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# The Relationship Between Student Economic Status and Motivation to Study at Higher Education in Padangsidimpuan

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**Abstract:** This research aims to explore and explain the relationship between students' economic conditions and the spirit of learning at universities in Padangsidimpuan. The methodology applied is descriptive qualitative, using a case study approach. The informants in this study consisted of 10 students from diverse economic backgrounds, who were selected using purposive sampling method. Information was obtained through in-depth interviews and observations of the students' academic and social environments. The data analysis process was conducted through data reduction, data presentation, and conclusion drawing techniques. The research findings indicate that students' economic conditions have an impact on their learning motivation. Students who come from lower economic backgrounds often experience more difficulties in maintaining learning motivation, due to limited access to educational facilities and financial demands. In contrast, students with better economic conditions have easier access to resources that can increase learning motivation, such as learning materials and support from family. The findings are expected to provide a perspective for universities to design programs that have a positive impact on students' learning motivation, especially for those who come from economically disadvantaged backgrounds.

**Keywords:** economic status; motivation to learn; higher education

## 1. Introduction

Economics is the study of how humans manage limited resources to fulfill their unlimited needs. In everyday life, economics is present in various aspects, ranging from how a person manages their pocket money, choosing food in the campus canteen, to understanding why the price of goods can increase or decrease. In general, economics helps humans make rational decisions in order to achieve better welfare [1].

In an academic context, economics is divided into two main parts, microeconomics and macroeconomics. Microeconomics examines the actions of individuals and firms in making economic decisions, for example, how a student decides where to live based on cost and available facilities. Macroeconomics, on the other hand, analyzes the overall state of the economy, covering aspects such as economic growth, inflation, and government policies that may impact the cost of education or job opportunities after graduation.

For students, understanding economics is not just about theory in the classroom, but also about how to manage personal finances, look for small business opportunities, and prepare for future economic challenges. By understanding the principles of economics, students can be wiser in managing resources, both in terms of time, energy, and finances.

Learning is the process of understanding, developing, and applying knowledge and skills in everyday life [2]. For students, learning is not only limited to reading books or listening to lecturers in class, but also involves discussion, research and hands-on experience. This process helps students understand concepts deeply and be able to relate them to real situations.

In the world of lectures, the learning process is often an obstacle due to the large amount of material that needs to be mastered in a short time limit. Therefore, students need to develop efficient learning methods, such as compiling summaries, collaborating with classmates, or utilizing technology as a supporting tool. In addition, learning is not just about memorization, but should also include the ability to think analytically and solve problems rationally.

Learning is also a continuous process and does not stop after graduating from college. In today's digital era, students must continue to learn and adapt to the times in order to remain relevant in the world of work. With an active and open learning attitude, students can hone their thinking skills, increase their creativity, and become more competent individuals in facing life's challenges.

Economics and learning have a close relationship as education plays an important role in improving the quality of human resources, which in turn impacts economic growth. When a person has access to good education, they will have higher skills and knowledge, so they can work more productively and generate greater income [3]. On a broader scale, a highly educated society tends to have better levels of innovation and efficiency in carrying out economic activities. Therefore, investment in education is often considered an investment in long-term economic growth.

In addition, the economic situation also plays a role in an individual's opportunity to learn. Those who come from well-off family backgrounds usually have better access to better and higher quality education, such as excellent public universities, tutoring, and adequate learning facilities. On the other hand, individuals who come from families with financial limitations often face challenges in obtaining quality education, either due to high school fees or the need to work to support the family finances. This shows that economic inequality can lead to differences in educational opportunities.

Furthermore, economic development also has an impact on the development of the education system. Countries with developed economies tend to be more able to invest in the education system, such as the construction of school infrastructure, improving the quality of teaching staff, and developing curricula that are relevant to industry needs. Thus, a good education depends not only on the individual but also on a country's economic policy in supporting a more effective and equitable learning system.

