

Influence of Social and Economic Environment on Competitiveness in School Graduation Outcomes

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Abstract: This study examines how social and economic factors affect SMA 1 Barunawati Jakarta's graduation competitiveness. Academic competition among students is a significant measure of educational quality in an increasingly competitive globalised era. Family support, peer interaction, and learning culture, as well as economic factors such as family income and educational resources, are believed to influence pupils' academic performance. A quantitative survey of 226 SMA 1 Barunawati pupils was used. Questionnaires measured social environment, economic conditions, and academic competitiveness. Relationships between variables were identified using linear regression. The study found that social and economic factors boost student competitiveness. Academic performance and graduation rates are greater in supportive social and economic situations. These findings emphasise the relevance of family and community in supporting students' intellectual development. This study is expected to help schools, parents, and policymakers develop initiatives to enhance student competitiveness and address the challenges faced by underprivileged pupils. It is intended that all pupils can attain their educational potential. This study examines how social and economic factors affect SMA 1 Barunawati Jakarta's graduation competitiveness. Qualitative research uses a 1-5 Likert scale. A sample of 226 students from 520 was analysed using simple and multiple regression tests. Social and economic factors significantly affect student competitiveness in completing their education, according to a study. These findings should inform Indonesian education strategies.

Keywords: Social Environment; Economy and Competitiveness; Graduation and Education; Economic Environment; Student Competitiveness; Academic Achievement; Socioeconomic Status.

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1. Introduction

Education is a fundamental right of every individual, as outlined in various international and national legal instruments. In the context of Indonesia, the 1945 Constitution of the Republic of Indonesia, particularly Article 31, emphasises that every citizen has the right to education. Additionally, Law No. 20 of 2003 on the National Education System highlights the importance of quality and equitable education for all Indonesian people. However, in practice, disparities in access to and quality of education still exist, influenced by social and economic factors. The social environment, encompassing interactions within the family, community, and culture, plays a pivotal role in shaping students' attitudes and motivation to learn. According to social theory,

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the environment in which a child grows up can affect their cognitive and emotional development. The family, as the first social unit, has the responsibility to provide adequate educational support. This aligns with Article 5 of Law No. 23 of 2002 on Child Protection, which states that children have the right to receive protection and attention from their parents and society.

On the other hand, economic factors are also a significant variable influencing student competitiveness. The availability of economic resources, including family income, access to educational facilities, and the opportunity to participate in extracurricular activities, has a significant impact on academic achievement. In this context, Article 34 of the 1945 Constitution stresses that the state is responsible for ensuring the welfare of its people, including in the field of education. However, many children are hindered from accessing quality education due to economic limitations. At SMA 1 Mardisentosa and Sugiyanti [5], student competitiveness in graduation is highly influenced by the social and economic environment surrounding them. The social environment includes social interactions, family support, and community involvement, while the economic environment encompasses the family's financial condition and access to educational resources.

According to data from the Central Statistics Agency (BPS) in 2022, approximately 21% of families in Jakarta live below the poverty line, which may impact the quality of education for their children. Furthermore, research by Setiawan [2] suggests that students from more affluent economic backgrounds tend to have greater access to adequate educational facilities. Therefore, it is important to understand how these two factors interact and influence student outcomes at SMA 1 Barunawati. This study aims to explore the relationship between social and economic environments and student competitiveness in graduation. Competitiveness is measured based on academic performance, participation in extracurricular activities, and students' ability to pass national exams. The findings of this research are expected to provide valuable insights for schools, parents, and policymakers in improving the quality of education in Indonesia.

2. Literature Review

In the realm of education, the social and economic environment plays a critical role in determining students' academic competitiveness upon graduation. Extensive research has shown that these two aspects are deeply interconnected, influencing not only students' academic performance but also their future opportunities in higher education and the job market. The social environment encompasses interactions between individuals and the surrounding community, including the level of support provided by family, peers, and society. Research by Coleman [8] suggests that social factors, including strong family support and active community engagement, can positively influence students' academic success. Similarly, Lareau [1] found that families with stable financial conditions tend to be more engaged in their children's education, adopting a proactive approach that contributes to better academic outcomes and long-term competitiveness.

