CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

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Petunjuk Penulisan Cakrawala Pendidikan

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2. *Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987)*
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   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
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6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama- nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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8. Pengiriman Artikel via email ke hudaferi@gmail.com paling lambat 3 bulan sebelum bulan penerbitan.

Daftar Isi

THE INFLUENCE OF SOCIOECONOMIC STATUS (SES) AND PARENTAL EDUCATIONAL BACKGROUND TOWARD VOCATIONAL HIGH SCHOOL STUDENTS' READING COMPREHENSION

Cica Kuswoyo[1), Saiful Rifa'i[2)*
rifai.saiful@gmail.com
Universitas PGRI Adi Buana Kampus Blitar

Abstrak: Dalam konteks pendidikan sekolah menengah kejuruan, penelitian ini mengeksplorasi sejauh mana status sosial ekonomi (SES) dan latar belakang pendidikan orang tua memengaruhi pemahaman bacaan siswa. Dengan menggunakan desain penelitian korelasional kuantitatif, sebanyak 80 siswa kelas sepuluh dipilih melalui pengambilan sampel sensus. Data dikumpulkan menggunakan kuesioner tervalidasi yang mengukur SES dan pendidikan orang tua, bersamaan dengan tes pemahaman bacaan standar. Data dianalisis menggunakan analisis regresi berganda. Temuan menunjukkan bahwa baik SES maupun latar belakang pendidikan orang tua memiliki pengaruh yang signifikan secara statistik terhadap pemahaman bacaan siswa, dengan latar belakang pendidikan orang tua muncul sebagai prediktor yang lebih dominan. Hasil ini menggarisbawahi peran penting latar belakang keluarga dalam membentuk hasil akademik siswa. Studi ini menyoroti perlunya para pemangku kepentingan pendidikan untuk menerapkan intervensi yang mendukung siswa dari latar belakang SES yang lebih rendah dan mendorong keterlibatan orang tua dalam pengembangan literasi.

Kata kunci: Pengaruh, status sosial ekonomi, latar belakang pendidikan orang tua, pemahaman bacaan

Abstract: In the context of vocational high school education, this study explored the extent to which socioeconomic status (SES) and parental educational background influence students' reading comprehension. Employing a quantitative correlational research design, a total of 80 tenth-grade students were selected through census sampling. Data were gathered using a validated questionnaire measuring SES and parental education, alongside a standardized reading comprehension test. The data were analyzed using multiple regression analysis. Findings revealed that both SES and parental educational background had statistically significant effects on students' reading comprehension, with parental educational background emerging as the more dominant predictor. These results underscore the pivotal role of family background in shaping students' academic outcomes. The study highlights the need for educational stakeholders to implement interventions that support students from lower SES backgrounds and foster parental engagement in literacy development.

Keywords: Influence, socioeconomic status, parental educational background, reading comprehension

INTRODUCTION

Reading is a fundamental skill that plays a vital role in academic achievement, especially in English language learning. It is not merely the act of decoding symbols or pronouncing words correctly, but involves a complex cognitive process that includes comprehension, interpretation, and reflection. According to Snow (2002), reading comprehension is the ability to understand and interpret the meaning of written text through interaction with language. This skill is critical for students, especially in vocational high schools, where learners are expected to comprehend both general and technical texts in English.

Reading supports vocabulary development, critical thinking, and the acquisition of knowledge across disciplines. Snow (2002) further explains that without proper instructional strategies, students may struggle with comprehension, especially when texts become more complex in higher grades. In addition, reading difficulties may lead to broader academic problems if not addressed early and effectively. Thus, reading comprehension is not only a linguistic skill but also a gateway to academic and lifelong learning success.

Despite the importance of reading, Indonesia continues to face significant challenges in reading literacy. As reported by Romeo et al. (2022), students from lower socioeconomic backgrounds often face limited access to learning resources such as books and supportive reading environments at home. Furthermore, Iqbal et al. (2022) found that financial stress within families can increase student stress, thereby reducing their ability to focus and absorb reading materials. These findings underscore the impact of family background especially socioeconomic conditions on students' reading abilities.

