frequency Distribution of Student Learning Outcomes") and visualized in Figure 4.2 ("Diagram of the Distribution for Student Learning Outcomes"). The results suggest a slightly skewed but stable pattern of performance among respondents (Research Document, 2025).

The indicator-level mean score for learning outcomes was 4.13, which also falls in the "Good" category. When analyzed across domains, the affective domain recorded the highest mean at 4.26 (reported as "Very Good" in subsequent interpretations), followed by cognitive at 4.20, and psychomotor at 3.93. These findings resonate with Panjaitan et al. (2020), who asserted that the three-domain structure (cognitive, affective, psychomotor) provides a comprehensive framework for assessing learning outcomes in school environments.

Instrument testing for validity and reliability was conducted to ensure measurement precision. Validity was assessed through Pearson Product-Moment correlation. The results demonstrated that all items used for both variables (X and Y) had r-count values greater than the r-table threshold, signifying high item validity. These results are presented in Table 4.7 ("Pearson Product-Moment Validity Test Results for Parental Socioeconomic Status") and a parallel table for student learning outcomes (Research Document, 2025).

Reliability was examined using Cronbach's Alpha, and the results revealed high internal consistency for the instruments. Although specific alpha coefficients are not detailed in the manuscript, the narrative affirms that all items met the reliability standards. This methodological rigor follows the principles outlined by Sugiyono (2019), who emphasizes that instrument dependability is crucial in quantitative studies.

To proceed with parametric tests, normality of the data distribution was examined using the One-Sample Kolmogorov Smirnov test. The resulting significance value was 0.442, well above the 0.05 threshold. As a result, the assumption of normality was accepted, confirming that the data were suitable for linear regression analysis. The outcome of this test is detailed in Table 4.10 ("Normality Test") (Research Document, 2025).

The central component of the inferential analysis was the simple linear regression model formulated as: $\check{Z} = 18.234 + 0.739X$. This model indicates that when the parental socioeconomic status score is zero, the predicted student learning outcome is 18.234. Furthermore, for each one-point increase in parental socioeconomic status, student learning outcomes increase by approximately 0.739 points. This direct relationship underscores a linear and positive association between the two variables.

Hypothesis testing was conducted using a partial t-test. The test yielded a t-count of 10.221, which exceeds the critical t-table value of 1.995, with a significance level of 0.000. Therefore, the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. The result confirms a statistically significant effect of parental socioeconomic status on student learning outcomes. These results are documented in Table 4.12 ("Coefficient Test Results for the Learning Outcomes Model") (Research Document, 2025).

The strength of the relationship between the two variables was further analyzed using Pearson correlation. A Pearson r value of 0.783 was reported in the model summary, indicating a strong positive correlation. This level of association is consistent with previous findings (e.g., Maulana et al., 2023; Wahyuni, 2022), which show that parental socioeconomic conditions meaningfully impact children's educational performance.

However, another Pearson r value of 0.521 appears in the discussion chapter, where it is interpreted as a moderately strong correlation. The discrepancy suggests a potential inconsistency in reporting or possibly reflects different stages of the analysis. Despite this, both values point to a positive and significant relationship between parental SES and student learning outcomes.

The coefficient of determination (R Square) was calculated to assess the predictive power of the independent variable. An $R^2$ value of 0.613 indicates that approximately 61.3% of the variation in student learning outcomes can be explained by differences in parental socioeconomic status. The remaining 38.7% is likely due to other factors not explored in this study, such as school-level variables, teacher quality, or individual student characteristics. The use of R Square in this study

provides a quantitative measure of model fit and is an essential component of regression analysis (Fahrozi et al., 2022).

Throughout the discussion of quantitative highlights, the study reiterates that its population consisted of 271 Grade VIII students, and the sample was drawn proportionally to ensure representativeness. A total of 30 questionnaire items were employed—15 for each variable—and all were deemed valid and reliable. This consistency in measurement supports the integrity of the findings.

Among the learning domains, the affective component displayed the highest mean score (4.26), interpreted as "Very Good." This may be linked to student motivation, interest, and discipline all of which are positively influenced by supportive family environments (Putri Hasanah, n.d.). The cognitive domain (mean = 4.20) and the psychomotor domain (mean = 3.93) were also found to be within the "Good" category, suggesting that parental socioeconomic status has a pervasive impact across all dimensions of student learning (Research Document, 2025).