2.1. The Impact of Socioeconomic Status on Academic Achievement

Students from financially secure backgrounds often have access to high-quality educational resources, private tutoring, and extracurricular activities that enhance cognitive and personal development. Conversely, students from low-income families may struggle with limited access to quality education, insufficient academic support, and fewer opportunities for enrichment. Financial constraints can also prevent students from participating in programs that enhance their skills and competencies, leading to disparities in academic achievement. Studies have suggested that students experiencing financial hardship often exhibit lower motivation, reduced self-esteem, and increased stress levels, all of which negatively impact their academic performance [5].

Economic disparities are also evident in access to technology and digital learning tools. With the rise of online education and digital learning platforms, students from lower-income households may face challenges in obtaining computers, reliable internet connections, and other necessary resources for effective learning. The digital divide exacerbates educational inequality, making it difficult for economically disadvantaged students to compete on an equal footing with their wealthier peers. Furthermore, the socioeconomic conditions of a family—reflected in parental education levels, occupation, and income—serve as crucial external factors that influence students' learning experiences and outcomes. Parents with higher education levels tend to be more actively involved in their children's academic journey, providing necessary support, motivation, and resources to help them succeed. They are more likely to engage in their child's education by assisting with schoolwork, encouraging a love for learning, and fostering an environment conducive to academic success. In contrast, students whose parents have lower levels of education may not receive the same level of academic guidance at home, which can potentially affect their school performance and long-term educational aspirations.

2.2. Social Environment and Student Development

Beyond economic factors, a student's social environment has a significant impact on their cognitive and emotional development. The community they live in, the quality of their social interactions, and the nature of their peer relationships all

contribute to their overall growth and academic achievement [7]; [10]. Students who grow up in a supportive and intellectually stimulating environment tend to develop better problem-solving skills, higher self-confidence, and stronger adaptability. Conversely, those exposed to negative social influences, such as unsafe neighbourhoods, peer pressure, or a lack of positive role models, may experience setbacks in their academic and personal growth. The role of peer relationships in shaping academic competitiveness is well-documented. Research by Rahmawati and Sari [3] suggests that students who associate with motivated and high-achieving peers are more likely to adopt positive study habits and attitudes towards education. On the other hand, students who are unmotivated or influenced by their peers may develop negative behaviours that hinder their academic progress. A strong and supportive social network, both within the family and community, fosters resilience, motivation, and a positive attitude toward learning, all of which are crucial for long-term success.

2.3. The Role of Schools in Bridging Educational Gaps

Given the influence of social and economic conditions on students' academic outcomes, schools play an essential role in bridging the gap for students from diverse backgrounds. Educational institutions do more than impart knowledge; they provide critical support systems that help students navigate academic and personal challenges. Schools offer counselling and mentorship programs to help students overcome difficulties related to their studies, family issues, or social interactions [9]. Guidance and counselling services are particularly important for students facing emotional distress, academic struggles, or uncertainty about their future career paths. Having access to well-trained counsellors and dedicated teachers can significantly impact students' confidence and ability to make informed decisions about their education and career goals.

Moreover, the availability of adequate school infrastructure is a key factor in enhancing students' learning experiences. Schools equipped with modern libraries, state-of-the-art laboratories, and well-maintained sports facilities provide students with opportunities to explore knowledge beyond textbooks and develop practical skills [11]. A well-resourced learning environment fosters curiosity, critical thinking, and creativity, enabling students to fully engage in the learning process. Additionally, effective and continuous assessments by teachers play a crucial role in motivating students to enhance their academic performance. Constructive feedback enables students to identify their strengths and weaknesses, facilitating meaningful progress in their studies.

2.4. The Influence of Extracurricular Activities and Skill Development

Beyond academic instruction, extracurricular activities play a crucial role in enhancing students' competitiveness. Participation in clubs, sports, music, arts, and leadership programs helps students develop essential skills such as teamwork, problem-solving, and time management. Schools that offer a range of extracurricular activities enable students to explore their interests, develop self-confidence, and cultivate a well-rounded personality, which is highly valued in higher education and the job market. Research has shown that students engaged in extracurricular activities tend to perform better academically than their peers who do not participate in such activities. These activities provide a balanced approach to education, ensuring that students are not solely focused on academics but also on developing their social and leadership abilities. Wulandari and Nugroho [12] emphasise the importance of school-sponsored self-development programs, which provide students with the opportunity to enhance their competitiveness beyond traditional classroom learning.

