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THE INFLUENCE OF FAMILY SOCIOECONOMIC STATUS ON PERCEPTIONS OF CHILDREN'S FUTURE EDUCATIONAL ORIENTATION IN KARANG INDAH VILLAGE

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ABSTRACT

Education is a crucial long-term investment for improving quality of life and vertical social mobility. This study aims to analyze the influence of family socioeconomic status (income) on perceptions of children's future educational orientation in Karang Indah Village, to evaluate the quality of the instrument's metrics, and to identify data dynamics through a data cleaning approach. Using a quantitative non-experimental design with a correlational associative survey approach and a cross-sectional observation pattern, data were collected from 140 respondents using a 13-item questionnaire. The analysis techniques applied included descriptive statistics, Exploratory Factor Analysis (EFA), Cronbach's Alpha reliability testing, cross-tabulation, and Chi-Square and Cramer's V inferential tests. The descriptive analysis results show that the absolute majority of respondents (86.4%) have a high educational orientation, with an average score of 78.52. The instrument quality test results show that the questionnaire is highly valid (KMO = 0.929; $p < 0.001$) and highly reliable ($\alpha = 0.973$). Preliminary hypothesis testing yielded a Pearson Chi-Square value of 9.845 with a significance of 0.630 ($p > 0.05$), so H_0 was accepted. In conclusion, there is no significant relationship between family socioeconomic status and perceptions of children's future educational orientation in Karang Indah Village, with a weak strength of relationship (Cramer's V = 0.188). However, these findings must be interpreted with caution due to the presence of 21 anomalous data points (15%) requiring further data cleaning, as well as the high percentage of cells with an expected count below 5 (76.2%).

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1. INTRODUCTION

Education is one of the main pillars of human resource development, playing a crucial role as an agent of social and economic change. In the contemporary era, education is no longer viewed merely as a normative obligation or the fulfillment of citizens' basic rights, but has shifted into a form of long-term human capital investment considered the most effective way to improve individual quality of life, raise family dignity, and break the chain of structural poverty. Through a structured academic pathway, individuals are equipped with cognitive competencies, technical skills, and moral character needed to compete in an increasingly competitive global job market (Badan Pusat Statistik [BPS], 2024; Rakesh et al., 2025).

At the domestic level, decisions regarding policy direction, planning, and support for children's future educational level are often confronted with the reality of the family's external conditions, one of which is parental socioeconomic status. Socioeconomic status is a hierarchical position or standing of a person or group within the structure of society, determined based on ownership of material and non-material indicators. In contemporary educational research, socioeconomic status is generally understood as a multidimensional construct that can encompass income, parental education, occupation, and household resources (BPS, 2024; Tan, 2024).

Theoretically and empirically, families in the upper socioeconomic status cluster or with an established income level tend to have broader capabilities in facilitating their children's educational needs. Stable financial capacity allows parents to provide learning facilities, access additional learning resources, and reduce educational cost barriers. Systematic reviews show that SES is associated with educational attainment, although the strength of the relationship is influenced by the SES indicator, the educational context, and student characteristics (BPS, 2024; Tan, 2024).

Conversely, financial limitations in families with low socioeconomic status are often identified as one of the barriers that can reduce children's educational opportunities. However, economic limitations do not always mean low educational expectations. Research in Indonesia shows that parental aspirations can play a role in children's human capital investment and in the relationship between socioeconomic conditions and educational attainment (Oryza & Listiadi, 2021).

Nevertheless, empirical facts in the field reveal an interesting anomaly. High parental awareness and orientation toward their children's educational future are not always linearly correlated with or absolutely dictated by the family's economic capacity. Research on families with different socioeconomic conditions shows that educational expectations can also be influenced by parental education, child characteristics, parental involvement, and school context (Effendi et al., 2024; Sabila et al., 2024; Shen et al., 2025).

In rural areas, such as Karang Indah Village, it is common to find a phenomenon in which parents who structurally work as farm laborers, small traders, or casual workers with low incomes actually have extraordinarily high expectations, motivation, and psychological commitment for their children to attain higher education. For this group of society, education can be positioned as an instrument for achieving vertical social mobility and improving the economic condition of the next generation. The findings of Oryza and Listiadi (2021) in the Indonesian context highlight the importance of aspiration in relation to investment in children's education.