These results align with earlier literature asserting that socioeconomic disparities play a significant role in shaping educational outcomes (Lestari Hidayat, 2020; Supit & Gosal, 2023). Not only do families with higher SES provide more learning resources, but they also create environments conducive to educational success, including better nutrition, quieter study spaces, and greater parental involvement.

In summary, the results of this study confirm the central hypothesis: there is a significant and positive relationship between parental socioeconomic status and student learning outcomes among Grade VIII students at SMP Negeri 1 Telaga. The findings are supported by robust descriptive and inferential statistics, validated instruments, and consistent methodological procedures. These results contribute to a broader understanding of educational equity and reaffirm the need for targeted interventions that support students from lower socioeconomic backgrounds.

## DISCUSSION

This discussion interprets the relationship between parents' socioeconomic status and the learning outcomes of Grade VIII students at SMP Negeri 1 Telaga. Drawing from the descriptive data, inferential statistics, and broader educational literature, the section highlights the significance of parental background in shaping student achievement across cognitive, affective, and psychomotor domains. The research adopts a simple linear regression design, with parental socioeconomic status as the independent variable and student learning outcomes as the dependent variable. This methodological framing allows the findings to be examined not only for statistical significance but also for their educational implications.

The study focused on a targeted student population of 271 learners, with a representative sample of 68 selected through proportional random sampling. The sample size is appropriate for a school-level analysis and yields meaningful insights into the broader school community. The research instruments questionnaires

containing 30 items evenly divided between X and Y variables demonstrated strong validity (r-count > r-table) and reliability (Cronbach's alpha above acceptable thresholds). The soundness of the instruments justifies confidence in the subsequent interpretations of the data (Sugiyono, 2019).

Normality testing using the Kolmogorov Smirnov test resulted in a significance value of 0.442, which is above the 0.05 alpha threshold. This indicates that residuals are normally distributed, meeting the preconditions for applying parametric tests such as linear regression. The regression model derived from the analysis is stated as $\check{Z} = 18.234 + 0.739X$. The coefficient indicates that for every one-point increase in parental socioeconomic status, student learning outcomes improve by approximately 0.739 points, revealing a positive association.

This interpretation is supported by the partial t-test results, with a t-value of 10.221, exceeding the critical threshold (1.995), and a significance value of 0.000. These findings confirm that the effect is statistically significant. The Pearson correlation coefficient is reported as $r = 0.521$ in the discussion section, indicating a moderately strong relationship. Additionally, the $R^2$ value of 0.613 shows that 61.3% of the variance in student learning outcomes is explained by differences in parental socioeconomic status, leaving 38.7% attributable to other unmeasured factors.

Each indicator of parental socioeconomic status provides distinct insights. Parents' education has a mean score of 3.99, indicating that many respondents have completed at least secondary education. This level of educational attainment is likely to contribute to a learning-conducive home environment. However, variability in responses suggests that not all parents possess the same capacity to support their children's academic needs. Prior studies (Syamsuriana et al., 2022) affirm that educational level is a key determinant of the quality and quantity of academic support provided at home.

Parental income scored highest at 4.07, highlighting its central role in shaping educational access. Higher income enables the purchase of textbooks, digital tools, and private tutoring, while also reducing stressors related to financial insecurity. Putri Hasanah (n.d.) notes that adequate parental income improves student motivation by ensuring that essential academic needs are met. Similarly, Fahrozi et al. (2022) found that families with stable financial resources could better facilitate academic success.

Parents' occupation earned a mean score of 3.95, reflecting moderate employment stability. While this suggests a reasonable economic base, it may also reflect the constraints of low-skilled or time-intensive jobs that reduce parental availability for academic engagement. Asset ownership and social status both scored 3.72, the lowest among the five indicators. This reflects disparities in material wealth and perceived influence within the community, which can affect not only learning environments but also school-family relationships and engagement levels.

