

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Profile of Sate Elementary School 2 Banjardowo

1. The History of State Elementary School 2 Banjardowo

Elementary School 2 Banjardowo was built in 1961 on land belonging to the village of Banjardowo, Kradenan, Grobogan measuring 3400 m². The inception of this school was an initiative of the village elders and Banjardowo government to establish a primary school in Plumpungan. Formerly, if a child wanted to get an education, he/she had to go to the next village with long distance. Based on that situation, all of component society built this school.

Based on Education and Cultural Central Java official decision No. 421.2 / 004/10/49/85 on January 11, 1985, this school was legalized. Since at that time, State Elementary School 2 Banjardowo has experienced 5 times leadership, namely:

1. Suwardi : 1961 – 1985
2. Sumardji : 1985 – 2006
3. Rusnandar, Ama. Pd : 2006 – 2007
4. Suko prayitno, SPd : 2007 – 2010
5. Suranto, SPd, MM : 2010 – Now

Under five leaderships above, State Elementary School 2 Banjardowo showed good quality increase, both in the

terms of facilities and others. The school also expected to be able to give the best contribution to the advancement of science and technology based on the IMTAQ.

2. Geographic location

Geographically, State Elementary School 2 Banjardowo located at Latitude / Longitude -7.1441 / 111.1576 Plumpungan Rt 05 Rw 03 Banjardowo, Kradenan, distric Grobogan.

3. Vision and Mission

a. Vision

SMART, SKILLED AND NOBLE CHARACTER

Indicator

- 1) Excellent in the academic field (**Smart**)
- 2) Excellent in sports (**Skilled**)
- 3) Excellent in the religion field (**Noble Character**)

b. Mission

- 1) Implement learning and guidance effectively and optimize students' potential to produce intelligent students.
- 2) Guide and establish students to improve their achievement and creativity in the field of sports
- 3) Generate students' creativity in the arts.

- 4) Guide and establish students to understand, appreciate and implement the religion precept to create a noble character.

4. Labors

- a. Educators
 - 1) Permanent Teacher : 6 teachers
 - 2) Honorary Teacher : 5 teachers
- b. Administration : 1 person
- c. Cleaning Service and Security : 1 person

5. Facilities

In order achieve the goal and improve teaching and learning process, State Elementary School 2 Banjardowo has the following facilities:

- a. Comfortable Classroom equipped with lights and fan.
- b. Projector.
- c. Library.
- d. The sports field consists of futsal, volleyball, badminton and rounder.
- e. School Health Unit (UKS).
- f. School Cooperation.
- g. Canteen.
- h. Bathrooms, etc.

6. Extra-curricular

Extra-curricular activities have aim to develop students skill according to their interest. As for extra-curricular activities at State Elementary School 2 Banjardowo as follows:

Table 3.1

Table of Extra-curricular

No	Field	Types of Extra-curricular
1	Religion	BTA, Rebana, Pesantren Kilat, Qiroah
2	Sport	Volleyball, Football, Baseball, Badminton etc.
3	Art	Dance, voice
4	Skill	Weaving
5	Others	Scouts, UKS

7. Education System

In the process of teaching and learning, State Elementary School 2 Banjardowo uses Education Unit Level Curriculum (SBC) to convey the knowledge to students.

8. State Elementary School 2 Banjardowo Achievement

- a. 1st winner LCC Grobogan District in 2011.
- b. 2nd winner on Science Competition Kradenan Regency in 2013.
- c. General winner on SMP 3 Anniversary in 2014.

- d. 1st winner on Running Competition 100 Meters Grobogan District in 2014, etc.

B. Research Finding

1. Introduction Analysis

a. The Level Parental Income

This study tried to describe the characteristic of parental income level. To gather the data, the researcher used questionnaires given to the 5th grade students of State Elementary School 2 Banjardowo in the academic year of 2015/2016. The score of questionnaires were listed by summing up the students' answer. To make easy in scoring, the researcher made the score system criteria as follows:

- 1) The answer of A contains the amount of score 4.
- 2) The answer of B contains the amount of score 3.
- 3) The answer of C contains the amount of score 2.
- 4) The answer of D contains the amount of score 1.