Perceptions of children's future educational orientation itself represent a psychological construct of parents encompassing attention, the highest academic

expectations hoped for, internal motivation, mental readiness, and both material and non-material sacrifices made to achieve the child's aspirations. Recent research shows that parental educational expectations are an important part of the educational process and can be related to socioeconomic conditions and children's academic performance (Oryza & Listiadi, 2021; Sabila et al., 2024; Rakesh et al., 2025).

Given the importance of understanding these dynamics, this study was conducted in Karang Indah Village. The focus of this study is to detect, describe, and empirically test, using statistical tools, whether or not there is a real and significant influence of family socioeconomic status (focused on the income dimension) on perceptions of children's future educational orientation. This study is also expected to make a theoretical contribution to the development of economic education science, particularly in mapping family economic behavior toward consumption of the education sector in rural areas

2. METHOD

Research Design

This study applies a non-experimental research design with a quantitative approach. The type of research used is correlational associative with a survey method, which aims to determine the relationship, connection, or degree of association between the independent variable and the dependent variable without deliberately administering treatment to the research subjects. The observation pattern applied in this study is cross-sectional, in which all research data were collected simultaneously within a certain time period, without any further periodic observation or repetition in the future. A cross-sectional survey design is appropriate for describing relationships within a single period, but does not by itself prove causality.

Population, Sample, and Unit of Analysis

The population in this study consists of all heads of household or parents residing in Karang Indah Village who have children of school age. Sampling was conducted using a specific sampling technique that produced a sample size of 140 respondents. The unit of analysis in this study is the individual (parent/head of household), while the data object processed is the questionnaire answer sheet fully completed by the respondents. Determining the sample size needs to take into account the research objective and the characteristics of the analysis used (Memon et al., 2020).

Variable Operationalization

This study involves two main variables measured using different measurement scales:

1. Independent Variable (X) - Family Socioeconomic Status: Specifically focused on the indicator of the average monthly income earned by parents to meet household living needs and support the financing of children's education. This variable is measured on an ordinal scale classified into four main categories, namely: Very High, High, Moderate, and Low.

2. Dependent Variable (Y) - Perceptions of Children's Future Educational Orientation: A subjective view, normative expectation, motivation, and degree of commitment of parents in projecting the highest academic level for their children. This variable is measured using a structured questionnaire instrument consisting of 13 statement items with Likert Scale response options. The total instrument score ranges from 13 to 91. The total score is then grouped into three ordinal interval clusters, namely: Low Category (score 13–39), Moderate Category (score 40–65), and High Category (score 66–91).

Relationship Between Variables (Conceptual)

To clarify the direction of the statistical testing and the conceptual position of each variable, the researcher developed a non-experimental conceptual relationship framework. This relationship maps how variation in the independent variable (X) is presumed to be associated with or to influence conditions in the dependent variable (Y).

Based on the research paradigm above, the flow of the relationship can be explained such that family socioeconomic status, positioned as the independent variable (X), is directly connected using a single arrow to the variable of perceived educational orientation as the dependent variable (Y). This arrow reflects the associative research hypothesis, namely detecting whether differences in parental income levels in Karang Indah Village are significantly correlated with the high or low future educational orientation of their children.

Data Collection Technique and Instrument Quality

The main data collection instrument is a closed-ended questionnaire distributed to 140 respondents. To ensure that the questionnaire instrument is truly construct-valid and consistent in measuring the phenomenon, an instrument quality test was conducted using the SPSS program. The factor analysis feasibility test was conducted using the Exploratory Factor Analysis (EFA) technique with the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO MSA) and Bartlett's Test of Sphericity as test parameters. The robustness of the instrument's internal consistency was tested using Cronbach's Alpha. EFA practice needs to take into account the measurement objective, scale type, extraction method, factor retention, and rotation (Schreiber, 2021; Ledesma et al., 2021).

