

# The Influence of Parents Socio-Economic Status on the Education Level of Children in North Aceh

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## ABSTRACT

This study aims to reveal how socioeconomic status influences the educational attainment of children in North Aceh through a descriptive qualitative approach. North Aceh, as a region rich in culture, Islamic values, and religious education traditions, still faces challenges in formal education, particularly related to the socioeconomic background of families. Data were obtained through observation, in-depth interviews, and documentation of the community, students, and teachers in several sub-districts. The results show that families with high socioeconomic status tend to be able to provide adequate learning facilities, access to quality education, and stable emotional support. On the other hand, families with low socioeconomic status often face obstacles such as limited funds, lack of learning assistance, and less supportive social environments. These factors directly or indirectly affect children's educational achievement. This study emphasizes the important role of family economics in supporting children's educational success and the need for attention from various parties to support the education of children from low-income families.

**Keywords:** socioeconomic status, children's education, North Aceh

## INTRODUCTION

Parents' socioeconomic status is a fundamental factor in determining the quality and access to education for children in various regions in Indonesia, including North Aceh. Education, as a crucial instrument in human resource development, is heavily influenced by the family's socioeconomic conditions, which directly and indirectly influence children's educational opportunities and achievements. North Aceh, as a region with diverse socioeconomic backgrounds, faces complex challenges related to equitable access to education for children. Low socioeconomic status is often a major obstacle to providing access to adequate and quality education for the younger generation in the area (Badan Pusat Statistik Aceh Utara, 2024). Various studies show that families with high socioeconomic status tend to have greater resources to support their children's education, from meeting school needs and access to good educational facilities to psychological and social support (Hamamy, 2021). On the other hand, children from families with low socioeconomic status often experience limited access to education due to a lack of economic capital, social capital, and limited cultural capital that fosters positive values and attitudes toward education. This condition indicates that a family's socioeconomic status impacts not only economic aspects but also influences the

formation of a child's character and motivation to learn.

Pierre Bourdieu, in his theory of habitus and social capital, explains that habitus is a system of dispositions that shape an individual's thought patterns, attitudes, and behaviors, acquired through interactions within a specific social environment (Bourdieu, 1986). In the context of education, the habitus formed within the family and social environment will influence how children view and access education. The economic, social, and cultural capital possessed by the family are important factors in shaping this habitus (Fatmawati & Sholikin, 2021). Economic capital enables families to provide adequate educational facilities, social capital in the form of social networks can support children in the learning process, while cultural capital is related to knowledge and values that support educational success. In the realm of children's education, family habituation or the instilling of positive values and behaviors towards education is an effective strategy for increasing children's motivation and academic achievement. Research by Fitriyah Lailatul & Mas'ula Wahibatul (2021), emphasizes that character and value formation through planned and systematic habituation is crucial in supporting educational success, particularly in Islamic boarding schools. The same thing was also found by Dewi & Fajriah (2025), which shows that the method of cultivating independent behavior can improve children's independence and learning abilities at the elementary madrasah level. Furthermore, Josua, Sunarti, and Krisnatuti (2022), revealed that family characteristics and values have a significant influence on the formation of children's character and learning motivation.

However, specific studies examining the influence of parental socioeconomic status on children's education levels in North Aceh are still limited. This region has social and cultural characteristics that must be considered in understanding how socioeconomic status affects children's

education. Therefore, this study aims to analyze in-depth the influence of parental socioeconomic status on children's education levels in North Aceh. Furthermore, this study also seeks to identify supporting and inhibiting factors related to family socioeconomic background in the child's education process. Academically, this research is expected to contribute to the development of socioeconomic theories of families and education, particularly in the context of a region with diverse socioeconomic levels such as North Aceh.

## MATERIALS & METHODS



**Figure 1: Location of North Aceh.**  
Source: <https://paintmaps.com/id/grafik-peta/842c/grafik-peta-Aceh>

This research was conducted in North Aceh Regency, Aceh Province. The selection of Samudera Regency as the research location was based on several strategic considerations. This region has a diverse socioeconomic status, ranging from families with middle to upper economic backgrounds, making it highly relevant to examine the influence of socioeconomic status on children's education. Furthermore, the level of children's educational participation in this area varies considerably, with some children still receiving formal education, while others experience obstacles such as dropping out of school or postponing education due to family economic factors. The presence of formal

educational institutions and Islamic boarding schools (dayah) in Samudera Regency also provides an opportunity for researchers to explore the influence of parental roles and social conditions on children's overall educational achievement.

Qualitative research is a type of research that explores and understands the meaning within a number of individuals or groups of people originating from social problems (Creswell, 2017). This study uses a qualitative approach with the aim of understanding in depth the influence of parental socioeconomic status on children's education levels in North Aceh. The main data sources come from two categories, namely primary and secondary data. Primary data was obtained through in-depth interviews with residents of Samudera Regency, North Aceh Regency. Meanwhile, secondary data was obtained from observations of the daily lives of residents in Samudera District. Secondary data sources were also obtained from document studies belonging to residents of Samudera District. Data collection techniques were employed in three ways. First, in-depth interviews were used to explore informants' experiences and perspectives regarding the influence of socioeconomic status on children's education levels. Second, observations were conducted to directly observe community social life to support the continuity of education for their children. Third, document studies were used for learning. Data analysis was conducted thematically, beginning with data reduction to filter information relevant to the research focus. Next, the data were presented in narrative form. Conclusions were drawn inductively, linking field findings and document studies.