Table 3.2

Table of Parents' Profession

No	Father's Profession	Mother's Profession
1	Employee	Employee
2	Building Worker	Housewife
3	Entrepreneur	Entrepreneur
4	Farmer	Housewife
5	Entrepreneur	Entrepreneur

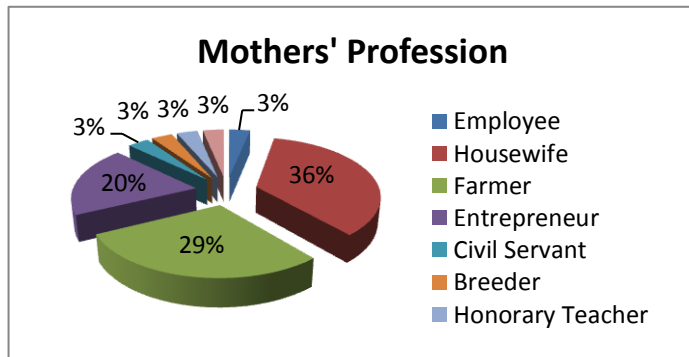
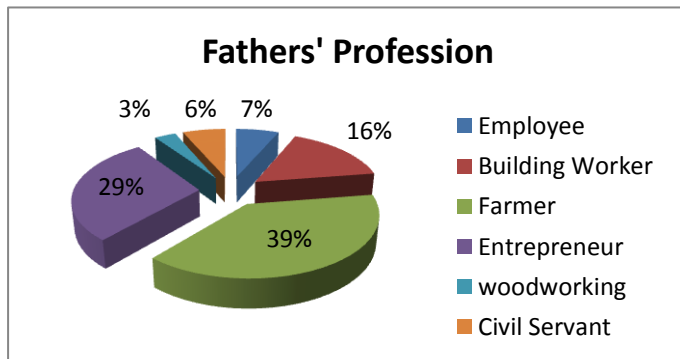
6	Building Worker	Housewife
7	Farmer	Farmer
8	Farmer	Housewife
9	Entrepreneur	Farmer
10	Employee	Housewife
11	Entrepreneur	Housewife
12	Woodworking	Housewife
13	Farmer	Housewife
14	Building Worker	Entrepreneur
15	Farmer	Farmer
16	Entrepreneur	Entrepreneur
17	Entrepreneur	Housewife
18	Farmer	Farmer
19	Entrepreneur	Entrepreneur
20	Farmer	Farmer
21	Civil Servant	Civil Servant
22	Entrepreneur	Breeder
23	Building Worker	Housewife
24	Civil Servant	Entrepreneur
25	Farmer	Honorary Teacher
26	Farmer	Farmer
27	Farmer	Farmer
28	Farmer	House Assistant
29	Building Worker	Housewife
30	Farmer	Farmer
31	Entrepreneur	Farmer

Table 3.3

The number of Parents' Profession

Father's Profession	Total	Mother's Profession	Total
Employee	2	Employee	1
Building Worker	5	Housewife	11

Farmer	12	Farmer	9
Entrepreneur	9	Entrepreneur	6
Woodworking	1	Breeder	1
Civil Servant	2	Civil Servant	1
		Honorary Teacher	1
		House Assistant	1
Total	31	Total	31



In this research, the condition of students' parental income was measured by some indicators, they are: the

source of parental income, the classification of parental income and the use of parental income. From those indicators, the researcher made 14 questions and had 4 multiple choices.