2.5. The Role of Government and Policy Interventions

In addressing educational disparities, government policies and interventions play a vital role. Policies that support financial aid programs, scholarships, and subsidies for economically disadvantaged students can help bridge the socioeconomic gap. Governments can also invest in educational infrastructure, ensuring that all students have access to high-quality learning facilities, regardless of their background. Moreover, policies aimed at reducing the digital divide, such as providing free or subsidised internet access to students in need, can ensure that technological advancements benefit all learners equally. Investing in teacher training programs to enhance instructional quality and incorporating mentorship initiatives can further support students from underprivileged backgrounds.

2.6. The Psychological and Emotional Impact of Socioeconomic Status

Beyond tangible resources, the psychological and emotional aspects of a student's socioeconomic status also play a significant role in their academic performance. Students from economically disadvantaged backgrounds may experience stress and anxiety related to financial instability, which can affect their ability to concentrate and perform well in school. The lack of emotional support at home can further contribute to feelings of insecurity and self-doubt, impacting their motivation and overall academic performance. On the other hand, students who grow up in a stable and encouraging environment are more likely to develop self-confidence, a strong work ethic, and resilience. They are better equipped to handle academic challenges and setbacks, as they receive consistent guidance and encouragement from their families and communities.

The interplay between social and economic factors plays a crucial role in determining a student's ability to succeed academically and professionally. Socioeconomic conditions have a significant impact on access to education, while the social environment profoundly influences emotional resilience and cognitive development. Schools serve as a critical intervention point by providing educational resources, emotional support, and opportunities for skill development. By fostering an inclusive and supportive educational environment, students can cultivate the confidence, adaptability, and knowledge necessary to thrive in an increasingly competitive world. Further research is necessary to understand how these factors specifically contribute to competitiveness in graduation at SMA 1 Barunawati Jakarta.

3. Methodology

The research method employed in this study is qualitative, utilising a survey approach to collect data from a population of 520 students at SMA 1 Barunawati, Jakarta. In determining the appropriate sample size, the researcher used the Slovin formula as follows:

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

n = the required sample size

N = population size

e = the tolerated margin of error.

The calculation using the Slovin formula with the population value (N = 520) and margin of error (e = 0,05):

$$n = \frac{520}{1 + 520 \times 0,05^2}$$

Size of Sample (n): $n = \frac{520}{2,3} = 226,09$

From the total population of 520 students at SMA 1 Barunawati Jakarta, it can be concluded that the required sample size for the study is 226 students. This sample size is determined using the Slovin formula, a widely used method for calculating sample size in research, particularly when the population size is known. By applying this formula, the researchers are confident that the Sample chosen will be representative of the entire population. The purpose of selecting this sample size is to ensure that the study results are statistically significant and reflective of the broader student body.

The Slovin formula is useful because it enables researchers to select a sample size that strikes a balance between precision and practicality. It accounts for both the size of the population and the acceptable margin of error, ensuring that the Sample is neither too large nor too small. For this study, a margin of error was selected that would provide the most reliable results. By employing this approach, researchers can accurately measure the effects of social and economic factors on student competitiveness and academic outcomes, ensuring that the findings accurately represent the broader trends within the population. With a sample size of 226 students, the research aims to draw conclusions that are both valid and generalizable to the entire student population of SMA 1 Barunawati Jakarta.

Data collection was conducted using a well-structured questionnaire designed specifically for this study. The questionnaire was designed using a 1-5 Likert scale, allowing researchers to measure various aspects of students' social and economic environments, as well as their academic competitiveness. The Likert scale was chosen for its ability to assess attitudes, perceptions, and experiences in a more nuanced way, providing valuable insights into students' views on the factors that affect their academic performance. This scale enables the researchers to quantify responses and draw meaningful conclusions about the relationships between the variables of interest. The questionnaire consists of three primary sections, each targeting a specific area of investigation. The first section focuses on the social environment of students. It includes questions that explore family support, participation in social activities, and interactions with peers.