Socioeconomic status (SES) refers to the combination of economic and social factors that influence an individual's or family's access to resources, including education. Reardon (2018) asserts that SES has consistently been one of the strongest predictors of children's academic performance. Students from high SES families typically benefit from better school environments, private tutoring, and enriched learning experiences. Conversely, children from lower SES backgrounds often encounter structural barriers that limit their academic potential, especially in reading comprehension.

Another key variable affecting students' reading skills is parental educational background. Davis-Kean (2005) states that parents with higher educational levels tend to engage more in their children's academic activities, such as reading books together, discussing texts, and encouraging independent reading. On the other hand, as noted by Coleman (2018), parents with limited formal education may lack the time, confidence, or resources to provide such support at home, leading to lower literacy exposure for their children.

Although previous studies have examined the influence of SES and parental education on students' general academic performance, there is limited research specifically addressing their combined impact on reading comprehension among vocational high school students. Most studies have focused on primary and junior high school students, leaving a research gap in understanding how these external factors influence older students preparing for employment or higher education.

Therefore, this study aims to investigate the partial and simultaneous effects of socioeconomic status and parental educational background on reading comprehension in vocational high school students. By employing multiple regression analysis, this research seeks to determine the extent of influence from each variable and provide practical insights into the development of reading interventions tailored to the needs of students from various family backgrounds.

MATERIALS
Socioeconomic Status (SES)

Socioeconomic status (SES) refers to the relative position of an individual or family within a social structure, typically based on indicators such as income, parental occupation, and access to educational resources. According to

Bornstein (2003), SES is a multidimensional concept that reflects a combination of economic and social indicators influencing life opportunities, particularly in education. In this study, SES is assessed using a structured questionnaire covering aspects such as monthly family income, parents' employment status, and home ownership.

Students from high SES backgrounds generally benefit from greater access to learning resources, including books, digital tools, and private tutoring. These resources create a conducive environment for literacy development. In contrast, students from low SES families often lack these supports, which can hinder reading acquisition and comprehension (Romeo et al., 2022). Moreover, financial stress and unstable home environments have been shown to negatively impact students' focus and motivation in academic tasks (Iqbal et al., 2022).

Parental Educational Background

Parental educational background refers to the highest level of formal education completed by the student's parents. This variable is widely recognized as a strong determinant of a child's academic success. Davis-Kean (2005) emphasized that educated parents are more likely to create supportive learning environments, model effective learning behaviors, and set high expectations for academic achievement.

As stated by Coleman (2018), parents with higher education levels are better positioned to assist their children in completing school assignments and promoting reading habits at home. On the other hand, parents with limited education may lack the confidence or time to engage in these practices, which in turn affects the child's literacy development.

Reading Comprehension

Reading comprehension is defined as the ability to understand, process, and integrate information from written texts. According to Snow (2002), it involves decoding, understanding vocabulary, making inferences, and synthesizing meaning from the text. Reading comprehension in this study is measured through a standardized test that evaluates key skills such as identifying main ideas, understanding word meanings in context, and drawing logical conclusions.

The development of reading comprehension requires not only cognitive skills but also environmental support. As highlighted by Latief (2023), students' reading achievement is not determined solely by intelligence but also influenced by factors such as family background, learning motivation, and educational resources.

SOME RELATED FINDINGS

Several previous studies have highlighted the relationship between socioeconomic factors and students' reading achievement. For instance, Sirin (2005) conducted a meta-analysis and found that SES has a moderate to strong relationship with academic achievement, particularly in reading performance. His study emphasized that students from higher SES backgrounds tend to have better access to educational resources, including books and tutoring, which significantly improve their reading skills.

Reardon (2018) also revealed that the achievement gap between high and low SES students has widened over time, with family income and parental education playing central roles. Students from wealthier families consistently outperform their peers from lower-income backgrounds due to enriched early literacy experiences and sustained academic support.

