

ANALYSIS OF THE INFLUENCE OF PARENTS' ECONOMIC CONDITIONS ON CHILDREN'S INTEREST IN CONTINUING EDUCATION

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh kondisi ekonomi orang tua terhadap minat anak melanjutkan pendidikan. Dalam konteks ini, kondisi ekonomi orang tua mencakup faktor-faktor seperti tingkat pendapatan, pendidikan dan pekerjaan yang mempengaruhi keputusan anak untuk melanjutkan pendidikan ke jenjang yang lebih tinggi. Beberapa penelitian menunjukkan bahwa anak-anak yang berasal dari keluarga dengan kondisi ekonomi yang lebih baik cenderung memiliki minat yang lebih tinggi untuk melanjutkan pendidikan. Sebaliknya, anak-anak yang berasal dari keluarga dengan kondisi ekonomi rendah seringkali merasa terpaksa bekerja untuk membantu perekonomian keluarga sehingga menurunkan minat mereka untuk melanjutkan pendidikan formal.

Secara keseluruhan, penelitian ini menggarisbawahi pentingnya memperhatikan kondisi sosial dan ekonomi orang tua sebagai salah satu faktor yang mempengaruhi motivasi anak untuk melanjutkan pendidikan. Meningkatnya kesadaran akan pentingnya pendidikan di kalangan orang tua dan memberikan akses pendidikan yang lebih baik dapat membantu meningkatkan minat anak untuk melanjutkan studi.

Kata Kunci: Kondisi Ekonomi, Peran Orangtua, Minat Melanjutkan Pendidikan.

ABSTRACT

This study aims to analyze the effect of parents' economic conditions on children's interest in continuing their education. In this context, parents' economic conditions include factors such as income level, education and occupation that influence children's decision to continue their education to a higher level. Several studies have shown that children from families with better economic conditions tend to have a higher interest in continuing their education. In contrast, children from families with low economic conditions often feel forced to work to help the family economy, which reduces their interest in continuing formal education. Overall, this study underlines the importance of paying attention to parents' social and economic conditions as one of the factors that influence children's motivation to continue their education. Raising awareness of the importance of education among parents and providing better access to education can help increase children's interest in continuing their studies.

Keyword: Economic Conditions, Parental Roles, Interest In Continuing Education.

INTRUDUCTION

The purpose of basic education is to provide students with fundamental skills to develop their lives as individuals, members of society, citizens, and members of humanity, as well as to prepare students for secondary, higher, and tertiary education.

There are many factors that influence the interest in continuing education to higher education, including self-potential factors, motivation factors, future expectation factors, opportunity factors, social environment factors, situational and conditional factors, and institutional factors. Many factors influence the interest in continuing to higher education; in general, the factors that influence students' interest in higher education are internal and external factors (Nurjannah & Kusmuriyanto, 2016).

The suboptimal interest of students in continuing their studies to higher education may be due to the low interest of some students in learning. This is evident from the low response of students to teaching and learning activities in the classroom. The lack of enthusiasm among students can be particularly seen in subjects that they do not like. Starting from a low interest in learning causes the student to be lazy about studying.

Hurlock (2006:254) mentions that if the socioeconomic status improves, people tend to expand their interests to include things they were previously unable to pursue. This also applies to the socioeconomic status of parents in their children's continuation of education, because it cannot be denied that education requires a considerable amount of money (Haq & Setiyani, 2016).

The importance of parents' economic status for their child because the parents' socio-economic condition is very necessary to support the child's learning process (Rudisa et al., 2021). The issue of the parents' social and economic conditions regarding their hopes for their children's future will ultimately create problems for the parents in determining alternative options for their children's continued education (Nasirotun, 2013). A child's motivation to continue their education to a higher level will be influenced by several factors, such as: aspirations or ambitions, learning ability, student conditions (physical and psychological conditions), and environmental conditions. (lingkungan keluarga, lingkungan sekolah serta lingkungan masyarakat). The social and economic conditions of parents are one of the external factors that give rise to the motivation to continue children's education (Suryani N, 2006)

METHODE

The method used in this research is descriptive qualitative research method. Data collected through literature studies by reading journals, reviewing relevant literature, reading and recording and managing previous research materials. Data collection is also taken from previous research that has been reviewed from relevant accredited journals.

The data collection process carried out by researchers starts from reading articles and accredited journals carefully, then analyzing in detail, then the results of the analysis are concluded so as to produce new ideas and ideas that are more explicit. This is intended so that the problems that occur in the discussion of this article can be resolved with the best possible solution.

RESULT AND DISCUSS

In previous research, it can be seen that the results from several researchers are as follows:

- a. Ariyani (2024) also explains that the economic condition of parents has a significant influence on the motivation to continue education to higher education. (Y. Rahmawati, 2015)
- b. According to Ahmadi and Uhbiyati (2015: 69) "Education is an effort deliberately made,

either directly or indirectly, to assist children in their development to reach adulthood." In this study, parental education refers to the highest level of formal education completed by the students' parents.(Permanasari & Sudarwanto, 2021)