Table 3.4
The Result of Parental Income Questionnaires

No Res	Answer														Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	1	1	1	1	1	3	1	2	2	1	2	2	1	1	20
2	1	1	2	1	1	2	2	2	3	3	1	1	1	1	22
3	3	3	4	3	3	3	4	4	3	2	4	4	4	4	48
4	2	1	2	1	1	3	4	3	3	1	3	3	2	2	31
5	3	2	1	3	3	3	4	3	3	2	3	3	2	2	37
6	1	2	2	1	1	4	4	3	2	4	3	4	2	2	35
7	2	1	3	1	1	3	2	2	3	3	3	2	2	2	30
8	2	1	1	1	1	4	4	3	2	3	3	2	1	1	29
9	3	1	1	2	1	4	1	3	1	4	3	4	4	2	34
10	1	1	1	1	1	2	2	2	1	1	3	3	1	1	21
11	3	2	2	1	1	2	1	2	1	2	3	2	2	2	26
12	2	2	2	2	1	2	4	2	2	4	3	2	2	2	32
13	2	4	1	1	3	2	1	2	1	3	3	2	1	1	27
14	1	1	1	1	1	3	4	4	3	2	3	4	1	1	30
15	2	1	2	2	1	2	1	3	2	4	3	4	2	3	32
16	3	4	2	3	4	2	2	3	3	4	4	3	2	4	43
17	3	1	1	1	1	2	1	2	1	1	3	2	1	1	21
18	2	1	1	2	1	2	3	2	1	1	3	2	1	1	23
19	3	2	1	3	2	2	1	2	2	2	3	2	1	1	27

20	2	1	1	2	1	2	3	2	1	3	3	2	1	1	25
21	4	4	1	4	2	2	4	3	4	4	4	4	4	4	48
22	4	3	2	1	1	1	3	3	3	4	3	2	2	2	34
23	1	1	1	1	1	2	1	2	2	4	3	2	1	1	23
24	4	4	1	3	1	3	3	3	4	4	3	4	1	1	39
25	1	1	1	1	1	2	4	3	2	1	3	2	1	1	24
26	2	1	2	2	1	2	2	2	3	2	3	2	1	1	26
27	2	1	1	2	1	1	3	3	1	1	2	1	1	1	21
28	2	1	1	1	1	2	4	3	2	4	3	4	4	4	36
29	2	1	2	2	1	3	3	3	3	1	3	4	3	3	34
30	1	2	2	1	1	2	1	3	1	3	3	2	2	3	27
31	3	2	2	2	1	4	2	3	4	4	4	4	2	3	40

Based on data above, the class interval length could be determined using this formula:¹

$$\text{Class Interval Length} = \frac{(X \text{ max} - X \text{ min}) + 1}{K}$$

X max = Maximum Score

X min = Minimum Score

K = The Number of Class Interval

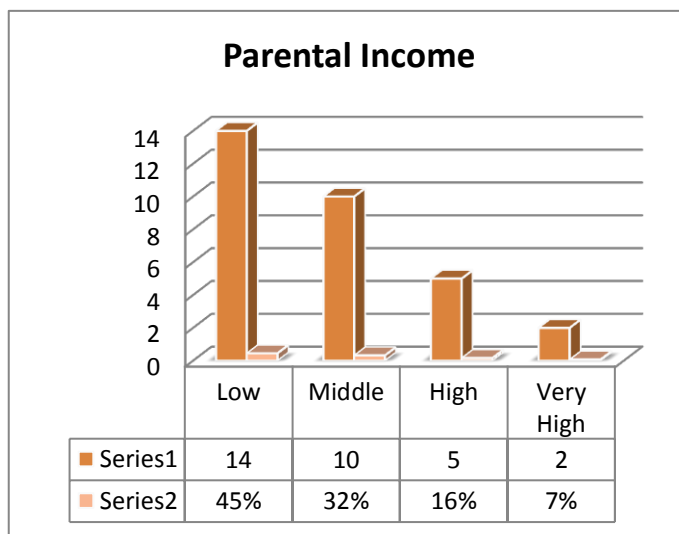
$$\begin{aligned} \text{Class Interval Length} &= \frac{(48 - 20) + 1}{4} = \frac{29}{4} = 7,25 \\ &= 8 \end{aligned}$$