The relationship between economics and learning is thus reciprocal. Good education promotes economic growth by creating a competent and innovative workforce. On the

other hand, a stable and thriving economy allows individuals and countries to invest more in education. Therefore, policies that support access to education for all are essential for creating sustainable economic growth [4].

## 2. Results

### 2.1. *Effect of Economic Status on Access to Education*

Parents are the ones who have control over the environment within the family, which means that people cannot live a normal life without the support of others. Socioeconomic needs are fundamental to every individual in this life and clearly involve interactions with society that relate to other individuals, such as neighborhood friends, education level, income, wealth of facilities, and type of residence. Parents' socioeconomic factors are not the only elements that influence children's interest in continuing their education, but they are also aspects that can influence socioeconomic activities. In this study, socioeconomic factors are influenced by position, type of work (such as teacher, handyman or salesperson), geographical location (natural conditions), parents' income, education level, type of residence and parents' income.

Education in the family environment is the first informal education received by children. Therefore, education in the family environment is the foundation for the formation of children's attitudes and character. The nature and character of children are mostly absorbed from their parents and other family members. Because from the aspect of time, children's activities are mostly spent in the family environment, the opportunity for parents to educate children has an increasingly important role [5].

The socio-economic situation of a family has an important impact on children's development. For example, well-financed families provide a richer material environment for their children, which provides greater opportunities to hone various skills, complete with the necessary equipment. For example, someone with a talent for music would not be able to hone his or her skills without adequate musical instruments. The quality of relationships between children and parents also tends to be more positive, as parents who are not pressured to make ends meet can focus more on their children [6].

Of course, the socio-economic condition of the family affects children's development because a stable economy allows children to access a better quality and more diverse material environment. They get more opportunities to develop various skills that they would not be able to realize without the available facilities and infrastructure. Parents with low socioeconomic status often experience significant stress, especially in trying to make ends meet. Families with better economic situations usually have sufficient funds to support their children's education, including school fees, books, uniforms and other necessary facilities. On the other hand, families with poorer economic circumstances often experience financial problems that can hinder their children's educational opportunities.

In addition, economic conditions also affect the chances of children continuing their education to a higher level or already in college. Significant increases in tuition fees can be prohibitive for students who come from low-income families. While scholarships and educational support are available, they are often insufficient and competition for them is high. As a result, many students from underprivileged backgrounds have to work while studying or are unable to continue their studies at their university [7].

Economic factors have an impact on students' ability to learn in a campus environment. Students who come from underprivileged family backgrounds often face problems related to poor nutrition, limited access to health services, and environmental conditions that do not support the learning process. All of these aspects can interfere with their focus and academic achievement. On the other hand, students who come from families with better economic conditions usually have better access to nutritious foods, adequate health services, and a more positive learning environment.

On the other hand, economic circumstances also affect the ability to acquire educational technology. In today's digital age, having devices such as computers, tablets and internet connection is crucial to support the learning process. Unfortunately, digital

inequality is still a significant issue, with students from underprivileged families often not having adequate devices or consistent internet access, leaving them behind in the utilization of educational technology when compared to students from wealthier families.

To address this gap, regulations are needed that support the distribution of access to education for all groups. The government should increase educational support, improve the standards of public schools as well as public and private universities, and provide free internet access and learning tools for underprivileged students. With these actions, it is hoped that the economic situation will no longer be a major obstacle for students and university students in obtaining a decent and quality education.

## *2.2. Learning Motivation Based on Economic Condition*

Economic conditions are a fundamental aspect of human life that includes various social activities and individual interactions in society. The definition of economics comes from the Greek, "oikos" which means household, and "nomos" which means rules. Thus, economics can be understood as the management of existing resources in the household to achieve prosperity [8]. In the context of education, economic aspects are very influential, especially related to the ability of families to support their children's educational needs. One study showed that economic limitations are the main factor that causes many students to stop their studies before completion.