Data Analysis Technique

The data processing was carried out using the IBM SPSS program through several structured analysis stages as follows:

1. Descriptive Statistical Analysis: Used to describe the central tendency characteristics and distribution of the data, including minimum value, maximum value, range, mean, frequency, and percentage of each variable.
2. Cross-Tabulation Analysis: Used to visually map the tendency of the data distribution between parental income level and the category of perceived children's educational orientation.
3. Non-Parametric Chi-Square Inferential Test: Because both variables are analyzed as categorical (ordinal) data, the significance test of the relationship was conducted using Pearson Chi-Square at a significance level of 0.05. The decision criterion is based on the significance value (p); if $p < 0.05$ then H_0 is rejected, and if $p > 0.05$ then H_0 fails to be rejected. Interpretation of the results must take into account the distribution of expected counts and data quality.

3. RESULTS AND DISCUSSION

Research Results

A. Descriptive Analysis of the Children's Educational Orientation Variable

This study aims to determine the influence of socioeconomic status on children's future educational orientation. Based on the results of data analysis obtained from 140 respondents, the initial characteristics of the total score of the children's educational orientation instrument are presented in Table 1.

Table 1. Descriptive Statistics of Children's Educational Orientation

Statistical Measure	Value
Valid N	140
Missing Data	0
Minimum Value	13
Maximum Value	91
Range	78
Mean	78.52

Source: SPSS output, processed by the researcher, 2025.

Table 1 shows that the children's educational orientation score has a minimum value of 13, a maximum value of 91, a range of 78, and a mean of 78.52. This mean indicates that children's future educational orientation tends to be high. To map the categorical distribution of subjects, respondents' scores were grouped into three clusters shown in Table 2.

Table 2. Distribution of Children's Educational Orientation Categories

Category	Score Range	Frequency	Percentage
Low	13 to 39	14	10.0%
Moderate	40 to 65	5	3.6%
High	66 to 91	121	86.4%
Total	-	140	100.0%

Source: SPSS frequency output, processed by the researcher, 2025.

Table 2 shows that the majority of respondents are in the high orientation category, namely 121 people or 86.4%. This means that most respondents have strong attention, hope, and support for their children's educational future.

B. Instrument Metric Feasibility Test (Construct Validity and Reliability)

Before conducting the inferential correlation analysis, the structural accuracy of the 13 instrument items was tested through the Exploratory Factor Analysis (EFA) procedure, with the feasibility results presented in Table 3.

Table 3. Factor Analysis Feasibility of the Educational Orientation Instrument

Indicator	Value	Interpretation
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.929	Very adequate for factor analysis
Bartlett's Test of Sphericity, Approx. Chi-Square	2673.977	Inter-item correlation is adequate
df	78	Degrees of freedom
Sig.	0.000	Significant, written as $p < 0.001$

Source: SPSS factor analysis output, processed by the researcher, 2025.

Table 3 shows that the data is suitable for factorial analysis. The KMO value of 0.929 indicates very adequate sample adequacy. Bartlett's Test of Sphericity is significant at $p < 0.001$, so the items have sufficient correlation to form the educational orientation construct. This result is consistent with the recommendation that EFA decisions should take into account data adequacy and correlation structure (Schreiber, 2021; Ledesma et al., 2021).

The ability of the extracted items to explain the data variance is summarized in Table 4.

Table 4. Summary of Principal Component Extraction

Component	Eigenvalue	Percentage of Variance	Cumulative Percentage
1	9.953	76.564%	76.564%
2	1.059	8.144%	84.709%
3	0.518	3.983%	88.691%

4	0.311	2.392%	91.084%
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Source: SPSS Total Variance Explained output, processed by the researcher, 2025.

Table 4 shows that the first component explains 76.564% of the variance. The first four components explain 91.084% of the cumulative variance. This pattern indicates that the instrument has a strong internal structure, although further research needs to name the factors based on the substance of the items. Interpretation of the number of factors should not rely solely on eigenvalues, but should also take into account theory and appropriate factor retention criteria (Ledesma et al., 2021; Goretzko et al., 2021).

For the aspect of the questionnaire's internal consistency, the test results are presented in Table 5.