¹ Subana, dkk, *Statistik Pendidikan*, Bandung: Pustaka Setia, 2005.
p. 38-40

Table 3.5

The Frequency of Parental Income Level

No	Interval	Criteria	Frequency	
			F	%
1	20 – 27	Low	14	42%
2	28 – 35	Middle	10	32%
3	36 – 43	High	5	16%
4	44 – 51	Very High	2	10%
TOTAL			31	100%



Based on the data's description above, the researcher conclude that most of parental income at 5th grade students' of state elementary school 2 Banjardowo in the academic year of 2015/2016 was low income. They were 45% or 14 students' parents had low income, 32% or 10

students' parents had middle income, 16% or 5 students' parents had high income and 7% or 2 students' parents had very high income.

b. The Condition of Home Learning Environment

To gather the data of home learning environment, the researcher used questionnaires given to the 5th grade students of State Elementary School 2 Banjardowo in the academic year of 2015/2016.

The condition of students' home learning environment was measured by some indicators, they were: the types of family condition, home location and family factors.. From those indicators, the researcher made 17 questions and had 4 multiple choices.

Table 3.6

The Result of Home Learning Environment Questionnaires

No	Answer									
Res	1	2	3	4	5	6	7	8	9	10
1	3	2	2	2	3	2	2	2	2	2
2	4	4	4	3	4	3	4	2	4	3
3	3	3	1	2	3	3	1	2	2	1
4	4	3	3	2	4	3	2	2	4	1
5	2	3	3	2	3	3	2	2	3	2
6	4	4	4	4	2	4	2	3	3	4
7	2	4	3	2	4	2	4	3	4	3

8	4	4	3	4	4	4	4	3	4	3
9	4	4	4	4	4	4	4	4	4	3
10	4	4	2	4	4	4	1	4	4	3
11	4	3	3	4	4	3	2	2	4	2
12	3	2	3	2	3	3	2	4	4	3
13	4	3	3	4	4	4	4	4	4	3
14	4	4	3	4	4	4	1	4	4	1
15	3	4	3	2	3	3	3	4	4	3
16	3	4	3	2	4	3	2	3	4	2
17	4	3	3	2	4	3	2	3	4	2
18	2	4	4	2	3	3	4	2	4	3
19	4	4	4	4	4	3	4	4	3	4
20	2	1	4	2	4	3	2	4	4	4
21	4	4	4	4	4	4	4	4	4	2
22	4	2	2	4	4	2	2	4	4	4
23	4	4	4	4	4	4	4	4	4	3
24	2	2	3	3	3	1	3	3	3	1
25	4	4	3	4	4	2	3	4	4	4
26	4	4	3	4	4	4	4	4	4	4
27	3	2	3	2	3	2	3	2	4	4
28	4	3	4	4	4	4	4	4	4	2
29	2	2	2	2	4	3	2	3	4	3
30	4	4	4	3	4	3	3	3	4	3
31	1	4	3	4	3	3	4	3	4	2

No	Answer							Total
Res	11	12	13	14	15	16	17	
1	1	3	1	2	2	2	2	35
2	4	4	2	4	4	3	4	60
3	4	3	2	3	4	3	2	42
4	4	3	3	3	3	4	3	51
5	3	3	2	3	3	3	3	45
6	4	2	3	4	4	4	4	59
7	4	4	3	2	1	3	3	51
8	4	4	4	2	4	2	2	59
9	4	4	4	4	3	3	3	64
10	4	4	3	3	1	3	2	54
11	4	3	3	3	2	4	3	53
12	4	3	4	3	3	3	3	52
13	4	4	4	4	2	4	3	62
14	4	3	2	3	1	2	3	51
15	4	3	2	4	3	3	4	55
16	4	4	3	3	4	3	2	53
17	3	3	3	3	1	4	3	50
18	4	4	3	4	1	2	3	52
19	4	3	3	3	3	2	2	58
20	3	4	4	4	2	3	3	53
21	4	4	2	4	4	4	4	64
22	4	4	2	1	4	4	4	55
23	4	4	4	4	3	3	3	64
24	4	3	2	2	1	3	3	42
25	4	2	3	4	1	4	3	57
26	4	3	2	4	2	4	3	61
27	1	4	2	4	2	2	1	44