Motivation is a crucial element in the educational process. The definition of learning motivation refers to both internal and external drivers that influence individuals to engage in learning activities to achieve certain goals [9] suggests that students who have high intrinsic motivation tend to show perseverance when learning, this is directly related to achieving maximum learning outcomes. According to Djaali stated that learning motivation not only acts as a driving force, but also as a direction determinant and selector in determining the activities that need to be carried out to achieve educational goals [10].

Motivation to learn among students is highly dependent on their economic situation. For some students who come from poor economic backgrounds, education is believed to be a means to achieve a better life and reduce social and economic injustice. In certain situations, financial challenges can be a significant motivator to improve learning, although on the other hand, these conditions can also add difficulties to the learning process itself. The following is an explanation of learning motivation influenced by students' economic circumstances.

### *2.2.1 Education as a Tool for Social and Economic Change*

For students who come from economically challenged families, education is often seen as a solution to poverty. Many individuals from underprivileged families see education as an opportunity to gain skills that can lead them to better jobs and higher incomes. Research conducted by Wahyudi A. shows that higher education gives students the opportunity to reduce the social and economic inequalities they face. Furthermore, economically deprived students are encouraged to study to improve their lives and those of their families in the future [11].

### *2.2.2. The Pressure to Succeed for Family*

The pressure to succeed in college often comes from parental expectations that students will improve their financial situation. Students who come from economically disadvantaged backgrounds feel obligated to achieve academically because they realize that their education can help their families out of poverty. In a study published in [12] It was found that students who bear the responsibility of supporting their parents tend to be more motivated in learning, as they see education as a tool to change their family's economic situation.

### 2.2.3. Scholarship as a tool to boost learning spirit

Scholarships are one of the crucial elements that can boost the learning spirit of students who come from economically disadvantaged backgrounds. This financial assistance helps ease their financial burden and provides an opportunity to study without having to worry about the cost of education. A study conducted by Sutrisno in the Journal of Education and Economics revealed that students who receive scholarships tend to feel more obligated to achieve as a form of proof that they deserve such support. Therefore, scholarships play an important role as the main driver for students to be more active in their education [13].

### 2.2.4. Education as a means to overcome inequality

Students from economically deprived backgrounds often see education as a means to reduce the inequalities they experience. Education gives them access to better opportunities in the job market. In [14], it is said that students with difficult economic conditions feel that education will give them the opportunity to overcome the social and economic barriers they face. Education is the only means they can utilize to overcome the inequalities that exist in society.

### 2.2.5. Creativity in the Face of Economic Limitations

Students who come from low economic backgrounds are often required to think innovatively in finding ways to fund their education. They may take side jobs or start small businesses to make ends meet. Based on a study [15] in the Journal of Education and Entrepreneurship, students who have financial limitations tend to hone their entrepreneurial skills to increase their income and support their learning process. Creativity in facing these obstacles strengthens their enthusiasm to complete their education.

### 2.2.6. Education as an Investment for the Future

Students from economically disadvantaged backgrounds often consider education an important investment for the long term. Although the cost of education tends to be high, they believe that the benefits of education will provide significant returns in the future. In [16], it is explained that education is the best investment to improve the quality of life and competitiveness in the world of work. Students have a passion for learning because they realize that education will open the door to better and more stable job opportunities.

### 2.2.7. Education as Social Responsibility

In addition to personal goals, some economically challenged students also see education as a way to contribute to society. In [17], it is revealed that students with challenging economic backgrounds are often driven to study seriously so that they can play a role in advancing society through their knowledge. They believe that education is a social responsibility that can help minimize social inequality in Indonesia.

### 2.2.8. Perseverance in the Face of Economic Obstacles

Students who come from disadvantaged families often encounter a number of financial challenges, but their spirit to overcome these obstacles is very strong. According to a study published in [18], students with difficult economic backgrounds often show higher levels of perseverance in the learning process. Despite facing various financial problems, they continue to strive to continue their education to achieve success in the future.