## **RESULT & DISCUSSION**

### **Socioeconomic Status of Parents**

The research results show that the socioeconomic status of parents in North Aceh has a significant influence on their children's educational attainment. Families with middle to upper socioeconomic status tend to be able to provide consistent educational support, both material and non-

material. This support is not always through formal approaches such as additional educational institutions, but is manifested naturally in daily family activities. For example, by providing adequate learning facilities at home, ensuring the availability of regular study time, and regularly paying attention to children's academic progress. Parental involvement in their children's educational lives can be seen in simple daily routines, such as assisting children with assignments, discussing lessons, and providing motivation to achieve academic success. Children in families with higher socioeconomic status are more likely to observe, imitate, and internalize the importance of education from their parents' behavior and habits. This aligns with the concept of habitus proposed by Pierre Bourdieu (1990), which states that a person's mindset, values, and actions are formed through repeated social experiences until they become permanent characteristics. In this case, families create an educational habitus by instilling values and practices that support children's academic achievement.

On the other hand, families with low socioeconomic status face significant challenges in supporting their children's education. Financial constraints often force children to help with household chores, even part-time jobs, limiting their time and concentration for learning. Lack of access to learning resources such as books, the internet, or additional tutoring is also a serious obstacle. Parents with low educational backgrounds also tend to struggle to provide direct assistance with their children's studies. This impacts the low motivation and educational achievement of children from poor families. Daily practices at home by families can shape children's cultural capital, such as literacy skills, study habits, and attitudes toward education. This cultural capital, according to Bourdieu, is a crucial factor influencing children's academic success. In this context, families with high socioeconomic status not only provide facilities but also create an environment that values education as a core

value. Furthermore, the economic capital possessed by middle- and upper-class families allows them to access better education, both in terms of school quality and additional educational services. For example, they can choose top-tier private schools, purchase technological devices to support online learning, or attend tutoring to prepare for entrance exams for their favorite schools. All of these are distinct advantages compared to families with low economic status who are limited to local public schools with minimal facilities and quality of education.

The social environment shaped by a family's socioeconomic status also plays a role. Children from wealthy families typically grow up in social environments that emphasize academic achievement and healthy competition. Conversely, children from less fortunate families tend to grow up in environments with minimal academic support, and sometimes even under economic pressure, making education a secondary priority to basic living needs. This contributes to the low educational attainment of children from economically disadvantaged backgrounds. Parental participation in school activities is also directly proportional to a child's educational attainment. Parents from higher socioeconomic backgrounds are more active in attending school meetings, supporting extracurricular activities, and maintaining intensive communication with teachers. This positively impacts children's motivation and engagement in school. Conversely, parents from lower socioeconomic backgrounds tend to be passive, and in some cases, lack the time or information to actively participate in their children's education. In families with good socioeconomic status, the instilling of educational values also occurs in daily communication. During meals or before bed, parents often express their hopes for their children's future, such as completing school and going to college, obtaining a scholarship, or finding a decent job. These messages provide psychological reinforcement that education is the path to social mobility and success in life. This supports the family

socialization theory proposed by Hurlock (2012), which states that the family is the primary agent in shaping children's character and value orientations, including educational values.

### **Parents' Perspectives on Education**

Data analysis shows that parents' perspectives on education have a significant positive contribution to the development of children's attitudes and motivation to learn. This perspective is manifested in simple habits that are carried out repeatedly and consistently within the family environment. The results of the study indicate that children demonstrate several important indicators of involvement in education. First, an enthusiastic attitude towards learning, evident in children's sensitivity to academic tasks and initiative to complete homework or read books without being asked. For example, children demonstrate enthusiasm for learning when parents pay attention to their academic activities, such as asking about their progress or helping with homework. Second, an emerging indicator is learning discipline. Children are accustomed to managing their study time independently, not solely relying on teachers at school, but also developing study habits at home. These habits indicate that the importance of education has been internalized in children's behavior, so they not only follow school routines but also develop a personal awareness of the importance of learning. Third, children also demonstrate adaptability and respect for the learning process. They can accept differences in learning methods, speed of understanding, and even differences in facilities between themselves and other friends without becoming inferior or jealous. This is especially important considering that children live in diverse socioeconomic environments and differ in parental educational backgrounds. The process of forming educational orientation is influenced by a complex interaction between parents' mindsets toward education, the influence of the school environment, and support from the surrounding community. Within the family,