28	4	4	2	4	4	4	4	63
29	4	2	2	3	2	3	3	46
30	4	4	3	4	3	2	2	57
31	4	4	2	2	2	3	4	52

Based on those data, the class interval length could be determined using this formula:²

$$\text{Class Interval Length} = \frac{(X \text{ max} - X \text{ min}) + 1}{K}$$

X max = Maximum Score

X min = Minimum Score

K = The Number of Class Interval

$$\text{Class Interval Length} = \frac{(64 - 35) + 1}{4} = \frac{30}{4} = 7,5$$

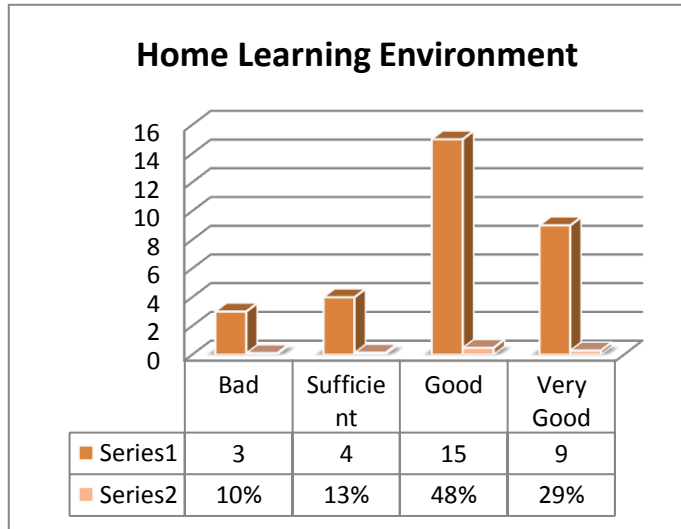
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Table 3.7

The Frequency of Home Learning Environment

No	Interval	Criteria	Frequency	
			F	%
1	35 – 42	Bad	3	10%
2	43 – 50	Sufficient	4	13%
3	51 – 58	Good	15	48%
4	59 – 66	Very Good	9	29%
TOTAL			31	100%

² Subana, dkk, *Statistik Pendidikan*, Bandung: Pustaka Setia, 2005.
p. 38-40



Based on the data's description above, the researcher conclude that home learning environment condition at 5th grade students' of state elementary school 2 Banjardowo in the academic year of 2015/2016 was good category. They were 10% or 3 students had bad home learning environment, 13% or 4 students had sufficient home learning environment, 48% or 15 students had good home learning environment and 29% or 9 students had very good home learning environment.

c. Children's Academic Performance at School

The score of children's academic performance at school was taken from the mid-test score. There are 11 lessons at the 5th grade students of state elementary school

2 Banjardowo in the academic year of 2015/2016, those are:

- 1) Islamic Education
- 2) Civic Education
- 3) Indonesian Language
- 4) Mathematics
- 5) Science
- 6) Social Science
- 7) Culture and Skill
- 8) Physical Education, sport and healthy
- 9) Javanese Language
- 10) Agriculture
- 11) English Language.