### 2.2.9. Technology Utilization in Learning

Students from economically disadvantaged backgrounds often utilize technology to improve the quality of their education. They utilize the internet and online resources to

obtain additional teaching materials. In [19] published in 2019, it is stated that the application of technology in the learning process gives students the opportunity to access more information at a lower cost. This allows them to learn more efficiently without relying on limited campus facilities.

#### 2.2.10. Hopes for a Better Future

For some students, advanced education is a hope for a better quality of life. They believe that education can pave the way to more lucrative jobs and better incomes. In [20], it is stated that students who come from economically disadvantaged backgrounds have high hopes for their future through higher education. This hope gives them a strong spirit to persevere amidst the various challenges they face.

### 2.3. *Economic Enablers and Barriers to Student Education in Indonesia*

Higher education in Indonesia plays a crucial role in developing the quality of human resources and strengthening the country's economy. However, success in higher education is highly dependent on various economic elements that can either support or hinder it. These elements play a significant role in ensuring that students are able to continue their studies smoothly without being hindered by economic issues. In this paper, we will take a closer look at the elements that support and hinder students' higher education in Indonesia from an economic perspective.

#### 2.3.1. Economic Support Factors for Student Education

##### 1. Scholarships and Educational Support

One of the important elements that support higher education in Indonesia is the existence of many scholarship programs provided by the government as well as private organizations. These scholarship programs provide an opportunity for financially disadvantaged students to continue their education without having to worry about tuition fees. One good example is the KIP Tuition Scholarship held by the Indonesian government, whose role is to help students from economically disadvantaged families to continue their studies in higher education institutions.

According to Supriyanto [21] in his work *Education and Economics: Theory, Policy, and Implementation*, suggests that scholarship programs have the potential to alleviate financial pressures for underprivileged students, so that they can concentrate more on their learning and academic activities. In addition, a number of universities in Padangsidempuan also offer scholarships based on academic achievement that can be utilized by students to support their education costs.

##### 2. Education Financing Program (Education Loan)

Aside from scholarships, the government as well as financial institutions offer financing options through loan programs for education. These loans, provided by Bank Negara Indonesia (BNI) and other financial institutions, allow students to pay tuition fees upfront and repay them after they graduate and find employment. This education loan program provides significant support for students who need temporary funding for their education, but are hindered by financial limitations when they start their studies.

According to Darmawan [22] in his paper entitled *Economics of Education in Indonesia* argues that loans for education are one of the financial options that can assist students in gaining access to education without relying entirely on family resources. Although this loan system has a low interest rate, it still provides an opportunity for students to continue their higher studies with a more flexible method in terms of finance.

##### 3. Government Policy on Education Funding

The Indonesian government has shown its determination to increase education funding, one of which is by prioritizing education financing for students from economically disadvantaged backgrounds. Through the National Law on Education

System, the government also strives to provide more equal and fair access to education across Indonesia. For example, the Kartu Indonesia Pintar (KIP) Lecture Program is one of the initiatives that allows students from low-income families to get education for free or at a very minimal cost.

According to Wahyudi B. [23] in his work *Economic Education for Development*, the availability of more accessible education funds contributes positively to providing opportunities for students to obtain higher education despite coming from less favorable economic conditions.

#### 4. The Impact of Technology and Internet Access in Education

Technological advancement acts as a very important factor in the education of students in Indonesia. As internet access becomes more affordable and widespread, students now have the opportunity to explore various learning resources online. For example, platforms such as Coursera, edX, and Ruangguru give students the opportunity to take additional courses and other educational materials without having to travel far and spend a lot of money.

According to Agung [24] in his paper entitled *Transformation of Education with Digital Technology*, technological advances have opened up opportunities for more inclusive and equitable education, and support students in improving their competencies outside of formal learning in higher education institutions. Access to these technologies also supports online education, which is especially important during the pandemic, and provides opportunities for students to continue their education despite the uncertain economic situation.