In terms of parental education, Davis-Kean (2005) found that the educational attainment of parents directly influences children's academic outcomes by shaping their attitudes, values, and expectations regarding learning. Similarly, Coleman (2018) noted that parents' educational levels affect their ability to provide meaningful help with schoolwork, especially in subjects like reading that require conceptual understanding and critical thinking.

However, research on vocational high school students is still limited. Most existing studies focus on elementary and general secondary education. The present

study attempts to address this gap by specifically analyzing how SES and parental education affect reading comprehension in vocational settings—where students face unique academic and occupational challenges.

SUMMARY AND RESEARCH GAPS

Based on the theoretical framework and related studies, it is evident that both socioeconomic status (SES) and parental educational background significantly contribute to students' academic achievement, particularly in reading comprehension. SES affects access to educational resources such as books, technology, and private learning support (Bornstein, 2003) & (Reardon, 2018) , while parental education shapes the learning environment at home and the level of academic support that students receive (Davis-Kean, 2005) & (Coleman, 2018).

In the Indonesian context, especially at the vocational high school level, disparities in students' reading abilities are becoming more evident. Students from low SES backgrounds often struggle with reading due to lack of resources, unstable home environments, and limited parental involvement (Iqbal et al., 2022) & (Romeo et al., 2022) Conversely, those from more educated families are more likely to be supported academically at home and develop stronger literacy skills. This highlights the dual influence of economic and educational capital within the family on students' reading development.

Although numerous studies have been conducted to explore the impact of socioeconomic factors on academic performance, most of them are centered around general high school students or younger learners in elementary education. Research that specifically addresses vocational high school students is relatively scarce. Vocational students represent a distinct demographic with specific learning needs and future career orientations, yet their reading competence—especially in English—is crucial for accessing technical information and continuing to higher education or the workplace.

Furthermore, much of the previous research has examined either SES or parental education in isolation. Limited studies have analyzed how both factors simultaneously influence students' reading comprehension, particularly using robust statistical tools like multiple regression analysis. This creates a significant research gap, especially in the context of Indonesia's vocational education system.

To bridge this gap, the present study aims to investigate the partial and simultaneous effects of socioeconomic status and parental educational background on the reading comprehension of vocational high school students. By doing so, this research not only fills an empirical void but also provides insights that can inform educational policy and classroom practices aimed at reducing literacy inequality among Indonesian youth.

The conceptual framework of this research

The conceptual framework of this research links Socioeconomic Status (X_1) and Parental Educational Background (X_2) as independent variables with Reading Comprehension (Y) as the dependent variable.

Conceptual Framework Model

Socioeconomic Status (X_1) → Reading Comprehension (Y)

Parental Educational Background (X_2) → Reading Comprehension (Y)

There is a possibility of interaction between Socioeconomic Status and Parental Educational Background in influencing reading comprehension.

Conceptual Framework Visualization

The Influence os Socioeconomic Status (SES) and Parental Education Background toward Vocational High School Students' Reading Comprehension
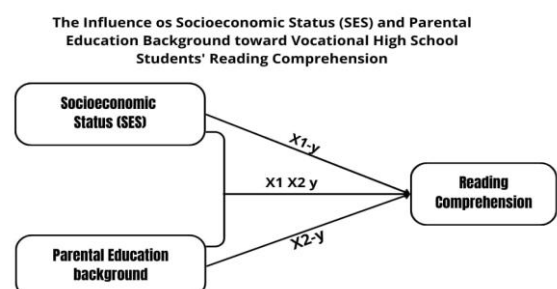
Model Explanation
Independent Variables
1. Socioeconomic Status (X₁) → Students' family income, parental occupation, and access to learning resources.
2. Parental Educational Background (X₂) → Parents' highest level of education that influences support for learning.
Dependent Variable
Reading Comprehension (Y) → Students' ability to understand English texts in terms of vocabulary, main ideas, and inferences.