Table 3.8

The Score of Children's Academic Performance at School

No Res	Lesson Score											Total
	1	2	3	4	5	6	7	8	9	10	11	
1	70	57	59	55	59	50	75	80	60	77	65	707
2	70	65	65	52	66	59	72	78	69	74	69	739
3	75	70	58	55	66	54	63	78	67	70	65	721
4	70	72	65	73	70	65	67	78	70	74	75	779
5	75	70	65	58	71	65	75	80	73	70	65	767
6	75	82	65	77	73	65	70	80	75	70	80	812
7	75	73	65	68	70	65	67	78	67	74	70	772
8	75	70	65	68	71	53	77	78	70	80	75	782

9	75	70	65	65	66	65	70	80	75	70	80	781
10	70	62	53	78	65	54	73	80	70	70	67	742
11	75	66	65	68	73	65	70	80	70	70	70	772
12	70	65	68	55	80	72	70	80	70	73	70	773
13	75	65	65	60	84	60	78	80	70	80	68	785
14	85	79	70	72	78	65	77	80	76	80	80	842
15	75	70	65	65	73	65	77	78	72	82	82	804
16	80	75	70	70	71	65	73	78	73	70	83	808
17	75	79	64	65	71	85	72	75	70	70	70	796
18	80	70	69	65	71	65	72	75	75	70	69	781
19	80	72	65	67	80	65	72	75	70	84	79	809
20	80	70	66	63	76	72	65	75	70	70	68	775
21	85	92	78	80	91	82	73	76	85	85	90	917
22	85	86	86	73	86	92	73	78	75	74	80	888
23	85	72	86	73	70	65	74	75	75	85	78	838
24	80	88	90	75	84	85	75	70	79	80	82	888
25	80	79	70	73	82	69	78	78	81	70	80	840
26	75	79	65	73	79	65	72	75	78	70	82	813
27	75	72	65	65	70	65	72	75	70	75	75	779
28	85	88	79	75	92	75	73	75	81	78	80	881
29	70	72	65	65	73	65	72	75	62	70	69	758
30	70	88	70	65	70	66	76	75	70	78	72	800
31	80	94	75	73	88	81	76	75	79	70	80	871

Based on those data, the class interval length could be determined using this formula:³

³ Subana, dkk, *Statistik Pendidikan*, Bandung: Pustaka Setia, 2005. p. 38-40

$$\text{Class Interval Length} = \frac{(X \text{ max} - X \text{ min}) + 1}{K}$$

X max = Maximum Score

X min = Minimum Score

K = The Number of Class Interval

$$\begin{aligned}\text{Class Interval Length} &= \frac{(917 - 707) + 1}{4} = \frac{211}{4} \\ &= 70,33 = 71\end{aligned}$$

Table 3.9

The Frequency of Children's Academic Performance at
School

No	Interval	Criteria	Frequency	
			F	%
1	707 – 777	Sufficient	10	32%
2	778 – 848	Good	17	55%
3	849 – 919	Very Good	4	13%
TOTAL			31	100%

Based on the data's description above, the researcher concluded that children's academic performance at school at 5th grade students' of state elementary school 2 Banjardowo in the academic year of 2015/2016 was good category. They were 32% or 10 students had sufficient achievement, 55% or 17 students had good achievement and 13% or 4 students had very good achievement.

2. Hypothesis Analysis

There were three hypothesis in this research and would be analyzed using two predictor regression analysis. The two predictor regression analysis used to know the positive impact partially or individually and together between independent variables (parental income and home learning environment) and dependent variable (children's academic performance at school). The researcher used SPSS Program V.21 to calculate all data.

a. Looking for Regression Similarity

To see whether we will find out the correlation between independent variable (parental income and home learning environment) and dependent variable (children's academic performance at school), the researcher applied two predictor regression analysis technique with equation as follow:⁴

$$Y = a + b_1X_1 + b_2X_2$$

Y : Tied Variable (Children Academic Performance
at School)

a : Constanta

b : Variable X regression coefficient

X₁ : Dependent Variable (Parental Income)

X₂ : Dependent Variable (Home Learning
Environment)