#### 5. Higher Education Collaboration with Industry

Beberapa universitas di Indonesia menjalin kemitraan dengan sektor industri untuk menawarkan program magang, pelatihan profesional, atau bahkan memberikan bantuan beasiswa bagi para mahasiswa. Kolaborasi ini tidak hanya mendukung mahasiswa dalam mendapatkan pengalaman nyata di lingkungan kerja, tetapi juga memberi peluang untuk menghasilkan pendapatan melalui pekerjaan informal atau magang berbayar. Hubungan antara universitas dan industri ini memberikan bantuan finansial yang krusial bagi mahasiswa yang mungkin memerlukan dana tambahan selama perjalanan studi mereka.

##### 2.3.1. Economic Determinants of Student Education

#### 1. High Cost of Education

Despite various forms of support, the high cost of education remains a major obstacle for students in Padangsidimpuan. Many educational institutions, especially private ones, charge very expensive tuition fees, making it difficult for students from middle to lower economic backgrounds to continue their education. Although scholarship programs and support from the government are available, not all students are able to take advantage of them optimally due to quota restrictions and requirements that must be met.

According to Zulfikar [25] in his work entitled *The Effect of Education Costs on Student Participation*, the significant burden of tuition fees is one of the main obstacles experienced by students in their efforts to obtain higher education in Padangsidimpuan. This situation causes many prospective students to despair of continuing their studies to the university level due to financial factors.

#### 2. Geographic Inequality and Access to Education

Geographical inequality also contributes to barriers to higher education in Padangsidimpuan. Students in remote areas or small islands often face challenges in finding a quality college. Apart from the long distances, the lack of transportation and

communication infrastructure is also a factor that makes it difficult for individuals outside the big cities to obtain higher education. This situation exacerbates the inequality in access to education in different areas of Padangsidempuan.

### 3. Unemployment and Lack of Skills Post-Graduation

Another challenge experienced by students is the high unemployment rate after they complete their education. Although higher education is supposed to improve the quality of life, the reality shows that many graduates have difficulty finding a job after they get their degree. This is due to the lack of skills that match the demands of the job market, as well as the mismatch between the higher education curriculum and the needs of the industry in Padangsidempuan.

### 4. Limited Access to Technology for Students in Remote Areas

While technology can support education, lack of access to technology can be a hindrance. Students in areas with inadequate internet connection or lack of equipment often find it difficult to participate in online learning. This creates a disparity in the quality of education between students in big cities and students in isolated locations.

## 3. Discussion

Motivation to learn is one of the key elements that influence students' academic performance. For those from different economic backgrounds, maintaining motivation to learn is often a more complicated challenge. Students who come from disadvantaged families may experience financial pressures that interfere with their focus and enthusiasm for learning. On the other hand, students who come from wealthier families may not feel the economic burden, but could face motivational issues related to life goals or feel no urgency to study seriously.

However, a variety of strategies can be implemented by universities and educators to increase learning motivation for students from different economic backgrounds. The following are some strategies that can be used to help students from different economic statuses to stay motivated in learning.

#### 3.1. *Provide Access to Scholarships and Financial Aid*

For students who come from economically disadvantaged backgrounds, one of the biggest hurdles in education is the issue of expenses. Lack of funds can pose a significant mental burden, which in turn interferes with their focus and passion for learning. Therefore, higher education institutions should offer more opportunities for scholarships and financial support.

Scholarships provided by the government, such as KIP Kuliah (Kartu Indonesia Pintar), play a crucial role in supporting students from economically weak backgrounds to continue their education without financial pressure. According to Supriyanto [21] in his work *Education and Economics: Theory, Policy, and Implementation* states that scholarships not only provide financial support to students, but are also able to increase their confidence and enthusiasm to complete their education well. With a reduced financial burden, students can concentrate more on their learning without being distracted by financial issues.