parents' perspectives are reflected through behaviors that demonstrate appreciation for the educational process, communication that supports learning, and the assignment of responsibilities related to learning activities at home. The school environment reinforces this process through collaborative activities such as group work, class discussions, and extracurricular programs that foster children's interest in learning. Meanwhile, the surrounding community, whether through neighbors, school, or social activities in the village, provides a space for children to recognize the importance of education in a broader context. They see and experience how education is viewed as a provision for the future and a tool for social mobility. This finding aligns with Bandura's (1977) social learning theory, which asserts that children learn through observing and imitating adult behavior. When parents demonstrate a commitment to education, such as by reading books, accompanying students in learning, or actively communicating with teachers, children will imitate these patterns in their lives. Furthermore, this study's findings align with Bourdieu's (1990) concept of habitus, which explains that a person's mindset, values, and actions are formed through repeated social experiences, becoming permanent dispositions that influence future actions. In this context, a child's academic habitus is formed through interactions within the family, school, and social spheres, which together shape how the child views education and its role in life. Ingrained study habits are important cultural capital when children face academic and social challenges. Children who grow up in families that value education have a clearer future orientation and are able to interpret the learning process as part of personal growth. A positive parental perspective on education, when reinforced with support from the school and community, results in the internalization of educational values in children, enabling them to demonstrate discipline, enthusiasm, and adaptability in the daily learning process.

### **Children's Education Level in North Aceh**

This study identifies various factors that support and hinder the process of improving children's education levels within families in North Aceh, Aceh Province, Indonesia. The most dominant supporting factor is the local community with its mutually supportive social ties. This community serves as an important forum for families to foster a passion for learning and increase children's access to education. Through social activities, such as mutual assistance (gotong royong), mutual cooperation (gotong royong), and sharing among members, children have the opportunity to learn and are motivated by their surroundings to continue their education. This demonstrates the community's crucial role in improving access to and the quality of children's education by providing a space for the socialization of moral values and knowledge. Furthermore, schools function not only as academic institutions but also as venues for the socialization of the values of responsible learning, cooperation, and motivation to achieve through group-based activities, project-based learning, and interactions with students from diverse socioeconomic backgrounds (Abustang, Maksum & Nurhasanah, 2023). The diverse social environment in North Aceh, which is full of religious values, is also a supporting factor because children are accustomed to living in diversity, so they learn to appreciate differences and develop a natural enthusiasm for learning.

These findings can be analyzed using Pierre Bourdieu's theory of social practice, which emphasizes three key concepts: habitus, domain, and capital (Bourdieu, 1986). Habitus refers to cognitive schemas, dispositions, and patterns of action formed through social experiences. In this context, the habitus of children in North Aceh is formed through interactions with family, school, and the social environment that supports education. Nature is understood as a social arena where individuals interact, compete, and produce meaning, such as the realm of family, community, school, and the

social environment in which they live. Social capital, in the form of supportive social networks, and cultural capital, in the form of values, skills, and knowledge acquired by children both from school and family, are important factors in the process of improving children's educational attainment. With this capital, children are better equipped to survive and thrive in the formal education system. However, there are also inhibiting factors that have the potential to reduce the effectiveness of efforts to improve children's educational attainment in North Aceh. The high workload of parents, particularly in the agricultural and plantation sectors, results in limited time for interaction and monitoring of children's learning processes. From Bourdieu's perspective, this time constraint can hinder the transmission of positive habitus from parents to children, thus affecting the internalization of educational values. Furthermore, limited access to educational facilities and infrastructure, as well as extracurricular activities that support interests and talents, also pose obstacles, as children have few opportunities to develop their potential in a structured manner. Social risks, such as promiscuity, low family literacy, and environmental influences that are less supportive of education, can also influence the construction of children's habitus, which in turn influences their attitudes and motivation to learn. Improving children's education levels in North Aceh is a complex process influenced by the interaction between family habitus, the social sphere they occupy, and their social and cultural capital. Efforts to improve the quality of education need to be carried out simultaneously through strengthening the educational community, supporting school institutions, and regional policies that encourage the creation of a conducive learning environment.

## CONCLUSION

The results of this study indicate that the socioeconomic status of parents in North Aceh significantly influences children's educational attainment. In families with

middle to upper socioeconomic status, the process of forming an educational habitus is more effective due to the support of adequate economic, social, and cultural capital. Parents in this group are able to provide adequate learning facilities, academic support, and communication that supports educational values. These positive habits shape the habitus of children who care about the learning process, are academically disciplined, and able to adapt to a competitive social environment. On the other hand, families with low socioeconomic status face limitations in supporting their children's education. Economic burdens, low parental literacy, and lack of access to educational resources hinder the optimal internalization of educational values. Children from poor families tend to face structural challenges such as limited study time, lack of motivation, and a social environment that is not conducive to learning. These conditions influence the formation of their academic habitus and result in low educational achievement. From the perspective of Bourdieu's theory of social practice, this process suggests that children's habitus is shaped by repeated interactions within the family and reinforced by the family's capital. Children who grow up in families with high socioeconomic status have a greater opportunity to acquire cultural capital that supports academic success, such as literacy skills, learning attitudes, and an understanding of the importance of education. The entire process of improving a child's education depends not only on the school as a formal institution, but also on the active role of the family and community. Instilling educational values within the family, supportive communication, and involvement in social activities contribute significantly to the development of a child's character that loves to learn.

## *Declaration by Authors*

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