METHOD
This research adopts a multiple regression analysis design with the primary objective of identifying the influence of Socioeconomic Status (SES) and Parental Educational Background on students' Reading Comprehension.

Research Design
This study employed a correlational research design, which is appropriate for examining the degree of relationship between two or more variables without manipulating them. The focus is on discovering the extent to which SES and parental education predict students' reading comprehension outcomes.

Population and Sample
The population of this study comprised Grade X students at Brawijaya Vocational High School in Blitar, with a total of 110 students selected through simple random sampling. Initially, data from all 110 students were used for instrument validity and reliability testing to ensure that the questionnaires and reading comprehension tests were appropriate for further analysis. After the instruments were validated, a subset of 80 students was utilized for the main data analysis, including classical assumption testing and multiple regression analysis. Alternatively, if the census method were applied as suggested by Gujarati (2009), where all members of a defined population are examined the entire group of 110 students would have been analyzed in full without sampling. Gujarati (2009) emphasized that "in a census, the entire population is studied, and therefore, no inference is needed as all information is already accounted for." This method eliminates sampling error and allows for more comprehensive results, especially when the population size is manageable, as in this study.

Independent Variables:
X₁: Socioeconomic Status (SES)
X₂: Parental Educational Background
Dependent Variable:
Y: Reading Comprehension
Instruments
Questionnaire: To collect data on SES and parental education. The questionnaire consisted of multiple items covering aspects such as income, parental occupation, and the highest educational level attained by both parents.
Reading Comprehension Test: A standardized English reading test was used to measure students' comprehension levels. The test included questions on vocabulary, main idea identification, inference, and detail comprehension.

Data Collection Procedure
Before the full implementation, the instruments underwent a **pilot test** to ensure **validity** and **reliability**. After revisions, the validated instruments were administered to the sample population during scheduled school hours.

Data Analysis Techniques
The following steps were undertaken in analyzing the data:
1. Descriptive Statistics: Used to describe the basic features of the data, such as mean, median, standard deviation, and frequency.
2. Classical Assumption Tests: Including tests for normality, linearity, multicollinearity, and heteroscedasticity, to ensure the assumptions for regression were met.
3. Multiple Regression Analysis: Conducted to examine both the partial and simultaneous effects of SES and parental educational background on reading comprehension.
4. Hypothesis Testing: Based on the significance values (p-values) and regression coefficients (β), conclusions were drawn about the influence of the independent variables.

This method allowed the researcher to determine how much of the variation in reading comprehension could be explained by SES and parental education, and which of the two variables had a stronger impact on student outcomes.

CLASSIC ASSUMPTION TESTING

Before conducting the multiple regression analysis, several classical assumption tests were carried out to ensure the validity and reliability of the model. These tests are essential to confirm that the data meet the standard assumptions required for accurate interpretation of regression results. The following assumption tests were conducted in this study:

Normality Test

This test was performed to determine whether the residuals (errors) from the regression model were normally distributed. The normality of data was assessed using the Kolmogorov–Smirnov test. A significance value (Sig.) greater than 0.05 indicates that the data are normally distributed. The results showed a Sig. value of 0.200, which suggests that the residuals met the assumption of normality.

Linearity Test

Linearity testing aims to determine whether there is a linear relationship between the independent variables and the dependent variable. This was assessed through **scatterplots** and **partial regression plots**. The scatter diagram indicated that the relationship between SES, parental education, and reading comprehension formed a linear pattern, thus fulfilling the linearity assumption.

Multicollinearity Test

Multicollinearity was tested to examine whether there is a high correlation between independent variables. The **Variance Inflation Factor (VIF)** and **Tolerance** values were used to measure this. A VIF value below 10 and a Tolerance value above 0.1 indicate the absence of multicollinearity. In this study, the VIF values for both SES and parental education were **1.307**, and the Tolerance values were **0.765**, confirming that multicollinearity was not present.