Table 5. Reliability of the Educational Orientation Instrument

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
0.973	0.974	13

Source: SPSS reliability output, processed by the researcher, 2025.

Table 5 shows that the instrument has very strong internal consistency. A Cronbach's Alpha value of 0.973 indicates that the 13 instrument items measure a relatively consistent construct. However, a very high value should also be read critically, as it can indicate similarity of content among the items. Recent methodological studies emphasize that alpha is not the sole basis for concluding reliability quality (Sijtsma & Pfadt, 2021). Therefore, Rasch analysis or factor structure analysis could be used in future research to examine the fit of each item in more detail.

C. Initial Examination of Parental Income Data (Data Cleaning)

In the initial tabulation process of the income demographic data (Variable X), data coding anomalies (data entry errors) were detected, as presented in Table 6.

Table 6. Verification of Parental Income Variable Codes

Code or category in initial output	Frequency	Remarks
Very high	15	Matches category X11
1.50	1	Inconsistent, needs to be checked against source data
High	25	Matches category X11
Moderate	39	Matches category X11
3.50	2	Inconsistent, needs to be checked against source data
Low	40	Matches category X11
9.00	18	Inconsistent, needs to be checked against source data
Total	140	Initial output

Source: SPSS income frequency output, processed by the researcher, 2025.

Table 6 shows that there were 21 responses with inconsistent codes, namely 1 response coded 1.50, 2 responses coded 3.50, and 18 responses coded 9.00. These codes should not be directly treated as new income categories. The income data needs to be re-checked before the final analysis is run. Data checking and data cleaning are important steps to ensure that entry errors or invalid responses do not affect the analysis results (Memon et al., 2020; Wirth et al., 2022).

D. Cross-Tabulation and Chi-Square Inferential Analysis

For the initial draft report, the 21 data points with inconsistent codes were merged into an "Invalid Code" cluster. The cross-tabulation between income and educational orientation is summarized in Table 7.

4. **Table 7. Cross-tabulation of Income and Children's Educational Orientation**

Income	Low Orientation	Moderate Orientation	High Orientation	Total
Very high	2	0	13	15
High	4	1	20	25
Moderate	4	3	32	39
Low	2	1	37	40
Invalid code	2	0	19	21
Total	14	5	121	140

Note: Codes 1.50, 3.50, and 9.00 were merged as invalid codes for the purpose of the initial report, not as substantive categories.

Table 7 shows that high educational orientation appears across all income groups. In the very high income group, 13 out of 15 respondents fall into the high orientation category. In the low income group, 37 out of 40 respondents also fall into the high orientation category. This pattern indicates that attention to children's education does not appear only in high-income families. Inferential testing of the associative hypothesis using Pearson Chi-Square is presented in Table 8.

5. **Table 8. Chi-Square Test Results and Strength of Association**

Test Statistic	Value	df	Significance
Pearson Chi-Square	9.845	12	0.630
Likelihood Ratio	9.391	12	0.669
Linear-by-Linear Association	1.582	1	0.209
Phi	0.265	-	0.630
Cramer's V	0.188	-	0.630
Valid N	140	-	-

Note: A total of 16 cells or 76.2% have an expected count of less than 5. The test results need to be interpreted with caution.

The Pearson Chi-Square test results show a value of $\chi^2 = 9.845$ with degrees of freedom (df) = 12 and a p-value (Asymp. Sig) of 0.630. Because the significance value of $0.630 > 0.05$, the statistical decision is to fail to reject H_0 (H_0 is accepted). This indicates that, statistically, there is not sufficient evidence of a relationship between family socioeconomic status (parental income) and perceptions of children's future educational orientation in Karang Indah Village. A Cramer's V value of 0.188 indicates that the strength of the relationship between the variables is categorized as weak. However, because 76.2% of the cells have an expected count of less than 5, this result should be regarded as preliminary and should not be over-interpreted.

DISCUSSION

The research findings reveal an interesting reality in Karang Indah Village. Based on the descriptive analysis, parents' attention and commitment to their children's educational future are classified as very high (86.4%). However, this high perception of educational orientation was found not to be significantly influenced by their family's socioeconomic status. This is empirically demonstrated by the Chi-Square test, which produced a significance value far above the threshold ($0.630 > 0.05$).