These elements are crucial in understanding how the social context in which students live influences their academic success. Research has consistently shown that family support, peer relationships, and community involvement play a significant role in shaping students' attitudes toward education and their motivation to succeed academically. For example, students who feel supported by their families and peers are more likely to demonstrate positive attitudes toward their studies and engage in behaviours that contribute to academic success. On the other hand, students from less supportive social environments may struggle with motivation and academic performance, which ultimately affects their competitiveness.

The second section of the questionnaire pertains to the economic conditions of the students' families. It includes questions about parental employment status, family income, and access to educational resources. These factors are fundamental to understanding how economic disparities impact students' ability to succeed academically. Students from families with higher incomes often have better access to educational resources, such as books, private tutoring, and extracurricular activities, which can significantly enhance their academic performance. In contrast, students from lower-income families may face challenges such as limited access to educational materials, inadequate study environments, and a lack of opportunities for academic enrichment. These economic disparities can create significant barriers to success, limiting students' competitiveness in school and their ability to complete their education. By including questions on economic conditions, the study aims to assess the extent to which family income and resources impact students' academic performance and competitiveness.

The third section of the questionnaire focuses on students' competitiveness, measuring various indicators of academic success. These include academic performance, participation in extracurricular activities, and the ability to perform well in national exams. Academic performance is a direct measure of students' success in their studies. At the same time, extracurricular involvement is often seen as a reflection of students' broader skills and engagement with the school community. Students who participate in extracurricular activities are often more motivated, organised, and well-rounded, which can contribute to their overall academic success. Moreover, students' performance on national exams is a critical indicator of their academic achievement, as it provides an objective measure of their knowledge and skills. By assessing these different aspects of competitiveness, the study aims to develop a comprehensive understanding of the factors that influence student success at SMA 1 Barunawati Jakarta.

After the data was collected through the questionnaires, the next step was to analyse the data using appropriate statistical methods. In this case, simple regression and multiple regression analyses were employed to investigate the relationships between social and economic environment variables and students' competitiveness. Simple regression analysis was used to examine the effect of individual variables, such as family support or income levels, on students' competitiveness. Multiple regression analysis, on the other hand, was employed to assess the combined effects of various factors, providing a more nuanced understanding of how social and economic environments interact to influence academic outcomes. These statistical methods allowed the researchers to identify the strength and direction of the relationships between the variables and to draw meaningful conclusions from the data.

The analysis of the data is expected to provide valuable insights into the factors that contribute to students' competitiveness and academic success. It is anticipated that the results will reveal significant relationships between social and economic factors and students' academic outcomes, including their performance in school, participation in extracurricular activities, and their likelihood of graduating successfully. For instance, the study may find that students from supportive social environments and higher economic backgrounds tend to perform better academically and have higher graduation rates compared to their peers from less favourable social and economic circumstances. These findings have significant implications for schools, policymakers, and educators, underscoring the need to address disparities in access to resources and support to create a more equitable educational environment.

The research aims to explore the complex relationship between students' social and economic environments and their academic competitiveness. By using a well-designed questionnaire and applying statistical analysis methods, the study seeks to identify the key factors that influence student success at SMA 1 Barunawati Jakarta. The results are expected to provide valuable insights for educators, parents, and policymakers, enabling them to understand how social and economic conditions influence students' academic outcomes and what can be done to enhance educational opportunities for all students. Ultimately, the study aims to contribute to the development of more effective strategies and policies that enhance students' competitiveness and academic achievement in Indonesia.

4. Results and Discussion

4.1. The Impact of Social Environment on Competitiveness in School Graduation at SMA 1 Barunawati Jakarta

The simple regression analysis conducted in this study aims to determine the extent to which the social environment influences students' competitiveness in school graduation. The results of the statistical tests provide valuable insights into this relationship. The calculation of the F-value produces a result of 132.765, while the corresponding T-table value stands at 2.060. Since the F-value (132.765) is significantly greater than the T-table value (2.060), and the obtained significance level is 0.001—well below the standard threshold of 0.05—the hypothesis stating that “there is an influence of the social environment on competitiveness in school graduation at SMA 1 Barunawati Jakarta” is supported with a high level of confidence.