Heteroscedasticity Test

Heteroscedasticity refers to the unequal variance of residuals across the regression line. To test for this, the Spearman rank correlation test was applied. The significance values for SES and parental education were greater than 0.05, indicating no heteroscedasticity occurred. Furthermore, scatterplot observations showed that the residuals were randomly and evenly spread, reinforcing the test result.

Multiple Regression Analysis

After ensuring that the classical assumptions were fulfilled, multiple regression analysis was conducted to examine the influence of Socioeconomic Status (X_1) and Parental Educational Background (X_2) on Reading Comprehension (Y) among Grade X students at Brawijaya Vocational High School, Blitar.

Simultaneous Test (F-test)

The F-test was performed to assess the combined effect of the two independent variables on the dependent variable. The result showed a significance value of 0.000 ($p < 0.05$), indicating that Socioeconomic Status and Parental Educational Background simultaneously have a significant influence on students' reading comprehension. This means that the regression model fits the data well and can be used to predict reading comprehension outcomes based on the two predictors.

Partial Test (t-test)

The t-test was conducted to determine the individual effect of each independent variable on the dependent variable. The results were as follows:

Socioeconomic Status (X_1):

The significance value was 0.000 ($p < 0.05$) with a positive regression coefficient ($\beta = 0.417$). This indicates that SES has a significant and positive influence on reading comprehension. Students from higher SES backgrounds tend to have better access to learning resources, which supports their reading development.

Parental Educational Background (X_2):

The significance value was 0.000 ($p < 0.05$) and the standardized coefficient ($\beta = 0.608$) was higher than that of SES. This

suggests that parental education has a more dominant influence on students' reading comprehension. Parents with higher education levels are more likely to foster literacy habits and support academic activities at home.

Coefficient of Determination (R² and Adjusted R²)

The coefficient of determination R^2 was 0.871, which means that 87.1% of the variance in students' reading comprehension scores can be explained jointly by SES and parental education. The Adjusted R^2 was 0.868, confirming that the model remains robust even after adjusting for the number of predictors. The remaining 12.9% may be explained by other variables not included in the model, such as motivation, school environment, or teaching strategies.

These findings confirm that both SES and parental educational background are significant predictors of students' reading comprehension, with parental education showing a more dominant effect. This highlights the importance of family-based educational support in improving literacy outcomes among vocational high school students.

RESULT AND DISCUSSION

Data Presentation

Descriptive statistics for Visual Learning Style (X1), Self-Efficacy (X2), and Reading Comprehension (Y) variables consisting mean, standard deviation, minimum, and maximum scores.

Table 1 Descriptive Statistics
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X1	80	64	200	155.89	27.334
X2	80	81	168	120.95	25.978
Y	80	12	26	19.82	2.889
Valid N (listwise)	80				

Based on Table 1 Descriptive Statistics, the explanation is as follows:

a. Socioeconomic Status (X1)

The number of respondents (N) is 80. The minimum value is 64 and the maximum value is 200. The mean score is 155.89 with a standard deviation of 27.334. This indicates that there is a considerable spread in the data from the mean value,

suggesting significant variation in the students' socioeconomic status.

b. Parental Educational Background (X2)

With the same number of respondents (80), the minimum value is 81 and the maximum is 168. The mean score is 120.95 with a standard deviation of 25.978. This shows that the parental educational background also varies considerably among the respondents.

c. Reading Comprehension (Y)

The number of respondents is 80, with a minimum score of 12 and a maximum of 26. The mean score of reading comprehension is 19.82, and the standard deviation is 2.889. This indicates that the distribution of students' reading comprehension scores is relatively concentrated around the mean, showing less variability.

Classic Assumption Test

a. Normality Test: To ensure the residuals are normally distributed. Normality test was performed using the Kolmogorov-Smirnov test.

Table 2 Normality Test
One-Sample Kolmogorov-Smirnov Test

		X1	X2	Y
N		80	80	80
Normal Parameters[a,b]	Mean	155.89	120.95	19.83
	Std. Deviation	27.334	25.978	2.889
Most Extreme Differences	Absolute	.091	.109	.136
	Positive	.053	.109	.136
	Negative	-.091	-.094	-.102
Kolmogorov-Smirnov Z		.816	.975	1.218
Asymp. Sig. (2-tailed)		.518	.298	.103

a. Test distribution is Normal.
b. Calculated from data.

