



SATYA WACANA CHRISTIAN UNIVERSITY
ASSOCIATION OF PSYCHOLOGICAL AND EDUCATIONAL COUNSELOR OF ASIA PACIFIC
ASSOCIATION OF GUIDANCE AND COUNSELING OF INDONESIA "SALATIGA"

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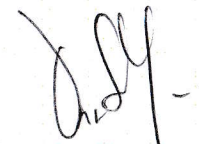
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"Counseling Based Approach to Health and Wellness"



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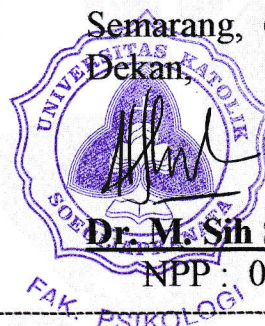
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Satya Wacana Christian University
Salatiga**

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AMS

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FOREWORD

Ladies and Gentlemen, Participants of Seminar and Workshop Mid Year APECA 2015 in Salatiga;

President of APECA Dr Tan Soo Yin and Vice Rector of Satya Wacana Christian University, the Dean Faculty of Teacher Training and Education and All of Friends of Guidance & Counseling lecturer; School Counselor whom I love in Christ,

Let me represent the Organizing Committee for Seminar and Workshop Mid Year APECA two thousand and fifteen (2015) in Salatiga, convey welcome in Salatiga little town and at our campus Satya Wacana Christian University. First we thank God Most Gracious, thanks to its shares for all of us can attend this morning to begin the Seminar and Workshop with the theme of :Counselling based approach to heart and wellness. Facilitators come from negeri jiran Malaysia, Singapore, and participants come from Semarang, Jakarta, Bandung, Sukoharjo, Magelang, Tegal, Surabaya, Bogor, Kudus, Selong NTB, Suruh, Palu (Celebes), Solo, and Salatiga with the overall number of participants around 60 people. Thanks for the response of Brother and Sister to be present and participation in the Mid Year APECA 2015 in Indonesia. 21 th Biennial Conference and workshop APECA will be held in the Sydney Australia next November 2016. Mr. / Mrs. / friends here are invited to attend. We meet again in Sydney next year.

The committee thanked for Resource Person Dato Prof. See Ching Mey PhD come from USM Penang Malaysia, Mrs. Theresa Moo Chin Woon from KL; Dr Tan Soo Yin and Carine Lee PhD from National Institute of Education Nanyang Technological University Singapore and presentor from outside salatiga. We are Thank you too Rector SWCU, Dean Faculty of Education and Guidance and Counseling Department who has facilitated the committee so that within a relatively short time Mid Year Seminar and Workshop APECA2015 joint with Satya Wacana Christian University and can be planned and implementing today and tomorrow. With Colaboration Indonesia Guidance and Counseling Association Salatiga branch. Congratulations for Seminar and workshops, God bless us all.

Organizing Committee

Prof J.T Lobby Loekmono PhD
Chairman

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**Cognitive Ability, Levels of Parent's Education, Gender-Based
Differences and Academic Achievement among Students of
Elementary School in Semarang, Central Java**

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ABSTRACT

The current research aimed at tapping correlations between cognitive ability, levels of parents' educational background, gender-based differences and academic achievement among students of elementary schools in Semarang. Participants were 114 students from three elementary state schools in Semarang, 56 (49.1%) were girls, and 58 (50.9%) were boys. Cognitive ability was assessed using a standardized intelligence testing, CFIT, levels of parents' educational background were derived based on a self-report demographic inventory, and academic achievement was based on the academic report derived from academic records of each school. We used *product moment correlations*, *t-test analysis* and *variance analysis* to analyze the data of the current study. Results of the data analysis shown that cognitive ability was positively and significantly related with academic achievement ($r = 0.34, p < .01$), with no difference between girls and boys on cognitive ability ($t(112) = -1.045; p > .05$). Albeit the result shown that there was no gender-based difference on cognitive ability ($t(112) = -1.045; p > .05$), however, we found an interesting finding in which girls ($M = 79, 37; SD = 5.84$) outperformed boys ($M = 73, 32; SD = 4, 49$) on academic achievement. Moreover, results based on variance analysis shown that levels of fathers' education correlated nearly significant (or significant at $p < .10$) to academic achievement among these students ($F = 2.246, p = 0.56 / p < .10$). Discussion and implications of the study were discussed.

Keywords: cognitive ability, levels of parents education, gender-based difference on academic achievement, elementary school students

Introduction

Academic achievement has been widely associated with intelligence (Deary, Strand, Smith, and Fernandes, 2007; Kuncel, Hezlett, and Ones, 2001). In their impressive 5-year longitudinal study of over 70,000 British school children, Deary *et al* obtained correlations of 0.69 between a standardized cognitive abilities test (CAT) and total grade GCSE (General Certificate of Secondary Education), and 0.72 between CAT scores and students' "Best 8"

exam scores. Cognitive ability tests, especially intelligence quotient (IQ), have been shown to predict a number of students' outcomes, such as academic performance and grades (Leeson, Ciarrochi, and Heaven, 2008; Woolfolk, 2004).