Furthermore, to better understand the extent of this influence, the coefficient of determination (R-squared) test was conducted. The results indicate an R-squared value of 0.372, meaning that the social environment contributes 37.2% to the overall

competitiveness of students in school graduation. This suggests that factors such as peer interactions, family support, community engagement, and overall social conditions play a crucial role in shaping students' ability to compete academically and professionally. However, the findings also highlight that the remaining 62.8% of the variation in students' competitiveness is influenced by other factors that were not examined in this study. These could include economic conditions, access to quality education, personal motivation, teacher effectiveness, availability of learning resources, and extracurricular engagement (Table 1).

Table 1: Results of simple linear regression analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.610 ^a	.372	.369	8.43249
<i>a. Predictors: (Constant), Social Environment</i>				

Given these findings, it is evident that while the social environment is a significant determinant of student competitiveness in school graduation, it does not operate in isolation. Other external and internal factors also contribute to shaping students' educational outcomes. Future studies should explore these additional variables to provide a more comprehensive understanding of what drives academic competitiveness. Moreover, educational institutions and policymakers could use these insights to develop targeted interventions that enhance the social environment for students, such as mentorship programs, peer support initiatives, and community-based learning opportunities, all of which could further strengthen students' academic success and overall readiness for higher education or the workforce.

4.2. The Impact of the Economy on Competitiveness in School Graduation at SMA 1 Barunawati Jakarta

Table 2: Results of simple linear regression analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.589 ^a	.346	.344	8.60339
<i>a. Predictors: (Constant), Economy</i>				

Table 2 presents the simple regression analysis applied in this study, which examines the extent to which economic factors influence students' competitiveness in school graduation. The statistical analysis yields significant findings that help clarify this relationship. The F-value obtained from the regression test is 118.732, while the corresponding T-table value stands at 2.060. Given that the F-value (118.732) is substantially greater than the T-table value (2.060), and the significance level is recorded at 0.001—far below the standard threshold of 0.05—it can be confidently concluded that the hypothesis stating “there is an impact of the economy on competitiveness in school graduation at SMA 1 Barunawati Jakarta” is valid and strongly supported by the data.

To further assess the magnitude of this impact, the coefficient of determination (R-squared) test was conducted. The results indicate that the R-squared value is 0.346, meaning that economic conditions contribute 34.6% to the overall competitiveness of students in school graduation. This suggests that factors such as family income, financial stability, parental occupation, access to learning resources, and affordability of educational support play a crucial role in determining students' academic performance and their ability to compete effectively. However, the findings also reveal that the remaining 65.4% of the variation in student competitiveness is influenced by other variables that were not examined in this study. These aspects could include the social environment, individual motivation, school infrastructure, quality of teaching, government educational policies, and extracurricular participation.

These results highlight the undeniable role of economic conditions in shaping students' academic achievements, but they also emphasise that economic factors alone are not the sole determinant of success. Many external and internal elements contribute to students' ability to graduate competitively. Future research should investigate these additional variables in greater depth to provide a more comprehensive understanding of the factors that drive student competitiveness.

Additionally, educational institutions, policymakers, and communities could use these findings to develop targeted strategies aimed at mitigating economic disparities among students. Implementing scholarship programs, financial aid initiatives, and resource accessibility improvements could help level the playing field, ensuring that students from diverse economic backgrounds have equal opportunities to succeed academically and secure promising futures.

4.3. The Impact of Social Environment and Economy on Competitiveness in School Graduation at SMA 1 Barunawati Jakarta

Table 3: Results of multiple linear regression analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.676 ^a	.458	.453	7.85523
<i>a. Predictors: (Constant), Economy, Social Environment</i>				