Based on Table, it can be explained that the score of Asymp. Sig. (2-tailed) of the Socioeconomic Status (SES) variable is 0.518, which is greater than 0.05. This indicates that the data for the Socioeconomic Status (SES) variable is normally distributed. In addition, the score of Asymp. Sig. (2-tailed) for the Parental Educational Background variable is 0.298 (> 0.05), which also shows that the data for this variable is normally distributed. Meanwhile, the score of Asymp. Sig. (2-tailed) for the Reading Comprehension variable is 0.103, which is greater than 0.05, indicating

that the data for the Reading Comprehension variable is also normally distributed.

Therefore, it can be concluded that all the data used in this study have met the assumption of normality.

b. Linearity: The linearity test is used to determine whether the relationship between the independent variables (Socioeconomic Status and Parental Educational Background) and the dependent variable (Reading Comprehension) is linear. Sosioeconomic Status X_1 – Reading comprehension (Y)

Table 3 Linearity Test (X1-Y)
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	591.550	50	11.831	5.046	.000
		Linearity	401.447	1	401.447	171.205	.000
		Deviation from Linearity	190.103	49	3.880	1.655	.075
	Within Groups		68.000	29	2.345		
	Total		659.550	79			

Table 4 Linearity Test (X2-Y)
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	427.883	54	7.924	.855	.692
		Linearity	94.236	1	94.236	10.169	.004
		Deviation from Linearity	333.648	53	6.295	.679	.882
	Within Groups		231.667	25	9.267		
	Total		659.550	79			

The ANOVA table shows a significant linear relationship between Parental education background (X2) and Reading Comprehension (Y), with a Linearity significance value of 0.000, which is well below the 0.05 threshold. This suggests that increased parental support is consistently associated with

higher reading comprehension scores. Additionally, the Deviation from Linearity significance value is 0.075, which exceeds 0.05, indicating no significant deviation from a linear pattern. Thus, the assumption of linearity is fulfilled, confirming that Parental Support is linearly related to Reading Comprehension and suitable for inclusion in regression analysis.

c. Multicollinearity: To check whether there is a high correlation between independent variables.

Table 5 Multicollinearity Test
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constan)	-.374	.957		-.391	.697		
X1	.055	.004	.520	12.537	.000	.973	1.027
X2	.096	.005	.865	20.879	.000	.973	1.027

a. Dependent Variable: Y

ed on the table 5 The VIF value for X1 is 1.027 and for X2 is 1.027 while tolerance for X1 is .973 and for X2 is .973. Since all VIF values <10 and tolerance >0.1, there is no multicollinearity.

d. Heteroscedasticity: To ensure constant residual variable

Table 6 Heteroscedasticity Test
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.144E-015	.957		.000	1.000
X1	.000	.004	.000	.000	1.000
X2	.000	.005	.000	.000	1.000

a. Dependent Variable: Unstandardized Residual

From the Glejser test, the significance values for X1 and X2 are 1.000 respectively (>0.05), so there are no symptoms of heteroscedasticity.

REGRESSION ANALYSIS RESULTS

This section presents the results of the regression analysis carried out to determine the influence of Socioeconomic Status and Parental Educational Background on Reading Comprehension.

Table 7 Regression Analysis Results
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constan)	-.374	.957		-.391	.697		
X1	.055	.004	.520	12.537	.000	.973	1.027
X2	.096	.005	.865	20.879	.000	.973	1.027

a. Dependent Variable: Y

1. Regression Model

Multiple linear regression equation obtained from the analysis results:

$Y=-0.374+0.055\ X1+0.096\ X2$

with:

Y = Reading Comprehension
X1 = Socioeconomic Status
X2 = Parental Education Bacground

The constant of -0.374 indicates that if X1 and X2 are zero, then Y (reading achievement) is -0.374.