In addition, colleges can also introduce an education loan program that allows students to defer payment of tuition fees until they get a job after graduation. This will give them more time and space to study without worrying about high tuition fees.

#### 3.2. *Providing Psychological Support and Counseling*

Mental problems such as anxiety, stress and depression often prevent students from maintaining their passion for learning. Students who come from economically disadvantaged backgrounds often experience a greater mental burden as they feel they have more responsibility to solve their family's financial problems.

Therefore, universities should offer psychological counseling support that can alleviate students' stress and anxiety. This support can help students in dealing with the psychological burden arising from financial problems, so that they can concentrate more on their studies..

According to Wahyudi B. [26] in his book *Economic Education for Development* states that psychological support is needed to encourage students' enthusiasm for learning, especially those from poor economic backgrounds. Counseling services can provide students with an understanding of how to cope with stress and maintain a balance between their academic and personal lives, which ultimately increases their desire to learn.

### *3.3. Implement Practical Skills-Focused Learning*

Students from diverse economic backgrounds often need practical skills that they can use after completing their education. For students who come from poor families, their enthusiasm for learning tends to increase when they believe that their education will open up opportunities to get a good job and improve their quality of life.

Universities should provide learning programs that emphasize applicative skills that are relevant to the demands of the labor market. This can include internship opportunities, skills training, and classes that teach practical abilities needed in the professional world. According to Agung [27] in a work entitled *Transforming Education through Digital Technology*, it is stated that education that integrates theory and practice can increase student motivation, because they feel more prepared to face career challenges after they graduate.

By providing opportunities to be directly involved in actual industry sectors or projects, students can witness first-hand the benefits of the education they receive. This will support students to feel more attached to their educational aspirations and, ultimately, increase their passion for learning.

### *3.4. Implementation of Innovative and Interesting Learning Methods*

Monotonous teaching methods can make students feel bored and lose their enthusiasm for learning. Therefore, higher education institutions should adopt creative and engaging teaching techniques. Approaches such as project-focused learning, group discussions, and utilization of technology in the learning process can increase student participation in learning.

According to Agung [24] the utilization of technology in the education sector can increase students' interest in learning, especially in today's digital age. Through online media such as Google Classroom, Moodle, and Zoom, students have the ability to learn in a more dynamic and flexible way. This approach gives students the opportunity to learn outside of the classroom environment and reach learning materials in a more engaging and contemporary way.

By implementing more participatory and age-appropriate methods, students will feel more encouraged to participate directly in the learning process. This can also support students from different economic backgrounds to feel more associated with the content being taught.

### *3.5. Building Strong Relationships between Lecturers and Students*

A good relationship between lecturers and students can create a conducive learning atmosphere and increase enthusiasm for learning. Lecturers who pay attention to students' progress, both academically and personally, can make students feel more valued and supported in their educational process.

Education that includes constructive social interactions between students and lecturers will increase students' self-confidence, especially for those who are under pressure due to their economic situation. This can encourage students to be more

enthusiastic in the learning process and feel that the education they are undergoing has a deeper meaning.

According to Darmawan [28] in his paper on the Economics of Education in Indonesia suggests that lecturers should take on the role of mentors who do not just teach in class, but also provide more personal support to students. This method has the potential to increase students' enthusiasm for learning, because they feel supported both academically and emotionally.

### *3.6. Develop Extracurricular Activities that Support Character Development*

In addition to classroom teaching, activities outside the curriculum also play a significant role in encouraging students' passion for learning. Non-learning activities, such as student organizations, social action, and leadership training, can provide students with additional skills that will broaden their experience at university.

These off-curriculum activities allow students to connect with peers from diverse cultural backgrounds, as well as broaden their skills that will be useful in life after completing their studies. According to Zulfikar [25] in his work entitled *The Effect of Education Costs on Student Participation*, extracurricular activities can bring a feeling of achievement and lift students' confidence, which in turn encourages them to be more enthusiastic about learning.