Student learning outcomes, as assessed across cognitive, affective, and psychomotor domains, yielded robust average scores, with the highest being in the affective domain (4.26). This domain encompasses attitudes, motivation, and interest all of which benefit significantly from a supportive and structured home environment. Previous research (Wahyuni, 2022) has shown that motivation levels are enhanced when parents play an active and encouraging role in the academic lives of their children.

The cognitive domain, with a mean score of 4.20, suggests solid student performance in understanding, analyzing, and remembering concepts. This aligns with Panjaitan et al. (2020), who underscore the cognitive domain as the cornerstone of academic achievement. Socioeconomic factors, such as access to books and digital resources, may contribute to higher scores in this domain.

The psychomotor domain, while still in the "Good" category (3.93), recorded the lowest mean. This may be due to limitations in home infrastructure, such as lack of space or materials for hands-on practice. Students from economically disadvantaged backgrounds may also have fewer opportunities for extracurricular activities that build physical and applied skills, a pattern observed in the work of Supit & Gosal (2023).

The findings of this study are consistent with a large body of literature that links family socioeconomic conditions to student learning outcomes. Maulana et al. (2023) demonstrated that students from higher-SES households tend to perform better academically due to enhanced access to educational resources and support structures. Lestari Hidayat (2020) also confirmed that disparities in socioeconomic background lead to discrepancies in learning outcomes.

The explanatory power of SES as reported here ($R^2 = 0.613$) aligns with the findings of Wahyuni (2022), who established a comparable level of influence in her study. This provides a quantitative foundation to argue for the integration of socioeconomic awareness in both classroom practice and educational policy. Moreover, these findings reinforce the conceptual model that views SES as a multidimensional construct encompassing income, education, occupation, assets, and social influence (Syamsuriana et al., 2022).

The strong correlation between SES and learning outcomes suggests that interventions aimed at improving academic performance should not be confined to the school environment. Community outreach programs, parent engagement strategies, and social protection initiatives could mitigate the disadvantages faced by students from lower-SES households. Educational institutions should consider targeted support mechanisms such as tutoring programs, learning resource subsidies, and psychological counseling to enhance the outcomes for these students.

From a policy perspective, the study highlights the importance of aligning educational equity strategies with socioeconomic realities. While the Indonesian national curriculum sets uniform standards, implementation must account for variability in students' home environments. Support for teacher training in

inclusive pedagogy and adaptive instruction may also contribute to reducing SES-related disparities.

While the study offers significant insights, certain limitations must be acknowledged. The sample is drawn from a single school and may not fully capture regional or national trends. Moreover, the study focuses solely on quantitative indicators, omitting qualitative dimensions such as parental attitudes, cultural norms, and student aspirations. Future research could integrate mixed-methods approaches to provide a more holistic understanding.

In conclusion, the study confirms that parental socioeconomic status is a significant and positive predictor of student learning outcomes. The findings are supported by statistically significant relationships, validated instruments, and alignment with existing educational literature. As such, the results call for integrated and context-sensitive interventions that recognize the home environment as a critical component of the learning ecosystem.

## CONCLUSION

This study affirms that parental socioeconomic status plays a significant and positive role in shaping the learning outcomes of Grade VIII students at SMP Negeri 1 Telaga. Through a rigorous quantitative approach, the research demonstrated that socioeconomic factors specifically income, education, occupation, asset ownership, and social influence have measurable effects on student performance across cognitive, affective, and psychomotor domains. The regression model established that 61.3% of the variance in student learning outcomes is attributable to variations in parental SES, underscoring the explanatory power of this variable.

Notably, the highest student performance was observed in the affective domain, suggesting that emotional and motivational support from home may be a critical mediator of academic success. These findings are consistent with existing literature that links family conditions to educational access, support systems, and learner motivation. The study contributes to the growing body of knowledge on educational equity by providing localized, empirical evidence from a regional school in Indonesia.

Implications from the research point to the need for targeted interventions that consider socioeconomic disparities, including resource provision, parent-school partnerships, and inclusive pedagogy. Future research should explore qualitative aspects such as parental attitudes, cultural practices, and student resilience to complement the quantitative findings. The study highlights the critical influence of the home environment in shaping student success and calls for a holistic approach to educational development that bridges school-based efforts with family and community contexts.

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