The X1 coefficient of 0.055 indicates that every 1 unit increase in Socioeconomic Status Test will increase reading comprehension by -0.374, if other variables remain constant.

The X2 coefficient of 0.096 indicates that every 1 unit increase in Parental Educational Background will increase reading achievement by -0.374, if other variables remain constant.

2. Partial Test (t-Test)

Table 8 Partial Test

variable	$t_{observed}$	Sig. (P)	Description
X1	12.537	.000	Significant
X2	20.879	.000	Significant

Based on the results of the t-test presented in the table, it is shown that variable X1 has a t-observed value of 12.537 with a significance value (Sig. P) of 0.000. Meanwhile, variable X2 has a t-observed value of 20.879 with a significance value (Sig. P) also equal to 0.000. Since the significance values of both variables are less than 0.05, it can be concluded that X1 and X2 have a statistically significant influence on the dependent variable. This means that the null hypothesis (H_0), which states that there is no effect of X1 and X2, is rejected. Therefore, both X1 and X2 are proven to have a real and significant effect in the tested model.

3. Simultaneous Test (F Test)

Tabel 9 Simultaneous Test (F Test)

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	574.685	2	287.343	260.713	.000[b]
1	Residual	84.865	77	1.102		
	Total	659.550	79			
a. Dependent Variable: Y						
b. Predictors: (Constant), X2, X1						

ANOVA[a]

Based on the ANOVA (Analysis of Variance) results, the F value obtained is 260.713 with a significance level (Sig.) of 0.000. Since the significance value is less than 0.05, this indicates that the regression model is statistically significant in predicting the dependent variable (Y). In other words, the independent variables X1 and X2 jointly have a significant influence on Y. This is supported by the Sum of Squares for regression, which is 574.685—much higher than the residual value of 84.865—as well as the Mean Square for regression of 287.343 compared to the residual Mean Square of 1.102. Therefore, it can be concluded that the constructed regression model is adequate and reliable in explaining the variations in the dependent variable.

4. Coefficient of Determination (R^2)

Tabel 10 Coefficient of Determination (R^2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.933[a]	.871	.868	1.050	.871	260.713	2	77	.000
a. Predictors: (Constant), X2, X1									

Based on the Model Summary, the coefficient of determination (R Square) is 0.871, indicating that 87.1% of the variation in the dependent variable (Y) can be explained jointly by the independent variables X1 and X2. The Adjusted R Square value of 0.868 accounts for the number of predictors in the model and still reflects a strong explanatory power. The correlation coefficient (R) of 0.933 shows a very strong relationship between the independent variables and the dependent variable. Additionally, the Standard Error of the Estimate is 1.050, indicating the average deviation of predicted values from the actual data. The R Square Change value of 0.871 and F Change of 260.713 with a significance of 0.000 suggest that the inclusion of variables X1 and X2 significantly improves the predictive ability of the model.

DISCUSSION

The results of the analysis show that:

1. The Influence of Socioeconomic Status on Students' Reading Comprehension

    Socioeconomic status significantly affects students' reading comprehension. Students from economically better-off families generally perform better due to greater access to educational resources and a supportive learning environment at home.

2. The Influence of Parental Educational Background on Students' Reading Comprehension

    Parental educational background also plays a significant role, with a stronger influence than socioeconomic status. Educated parents tend to provide better academic support and foster reading habits, which contribute to improved comprehension.

3. The Influence of Socioeconomic Status and Parental Educational Background on Students' Reading Comprehension

    Together, socioeconomic status and parental education significantly impact reading comprehension. Their combined effect explains much of the variation in students' abilities, especially in vocational education settings, where both financial and academic support are crucial.

    Thus, the hypothesis in this study is confirmed: There is a significant influence, both simultaneously and partially, of Socioeconomic Status (SES) and Parental Educational Background on Vocational High School Students' Reading Comprehension.