Through the cross-tabulation data, we can see that limited income is not a barrier for lower-class parents in Karang Indah Village to hold high educational expectations. Of the 40 respondents in the low-income cluster, as many as 37 parents (92.5%) actually have a high educational orientation

category. This finding shows that educational aspiration is not always identical to economic capacity. In the Indonesian context, Oryza and Listiadi (2021) showed that parental aspiration is related to human capital investment, but this pattern can differ according to the family's economic conditions.

The findings of this study also need to be compared with research that has found a positive relationship between SES and educational expectations. Sabila et al. (2024) found that parental socioeconomic status does not always have a significant effect on interest in continuing studies when other factors are taken into account. Effendi et al. (2024) also showed that parental socioeconomic status has no effect on interest in continuing studies among vocational high school (SMK) students, while learning motivation is a more prominent factor. These findings indicate that the relationship between socioeconomic conditions and educational orientation can differ depending on respondent characteristics and research context. International research findings such as Zhang et al. (2023) can still be used as a comparison to show that the relationship between SES and educational expectations is not always straightforward. Thus, the non-significant result in Karang Indah Village should not be viewed as an absolute contradiction, but rather as a contextual finding.

Recent reviews also show that SES is a complex construct. Tan (2024) found a relationship between SES and learning outcomes, but emphasized the importance of broadening the measurement of SES, not relying on a single economic indicator alone. Rakesh et al. (2025) showed that the relationship between SES and cognitive ability and academic achievement is influenced by mechanisms such as stress, support, stimulation, as well as school and environmental context. Thus, the use of income as the sole indicator of socioeconomic status in this study may limit the study's ability to capture the family's overall socioeconomic condition.

Other research shows that educational expectations are also adaptive to a child's achievement. Shen et al. (2025) found that parental expectations can adjust to a child's academic performance, and that this response differs according to socioeconomic context. Zhao and Bodovski (2021) also found that family background and parental expectations are related to academic achievement. This indicates that educational orientation is the result of the interaction of various factors, not income alone.

Although the questionnaire instrument used proved to be highly construct-valid ($KMO = 0.929$) and to have reliable internal consistency ($\alpha = 0.973$), the researcher offers a critical note on the methodological aspects of this preliminary test. The discovery of 21 error data points (data entry errors) has the potential to obscure the classification precision of the income variable. In addition, the high number of cells with an expected frequency count (expected count) of less than 5—reaching 76.2%—is a mechanical weakness in this Chi-Square test. This condition means the test results should be treated as preliminary.

Therefore, the conclusions drawn from this initial output must be interpreted with caution and positioned as provisional results. The researcher must follow up by carrying out a thorough data cleaning procedure, namely tracing back to the original physical questionnaires to correct the 21 error-coded data points. Once the data is clean, the researcher is advised to collapse the categories (collapsing categories) of the income and educational orientation variables (for example, reducing each to only two or three categories) so that the expected count value in the cells is more adequate before the final test is re-run. The principle of checking and cleaning data prior to analysis is also consistent with the recommendations of modern survey research (Wirth et al., 2022).

4. CONCLUSION

Based on the results of the data analysis and discussion in this study, several conclusions can be drawn as follows:

1. Parents' perceptions of children's future educational orientation in Karang Indah Village are generally in the high category, with a mean value of 78.52 out of a maximum score of 91.
2. The 13-item questionnaire instrument proved to meet excellent classical psychometric criteria, with adequate construct validity ($KMO = 0.929$) and very strong internal consistency reliability (Cronbach's Alpha = 0.973).
3. Based on the preliminary inferential test results, there is no significant influence or relationship between family socioeconomic status (parental income) and perceptions of children's future educational orientation in Karang Indah Village ($p = 0.630 > 0.05$). The strength of the correlation between variables is categorized as weak, with a Cramer's V coefficient of 0.188. However, this conclusion is still distorted by the presence of 21 erroneous input data points as well as a violation of the low expected count assumption in the cross-tabulation cells.

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