Cognitive ability tests were intended, initially, to develop a method of identifying those students unlikely to benefit from regular school instruction and therefore in need of special educational services (Floyd, 2010; Woolfolk, 2004). Cognitive ability tests also allowed school psychologist to make normative and developmental comparisons by situating a child's total score within the distribution of those expected based on age.

In the Indonesian context, cognitive ability testing is, mostly, a privilege of rich private schools or some very good, favorite state-owned schools. The government doesn't see the importance of cognitive testings, therefore, psychological testings, include cognitive ability testings, have not yet the primary policy to be conducted in the educational settings. In fact, many primary school students coming from underprivileged or low socioeconomic background went to state-owned schools with poor facilities/resources in Semarang City. Therefore, these schools could not afford to undertake cognitive ability testings.

Research has shown that socioeconomic status which includes family income, parents' educational background, and occupation is associated with some aspects of children's life, including cognitive outcomes (Bradley and Corwyn, 2002). Furthermore, research has shown that children with underprivileged background are at higher risk of having some developmental problems due to lack of resources that is health care. Turkheimer, Haley, Waldron, D'Onofrio, and Gottesman's (2003) study revealed an intriguing finding in which they found that 60% of the variance in an IQ score was effected by the shared environment suggesting that socioeconomic status of children's parents strongly predicted children's IQ.

It is, therefore, important to assess the impact of cognitive factor on academic performance among students coming from underprivileged background. Secondary purpose of the current study was to assess the impact of the educational background of the parents because educational attainment may serve a proxy of cognitive ability (Berry, Gruys, and Sackett, 2006). Demographic variable that appears to discriminate students' academic achievement is gender. There is an increasing evidence that female consistently tend to outperform its male counterparts on academic achievement (Leeson *et al*, 2008; Sulastri, Handoko, and Janssens, 2015).

Method

Participants were 114 students from three elementary state-owned schools in Semarang, 56 (49.1%) were girls, and 58 (50.9%) were boys. A standardized cognitive ability testing was conducted to assess the cognitive ability of these students. The standardized test was CFIT (Culture Fair Intelligence Test). We chose CFIT to retain the fairness of the IQ scores considering the underprivileged background of the students. Data about the students' academic performance provided by each school's administrative staff, comprising of students' academic reports. Parents of these students filled out a self-report demographic questionnaire after giving consent to participate in the current study.

Results

Significant gender differences were found in which girls ($M = 79, 37; SD = 5, 84$) outperformed boys ($M = 73, 32; SD = 4, 49$) on academic achievement. Fathers' educational attainment comprised of post-graduates were 7 people (6%), bachelor were 7 (6%), diploma were 6 (5%), high-school graduates/SMA were 64 (56%), junior high-school graduates/SMP were 16 (14%), elementary school graduates were 13 (11%). Mothers' educational attainment comprised of post-graduates were 1 person (1%), bachelor were 9 (8%), diploma were 5 (4%), high-school graduates/SMA were 55 (48%), junior high-school graduates/SMP were 22 (19%), elementary school graduates were 21 (18%).

Data analyses were carried out using product moment correlations, t-test analysis and variance analysis to analyse the data of the current study.

Cognitive ability was positively and significantly related with academic achievement ($r = 0.34, p < .01$), with no difference between girls and boys on cognitive ability ($t(112) = -1.045; p > .05$). Albeit the result of *t-test analysis* shown that there was no gender-based difference on cognitive ability ($t(112) = -1.045; p > .05$), however, we found an interesting finding in which girls ($M = 79, 37; SD = 5.84$) outperformed boys ($M = 73, 32; SD = 4, 49$) on academic achievement. Moreover, results based on *variance analysis* shown that levels of fathers' education correlated nearly significant (or significant at $p < .10$) to academic achievement among these students ($F = 2.246, p = 0.56 / p < .10$).

Discussion

Results of the current study shown that cognitive ability correlated positively and significantly to academic achievement add to previous studies confirming that intelligence is central of academic achievement (Deary *et al*, 2007; Sheard, 2009). The current study highlights the importance of psychological testings, particularly a standardized cognitive testing, as research has shown that cognitive ability is of central on the prediction of students' academic achievement.

Secondly, with regard to gender-based differences in academic achievement, result of the current study is consistent with previous studies (Furnha, Chamorro-Premuzic, and McDougall, 2003; Leeson *et al*, 2008; Sulastri *et al*, 2015) confirming that girls tend to outperform boys in grades obtained.

Environment also plays an important role on predicting academic achievement. The current research shown that fathers with a higher educational background predicts their children's academic performance indicating that their roles on educational setting. This result support previous study confirming that environment that is higher parental educational background (Bradley and Corwyn, 2002), may positively and significantly interact with educational outcomes of the children.

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