    While numerous prior studies have demonstrated the significant influence of socioeconomic status (SES) and parental educational background on students' academic performance particularly in reading comprehension most of this research has focused on general education students and has rarely addressed the vocational high school context. Although Anggraini et al. (2019) and Ardiansyah (2024) explored the effects of parental education and SES on English learning outcomes, their studies did not specifically examine reading comprehension nor consider the unique academic and social challenges faced by vocational students. Given that vocational high school students often experience different educational demands, such as a strong focus on practical skills and limited academic support, this study offers a novel contribution by specifically investigating how SES and parental education relate to reading comprehension in the vocational school setting. This targeted focus fills a gap in the existing literature and provides new insights that may inform more equitable and context-sensitive educational policies for vocational education.

CONCLUSION

Based on the results of the study involving 80 student respondents, it was found that there was sufficient variation in learning motivation, parental support, and students' reading achievement. Descriptive statistical analysis showed that the three variables had adequate ranges of values and standard deviations, so they were worthy of further analysis using the regression method. All data also met the classical assumption tests such as normality, linearity, multicollinearity, and heteroscedasticity, which ensured the validity of the results of the regression analysis conducted.

The results of multiple regression analysis showed that socioeconomic status (X1) and parental educational background (X2) partially and simultaneously had a significant effect on students' reading achievement (Y). The regression coefficient for socioeconomic status was 0.055, while for parental educational background it was 0.096, both with a significance value of 0.000. This means that an increase in the two independent variables will be followed by an increase in students' reading ability. The t-test showed that each independent variable had a statistically significant effect, while the F-test confirmed that the overall regression model was significant

in predicting reading achievement.

In addition, the coefficient of determination (R^2) value of 0.871 indicates that 87.1% of the variation in students' reading achievement can be explained by socioeconomic status and parental educational background together. This finding strengthens the theory that family support, both economic and educational, is very important in shaping students' academic achievement, especially in reading ability.

Overall, this study concludes that efforts to improve students' reading ability, especially at the vocational high school level, can be optimized by improving the socioeconomic conditions of families and increasing parental education. These two factors have been shown to provide significant contributions and complement each other in supporting students' academic success.

SUGGESTIONS (PRACTICAL IMPLICATIONS):

The findings of this study have several important implications in the field of education for teachers, students, and policymakers.

1. **For Teachers and Lecturers**
   Teachers should acknowledge the impact of students' socioeconomic and parental educational backgrounds. To address learning disparities, they are encouraged to apply differentiated instruction and offer extra support to students lacking resources or home support, promoting more equitable learning experiences.
2. **For Students**
   Students are encouraged to actively seek support from both home and school. Engaging with parental guidance and utilizing educational resources can enhance reading achievement, highlighting the importance of strong home-school collaboration.
3. **For Schools and Policymakers**
   The findings call for targeted policies to reduce educational gaps. Schools should implement programs like parental involvement and support for low-income families. Policymakers need to allocate resources to underserved communities to ensure equal academic opportunities for all students.

RECOMMENDATIONS (FOR FUTURE RESEARCH AND POLICY):

Based on the limitations of this research, several recommendations for further research are as follows:
1. Using Mixed Methods
   Future research should combine quantitative (e.g., questionnaires) and qualitative (e.g., interviews or observations) methods to gain a more in-depth and balanced understanding of how socioeconomic status and parental education affect reading comprehension.
2. Add Other Variables That Might Influence Reading Comprehension
   To capture a more comprehensive picture, future studies should consider additional factors such as motivation, home literacy environment, teacher quality, access to reading materials, and school support systems.
3. Conduct Longitudinal Research
   Since this study used a cross-sectional design, future research is encouraged to adopt a longitudinal approach to observe how ongoing changes in socioeconomic conditions and parental involvement impact reading comprehension over time and across educational stages.
4. Expand Sample Coverage
   Future studies should include a more diverse sample from various school types and regions. Comparative analysis between urban and rural students may reveal different dynamics, improving the relevance and applicability of the findings.

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