- c. According to Asih in Arianah (2019), it is stated that the better a student's achievements, the higher the student's motivation to continue their education to higher education. Regardless of the parents' circumstances, they will strive as much as possible to send their children to higher levels of education.(Arianah et al., 2019)
- d. The research concludes that the socio-economic factors of parents influence children's interest in continuing their education, although other factors such as geographical conditions and children's awareness also play a role. The research also notes that many children in the village choose to work after completing their junior high school education, even though their parents have a fairly good economic potential (Astuti, 2017)
- e. There is a significant influence between parental income and the interest in continuing education to higher education, with a contribution of 30%. Socioeconomic status also significantly affects the interest in continuing education, with a contribution of 10%. The research shows that an increase in parental income and socioeconomic status can enhance students' achievement motivation, which in turn increases their interest in continuing education to higher education (Supit et al., 2020)
- f. It can be observed that parents with better or higher economic conditions have a greater opportunity to send their children to higher education, so the children will not feel anxious about continuing their education to higher education. However, if the parents' income is just enough to get by, the children's basic needs will be unmet, resulting in disrupted learning and possibly forcing the children to work to help their parents. Such circumstances can certainly affect their interest in continuing education.(Widadi, 2016)
- g. The interest in continuing education among children in Wunse Jaya Village is categorized as very high, with a percentage of 45%, influenced by the fluctuations in their parents' socioeconomic status. The higher the parents' socioeconomic status, the higher the interest in continuing education. There is a significant relationship between the parents' socioeconomic status and the children's interest in continuing their education. Hypothesis testing found that $F_{hitung} = 0.39 < F_{table} = 4.55$, while for the $F_{hitung} = 0.11 < F_{table} = 2.82$ at a 5% significance level, with the regression equation $Y = + X$, which shows a very linear relationship, meaning H_0 is accepted while H_a is rejected.(Hilmi et al., 2018)
- h. This study enhances the knowledge in the field of early childhood education for sustainability by contributing insights into preschool children's knowledge and views of economic and social issues from a Swedish perspective. By the time the children had completed preschool, most of them had acquired some knowledge about economic situation of other children in the world. Although a few children had a stereotypical picture of particular countries or nations, many of them could connect other children's economic capabilities to the education of their parents, well-paid jobs and living in high income countries. In general, the children perceived their guardians (parents), different media and their own experiences as major sources of knowledge, along with preschools, siblings and friends. The quality and complexity of children's responses of economic issues seemed to vary between individuals. The children at eco-certified preschools seemed to have a deeper understanding of other children's economic situation in the world compared with those of non-eco-certified preschools. A nationally representative survey of sufficient statistical power would be required to explore whether eco-certification of preschools has a role to play in developing children's understanding and practices of sustainability-related issues. This knowledge is important, especially at a time when the world is facing numerous challenges related to economic and social

sustainability, as this may contribute to improved educational practices, and eventually, attitudes and practices that are more in keeping with a sustainable world.(Borg, 2019)

- i. Based on the test results above, it can be seen that the direct influence of parental income X2 on achievement motivation X3 is 0.37, and the direct influence of achievement motivation X3 on the interest in continuing education to higher education Y is also 0.37. Thus, the indirect influence of parental income X2 on the interest in continuing education to higher education Y through achievement motivation X3 is: $0.37 \times 0.37 = 0.14$. Statistically, $X1-Y \cap X3 = 0.14$. The indirect influence and direct influence are summed up as follows: $0.37 + 0.14 = 0.51$.(Supit et al., 2020)
- j. Based on the research results, discussion, and conclusions that have been made, the researcher provides the following suggestions: There is a relationship between parental income and children's learning motivation. It is hoped that parents will always supervise, guide, and pay attention to their children in their studies, as well as meet their learning needs. For students, it is hoped that they can cultivate a strong learning motivation to achieve high aspirations with the role of parents who will always guide and strive to meet their learning needs.

For schools, it is expected to always create and realize a friendly and peaceful school environment to carry out the teaching and learning process. Thus, it is hoped that students' learning motivation will become good and optimal because the school environment and the family environment are one of the factors for students' learning success or learning outcomes.(Daulay, 2022)
- k. According to the research by Ahmad Qosasi and Siti Nasirotnun (2013), socioeconomic status affects the motivation of the community to complete their education. (2012). The results of this study are consistent with the previous one. that in general, a person's ambition to obtain a bachelor's degree is influenced by their socioeconomic status. Social and economic factors include an individual's or family's status in society as well as their ability to meet basic human needs, including food, shelter, clothing, medical care, education, and religious devotion. This indicates that the social and economic status of parents significantly impacts their children's desire to pursue higher education.(Farwansyah1 et al., 2022)
- l. According to Samrin(2020), this study concludes that the economic condition of parents has a positive and significant impact on students' learning motivation. This conclusion implies that good economic conditions of parents have a positive and tangible effect on improving the academic performance of students at SMA Negeri 1 Abuki.(Samrin et al., 2020)

CONCLUSION

Researchers can conclude that parents with high income levels pay more attention to their children's education and learning motivation compared to parents with low income levels. Parents with high income levels pay more detailed attention to their children's education, starting from choosing quality schools for their children, providing all school facilities well according to their children's needs, always accompanying their children while studying, and giving guidance and motivation so that their children remain enthusiastic about learning and achieving success in school. For parents with high incomes, school or education is important because life competition is becoming increasingly fierce, requiring people to have extensive knowledge in order to compete in the outside world. Unlike parents with low income, those with high income pay more attention to their children's education in detail. Parents with low income levels are less attentive to their children's education, even accompanying them while studying only occasionally because they are busy working. The school facilities provided are only the necessary ones; beyond that, children are more

expected to help with household chores and assist their parents. And the parents' desire for a high level of education for their children is not very important, because their principle is to go to school until high school and then work to help their parents. Thus, achievements and higher education for children are less prioritized. (Fauzi, 2022) It can be concluded that a high parental income level can influence students' academic performance in school, because parents with high income levels want their children to be better than themselves, so they strive as much as possible to ensure their children receive a good education as well. In contrast, parents with low income levels who do not understand the importance of education prioritize working to support the family's economy.

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