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Drs. Sumardjono Pm, M.Pd
Y. Windrawanto, S.Pd, M.Pd
Maya Rahadian Septiningtyas, S.Pd

Admin staff:
Yunita Tri Kartika, S.Pd

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_prof. data dr. see ching mey_
(Deputy of Vice-Counselor, Division of Industrial & Community Network, University
Sains Malaysia)

_dr. theresa moo chis woon_
(Provisional Psychologist, Kuala Lumpur)

_dr. tan soo yin_
(Sub-Dean, Student Development and Counseling, National Institute of Education,
Singapore)

_dr. lee khai ling_
(National Associations Christian Counselor – Malaysia)
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Guidance and Counseling Study Program
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(Sub-Dean, Student Development and Counseling, National Institute of Education, Singapore)

Dr. Lee Khai Ling
(National Association Christian Counselor – Malaysia)
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 Counseling based approach to health and wellness. Facilitators come from negri 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 Intitute of Education Nanyang Technological University Singapore and presentors 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 Collaboration 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

Augustina Sulastri
Department of Educational Psychology, Faculty of Psychology
Soegijaipranata Catholic University
ag.sulastri@unik2.ac.id

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 112 students from three elementary state schools in Semarang; 56 (49.1%) were girls, and 56 (50.9%) were boys. Cognitive ability was assessed using a standardized intelligence testing, CFI; 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 ($t (112) = -1.045, p > .05$). Although 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 ($M = 73.37, SD = 5.84)$ outperformed boys ($M = 73.37, SD = 4.49$) on academic achievement. Moreover, results based on variance analysis shown that levels of fathers’ education correlated nearly significant (or significant at $p < .20$) to academic achievement among these students ($F = 2.246, p = 0.056 / p < .10$). Discussion and implications of the study were discussed.

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

Introduction

Academic achievement has been widely associated with intelligence (Deary, Strand, Smith, and Fernandes, 2007; Kuncel, Hezlet, 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”