Table 3 presents the analysis of multiple regression testing used in this study to determine the relationship between the impact of the social environment and the economy on school graduation competitiveness. The significance level for the impact of the social environment and the economy on competitiveness in graduation is $0.001 < 0.05$. The F-value calculation is $94.064 > F$ -table value of 3.12, so it can be concluded with a hypothesis that 'There is an impact of the social environment and the economy on competitiveness in school graduation at SMA 1 Barunawati Jakarta.' The results of the coefficient of determination test show that the R-square value is 0.458, which means that the social environment and economy contribute 45.8% of the effect on competitiveness in school graduation at SMA 1 Barunawati Jakarta. In comparison, the remaining 54.2% is influenced by other variables not examined in this study. The results of the study indicate that the social environment and the economy have a significant impact on students' competitiveness in graduation at SMA 1 Barunawati Jakarta. Simple regression analysis suggests that both variables have a positive relationship with students' competitiveness. Specifically, the variables of family support and access to educational facilities show significant regression coefficients, meaning that the better the social and economic support students receive, the higher their competitiveness. For example, students who report receiving moral and financial support from their parents tend to have better academic performance. This aligns with the research by Hidayati [6], which revealed that parental involvement in a child's education can enhance motivation and academic performance. Additionally, students from families with higher economic status have greater access to tutoring and other educational resources, which contributes to their improved competitiveness.

In this context, it is essential to note that the social environment encompasses not only family support but also interactions with peers. Research by Sari [4] shows that students who actively participate in study groups or extracurricular activities tend to have a better understanding of the subject matter, which in turn enhances their competitiveness in exams. On the other hand, students from economically disadvantaged backgrounds often face greater pressure in achieving academic success. They may face challenges such as a lack of access to adequate learning materials and limited study time due to the demands of work outside of school. Therefore, support from schools and communities is crucial to help these students enhance their competitiveness. Thus, this study emphasises the importance of the social and economic environment in influencing students' competitiveness at SMA 1 Barunawati, Jakarta. The findings are expected to serve as a foundation for the development of more inclusive educational policies, providing special attention to students from diverse social and economic backgrounds.

5. Conclusion

Based on the results of the regression analyses conducted in this study, it can be concluded that both the social environment and the economy significantly influence competitiveness in school graduation at SMA 1 Barunawati Jakarta. The statistical findings highlight the crucial role these factors play in shaping students' academic success and their ability to graduate competitively. The simple regression analysis reveals that the social environment contributes 37.2% to students' competitiveness, while economic factors account for 34.6% of the variance in competitiveness. When both variables are analysed together using multiple regression, their combined effect increases to 45.8%, indicating that their interaction has a stronger influence than either factor alone. These results provide valuable insights into the intricate relationship between social and economic conditions and students' educational outcomes. The significance levels for both the social environment and the economy were found to be statistically significant, with a p-value of 0.001, which is well below the commonly accepted threshold of 0.05. This statistical significance reinforces the hypothesis that these two variables have a meaningful impact on student competitiveness. However, it is essential to note that while social and economic factors account for a substantial portion of the variance, a considerable 54.2% of the factors affecting student competitiveness remain unexplored in this study. This suggests that there are additional variables—such as individual motivation, teacher quality, school facilities, access to extracurricular activities, and government policies—that also contribute to academic success and should be investigated in future research.

5.1. The Impact of the Social Environment on Competitiveness in School Graduation

The role of the social environment in shaping students' academic performance cannot be overstated. A positive social environment, which includes strong family support, healthy peer relationships, and a nurturing school atmosphere, contributes

significantly to students' ability to excel academically. The study's findings indicate that the social environment accounts for 37.2% of the variance in student competitiveness, making it a critical determinant of academic success. Family support, for instance, plays a vital role in encouraging students to pursue their education with diligence and determination. Parents who actively engage in their children's learning process—by helping with homework, attending school meetings, and fostering a culture of learning at home—provide students with the motivation and resources they need to succeed.

Additionally, peer influence can either enhance or hinder academic achievement. Students who are motivated and academically driven are more likely to develop strong study habits and a competitive mindset. Conversely, negative peer pressure can lead to distractions and reduced academic focus. The broader community also has a significant impact on students' educational experiences. A supportive community that values education fosters an environment where students feel encouraged to excel academically. Community programs that offer mentorship, tutoring, and career guidance can help students develop essential skills and increase their confidence in their academic abilities. Moreover, schools that foster a culture of inclusivity and provide strong support systems, such as counselling services and extracurricular activities, contribute to the overall competitiveness of their students by addressing social and emotional challenges that may arise.