### *3.7. Provide an Inclusive and Supportive Learning Environment*

An open and inclusive educational environment is crucial in fostering a passion for learning among students. Students from diverse economic backgrounds can feel unfair or excluded, either because of their financial situation or other differences. As such, educational institutions must establish a friendly and supportive atmosphere for all students.

This supportive environment includes adequate facilities, all-embracing rules, and an atmosphere that encourages students to respect each other and collaborate. By building an atmosphere that is constructive and appreciative of differences, higher education institutions can help students feel safe and motivated to learn.

## **4. Materials and Methods.**

### *4.1. Research Approach*

This study applied a descriptive qualitative method to explore in more depth how students' economic conditions affect their enthusiasm for learning and their motivation to study. The research subjects are students from various economic backgrounds studying at colleges or institutions in Padangsidimpuan.

### *4.2. Research Subjects and Locations*

The subjects studied are students with various economic backgrounds who are studying at higher education institutions in Padangsidimpuan. The research sites included several public universities or higher education institutions selected by considering the diversity of students' economic status.

### *4.3. Data collection techniques*

In-depth interviews: conducted with students with diverse economic backgrounds (low, middle, high) to find out their experiences and views on learning motivation. Participatory observation: directly observing students' learning activities in the campus area and how they interact with academic facilities. Documentation: collecting secondary information from institutional reports, scientific journals, and other relevant documents to strengthen the analysis.

#### 4.4. Data Analysis Technique

Data reduction: extracting important information from interviews and observations. Data presentation: organizing data in the form of stories or themes to identify patterns of interaction between economic circumstances and learning motivation. Drawing conclusions: examining the overall relationship between economic factors and student motivation to learn and its academic impact. This approach allowed the researcher to fully understand how the economic situation of students in Padangsidempuan affects their motivation to study

### 5. Conclusions

The results of the analysis in this study indicate that learning motivation has not been able to have an impact on improving student academic performance. However, learning motivation greatly influences students' interest in undergoing education in higher education. The role of parents' socioeconomic status also has an impact on improving student achievement, because the support of their academic needs will facilitate the learning process. However, the socioeconomic status of parents has no effect on student interest, because the will that arises from within is more dominant. Regarding learning achievement itself, the third hypothesis is accepted because there is a relationship between learning achievement and interest in continuing studies in college. In addition, learning achievement also functions as a link between learning motivation and academic achievement, but does not contribute to increasing interest in continuing studies in college. Nonetheless, learning achievement successfully serves as a mediator to strengthen the impact of parents' socioeconomic status on interest in continuing education in higher education.

In addition, this study emphasizes the importance of the educational environment, student encouragement and help from parents in determining learning outcomes. While socio-economic background has a major impact, other aspects also have a significant effect on students' academic performance. Therefore, efforts to improve learning outcomes should not only focus on economic aspects, but also require a holistic approach from the various parties involved.

To conclude, this study makes an important contribution to our understanding of the relationship between socioeconomic status and students' learning and academic motivation. By gaining a deeper insight into the elements that influence learning success, it is hoped that efforts to improve the education system can be directed more appropriately and efficiently, and be able to create a more equitable and inclusive learning atmosphere for every student.

Based on the results of this study, the researcher proposes several recommendations: (1) It is important to increase students' learning motivation, namely by building an attitude of resilience in facing difficulties, increasing interest in learning, and encouraging independence in learning to achieve better academic results, (2) For students who come from families with low socioeconomic status, they should try to improve their academic performance in order to make their parents proud and increase family dignity, (3) Students should maintain and strive to further advance their learning achievements, (4) It is strongly recommended that students' learning motivation is always increased to encourage them to continue to higher education, (5) For students who are carrying out studies in higher education but come from families with low socioeconomic status, they should seek information about scholarships and educational pathways that do not charge too high a fee, (6) Researchers recommend that the campus or school continue to motivate students in an effort to increase their enthusiasm for learning, in order to trigger their efforts to improve their abilities and quality.

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