⁴ Sugiyono, *Statistika untuk penelitian*,, p. 275

Table 3.10
Coefficients of Regression Similarity

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	608.547	66.119		9.204	.000
1 Parental Income	2.251	1.006	.366	2.238	.033
Home Learning Environment	2.262	1.074	.345	2.106	.044

a. Dependent Variable: Children's Academic Performance at School

So, the regression similarity was:

$$Y = 608,547 + 2,251X_1 + 2,262X_2$$

Based on the output of coefficients above, the interpretation from regression similarity was as follow:

- 1) Materialistically, it shows that two predictor regression analysis had positive value in constant as many as 608,547. It explained that if the value of parental income and home learning environment were zero so the children's academic performance at school value would be 608,547. In other word the score of children's academic performance at school

without any influence of parental income and home learning environment value was 608,547.

- 2) The regression constant of parental income (X1) was 2,251. It means that if the parental income condition rise up one point, the children's academic performance score at school will rise up 2,251, so it has a positive impact.
- 3) The regression constant of home learning environment (X2) was 2,262. It means that if the home learning environment condition rise up one point, the children's academic performance score at school will rise up 2,262, so it has a positive impact.

b. Looking for determination coefficient (R^2)

To find out the relation degree between independent variable (X1 and X2) and dependent variable (Y), the researcher executed what called as formula of determination coefficient.

Table 3.11The Result of Determination Coefficient (R^2)**Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin - Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.499 ^a	.249	.196	42.473	.249	4.654	2	28	.018	1.038

a. Predictors: (Constant), Home Learning Environment, Parental Income

b. Dependent Variable: Children's Academic Performance at School

Source: Output from SPSS V.21 calculation

Based on the basic calculation using SPSS Program V.21, the researcher have found out the size of influence from X1 and X2 to Y as many as 0,249. Or 24,9 % while the rest of 75,1 % is influence by other factors out of parental income and home learning environment.

c. T test

To find out whether there is and impact of X1 and X2 individually to Y, the researcher executed T test using SPSS program V.21 and then compared T_{reg} with T_{table} .

Table 3.12

The Result of T test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	608.547	66.119		9.204	.000
1 Parental Income	2.251	1.006	.366	2.238	.033
Home Learning Environment	2.262	1.074	.345	2.106	.044

a. Dependent Variable: Children's Academic Performance at School

1. If $T_{reg} < T_{table} 5\%$ or $Sig > 0,05$ so H_0 is accepted and H_a is rejected. It means that there is no impact of parental income on children's academic performance at school at 5th grade students of State Elementary School 2 Banjardowo in the academic year of 2015/2016. And if $T_{reg} > T_{table} 5\%$ or $Sig < 0,05$ so H_0 is rejected and H_a is accepted. It means that there is significant impact of parental income on children's academic performance at school at 5th grade students of State Elementary School 2 Banjardowo in the academic year of 2015/2016. Based on the output above, it was known that $T_{reg} = 2,238 > T_{table} 2,0484$ or $sig = 0,033 < 0,05$. It meant that H_0 was rejected

and H_a was accepted. So individually parental income impact on children's academic performance at school. In other word, there was significant impact of parental income on children's academic performance at school at 5th grade students of state elementary school 2 Banjardowo in the academic year of 2015/2016.

2. If $T_{reg} < T_{table} 5\%$ or $Sig > 0,05$ so H_0 is accepted and H_a is rejected. It means that there is no significant impact of home learning environment on children's academic performance at school at 5th grade students of State Elementary School 2 Banjardowo in the academic year of 2015/2016. And if $T_{reg} > T_{table} 5\%$ or $Sig < 0,05$ so H_0 is rejected and H_a is accepted. It means that there is significant impact of home learning environment on children's academic performance at school at 5th grade students of State Elementary School 2 Banjardowo in the academic year of 2015/2016. Based on the output above, it was known that $T_{reg} = 2,106 > T_{table} 2,0484$ or $sig = 0,044 < 0,05$. It meant that H_0 was rejected and H_a was accepted. So individually home learning environment impact children's academic performance at school. In other word there was significant impact of home learning environment on children's academic performance at school at 5th grade students of state

elementary school 2 Banjardowo in the academic year of 2015/2016.