5.2. The Role of Economic Factors in Competitiveness in School Graduation

Economic conditions are another key determinant of student competitiveness, as evidenced by the finding that they account for 34.6% of the overall variance in competitiveness for graduation. A family's economic status influences multiple aspects of a student's educational journey, including access to learning resources, quality of education, and overall academic performance. Students from economically stable backgrounds often have greater access to high-quality education, including private tutoring, advanced learning materials, and technological resources such as laptops and internet access. These resources enable students to engage in self-directed learning and stay ahead academically. In contrast, students from lower-income families may face financial barriers that limit their educational opportunities. Limited access to books, educational software, and supplementary learning programs can put economically disadvantaged students at a disadvantage compared to their more affluent peers.

Additionally, economic stability affects students' ability to participate in extracurricular activities, which play a crucial role in building skills and enhancing competitiveness. Students who can afford to enroll in enrichment programs, attend educational workshops, and participate in academic competitions tend to develop well-rounded skills that contribute to their academic and professional success. On the other hand, financial constraints may compel some students to take on part-time jobs, thereby reducing the time available for studying and extracurricular activities. Furthermore, parental education and employment status are closely linked to student achievement. Parents with higher levels of education are generally more equipped to assist their children with schoolwork and provide guidance on academic and career planning. They also tend to have better employment opportunities, which translates into financial stability and a greater ability to invest in their children's education. Conversely, students whose parents have lower levels of education and unstable employment may receive less academic support at home, further widening the educational gap between students from different economic backgrounds.

5.3. The Combined Effect of Social and Economic Factors

When both social and economic factors are considered together using multiple regression analysis, their combined contribution to student competitiveness increases to 45.8%. This finding suggests that these two factors do not operate in isolation but rather interact to shape students' academic experiences and outcomes. A student who benefits from both a strong social support system and a stable economic background is more likely to perform well academically and graduate with a competitive edge. For example, a financially well-off student who lacks social support may struggle with motivation and self-motivation. In contrast, a student from a lower-income background who receives strong community and family support may be able to overcome financial challenges and achieve academic success. This interaction highlights the importance of addressing both social and economic barriers to education through comprehensive policies and interventions.

5.4. Policy Implications and Recommendations

Given the significant impact of social and economic factors on student competitiveness, policymakers and educational institutions should consider implementing targeted strategies to support students from diverse backgrounds. Schools can play a proactive role by enhancing their support systems and ensuring that all students, regardless of their economic status, have access to the resources they need to succeed.

- **Enhancing Parental Involvement:** Schools should encourage parental engagement by organising workshops that educate parents on how to support their children's learning. Strengthening the parent-school partnership can improve students' motivation and academic performance.

- **Providing Financial Assistance:** Scholarships, grants, and financial aid programs should be expanded to ensure that students from lower-income families have access to the same educational opportunities as their peers. Schools can also establish book-sharing programs and digital learning centers to provide free access to learning materials.
- **Developing Strong Community Support Programs:** Community mentorship and after-school tutoring programs can provide students, particularly those from disadvantaged backgrounds, with additional academic support and guidance. Collaboration between schools, local businesses, and nonprofit organizations can help create educational initiatives that benefit students.
- **Improving School Infrastructure and Resources:** Schools should be equipped with well-maintained libraries, science laboratories, and computer centres to provide students with access to essential learning tools and resources. Additionally, investing in teacher training programs can enhance the quality of education and ensure that students receive the best possible instruction.
- **Addressing Socioeconomic Inequities:** Government policies should prioritise reducing educational disparities by ensuring that all schools, regardless of location or funding, provide high-quality education. Special programs targeting underprivileged communities can help bridge the gap and promote equal opportunities for all students.

The findings of this study underscore the significant role that both social and economic factors play in shaping students' competitiveness in school graduation. While the social environment contributes 37.2% and economic conditions account for 34.6%, their combined effect reaches 45.8%, highlighting the importance of addressing both factors simultaneously. However, with 54.2% of the variability in student competitiveness unexplained, further research is needed to explore additional factors that contribute to academic success. By implementing targeted interventions and support systems, schools and policymakers can create a more inclusive and equitable education system that enables all students to achieve their full potential. Strengthening parental involvement, providing financial assistance, developing community-based support programs, and improving school infrastructure are just some of the steps that can help students overcome social and economic barriers, ensuring that every student has the opportunity to succeed academically and graduate competitively.

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