3. Final Analysis

Table 3.12

The Result of F test

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	16792.141	2	8396.071	4.654	.018 ^b
1 Residual	50511.536	28	1803.983		
Total	67303.677	30			

a. Dependent Variable: Children's Academic Performance at School

b. Predictors: (Constant), Home Learning Environment, Parental Income

After getting F_{reg} value, the next step was comparing F_{reg} value with the F_{table} value. The significant value on 5% and 1%.

- a. If $F_{\text{reg}} < F_{\text{table}}$ 5% or $\text{Sig} > 0,05$ so H_0 is accepted and H_a is rejected. It means that there is no impact of parental income and home environment on children's academic performance at school at 5th grade students of State Elementary School 2 Banjardowo in the academic year of 2015/2016.
- b. If $F_{\text{reg}} > F_{\text{table}}$ 5% or $\text{Sig} < 0,05$, so H_0 is rejected and H_a is accepted. It means that there is significant impact of parental income and home environment on children's

academic performance at school at 5th grade students of State Elementary School 2 Banjardowo in the academic year of 2015/2016.

Based on the output above, it was known that $F_{reg} = 4,654 > F_{table} = 3,34$ 5% or Sig = 0,018 < 0,05. It meant that H_0 was rejected and H_a was accepted. So there was significant impact of parental income and home learning environment on children's academic performance at school at 5th grade students of state elementary school 2 Banjardowo in the academic year of 2015/2016.

C. Discussion

Parental income was highly correlated with and significantly impact on children academic performance at school. This finding is supported by Azikwe (2008) opined that for continuous successful students' academic performance; basic materials needed by the students must not be in short supply. Rothman (2004) also reported that differences in socio-economic background of students breed achievement gaps.⁵

Home learning environments have high correlation and impact on children academic performance at school. This finding is supported by Egunsola (2014) discovered that when pupils

⁵ Egunsola, A. O. E, *Influence of Home Environment on Academic Performance of Secondary school students in Agriculture Science in Andawa State Nigeria*, Journal and Method in Education Volume 4, Issue 4 Ver. II (Jul-Aug. 2014), p. 51

home are located in an environment where there is noisy traffic, noisy sound of machine and industry or market; these negatively affect the students' performance at school because the noisy environment disturbs them from concentrating while reading and studying at home.⁶

There were some reasons why parental income and home learning environment could impact on children's academic performance at school.

1. The high income family will be easier to fulfill children facilities and needs in order to support their learning process. It is different from low income family, they will be difficult to fulfill children facilities and other needs.
2. The good home learning environment condition gives a big contribution in children learning success. Children will feel enjoy, comfortable, and happy to learn at home because the parents always give motivation, love, no bickering, have a good relationship between family members and other good factors. While bad home learning environment condition will make the children uncomfortable to learn at home. They will go out with other friends playing and forget to study because parents may be always busy with their jobs, never give attention to children's progress, never give motivation, always bickering and the home atmosphere is very crowded.

There are some exceptional in this study:

⁶ Egunsola, A. O. E, *Influence of Home Environment on...*, p. 51

1. A child from low income family may get a good performance at school. For example a student number 24, his parents have low income, but he can get a good score at school (883)
2. A child from high income family may be not success in the process of teaching learning process. Children not only need good facilities to support their learning but also a good home learning environment as explanation above.

D. Limitation of The Study

The researcher considers that in this research, there were many mistakes. It was not deliberate factor. However it was happened because of the researcher's weakness. Some limitations of this study are:

1. This study is limited by the sample, there were only 31 students as sample.
2. This research is also limited by time. The researcher only had 5 days to collect the data given by the principle of State Elementary School 2 Banjardowo.
3. The researcher only use quantitative analysis in this study. For the next analysis with the same topic, it may be able to use qualitative analysis to make the research more interesting and possibly different result will be gained.