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The Relationship Between Family Income And Children's Future Educational Orientation In Karang Indah Village (English Village)

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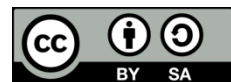
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ABSTRACT

This study aims to analyze the relationship between family income and children's future educational orientation among families in Karang Indah Village, Mandastana District, Barito Kuala Regency, South Kalimantan, Indonesia. The study employed a quantitative approach with a correlational research design. The population consisted of 140 families in Karang Indah Village, and total sampling was used to determine the sample. Data were collected using questionnaires and analyzed through descriptive statistics and the Chi-Square test with the assistance of SPSS. The findings indicate that the majority of respondents had a high level of future educational orientation, with 122 respondents (87.1%) categorized as having high educational orientation. Meanwhile, family income varied across very low, low, moderate, high, and very high categories, with the largest proportions found in the low and moderate income groups. The Chi-Square analysis produced a significance value of 0.758 ($p > 0.05$), indicating that there was no statistically significant relationship between family income and children's future educational orientation. The Cramer's V value of 0.173 further indicates a weak association between the two variables. These findings suggest that children's future educational orientation in Karang Indah Village is not determined solely by family economic conditions. Educational aspirations may also be shaped by family expectations, social environment, educational culture, learning motivation, self-efficacy, peer networks, and awareness of education as a long-term investment. The findings highlight the importance of strengthening educational environments and family support to encourage children's educational aspirations regardless of their economic background..

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1. INTRODUCTION

Education is a fundamental investment in human capital and plays an important role in determining the quality of individuals and communities in the future. In the context of children's development, education is not only related to the acquisition of knowledge and skills but also to the formation of aspirations, motivation, and expectations regarding future life. Families therefore have an important role in shaping children's educational orientation through expectations, encouragement, and educational support. Hidayati et al. (2021) found that families continue to demonstrate educational aspirations for their children even when facing economic limitations, indicating that education is often perceived as an important pathway toward improving family welfare. This perspective is consistent with Nurjariah et al. (2022), who emphasized that future education requires individuals to be prepared to face social, technological, and economic changes. Similarly, Bonnie Soeherman (2024) highlighted that educational orientation reflects the expectations and preparation of individuals for future educational and professional development.

Future educational orientation refers to an individual's ability to formulate expectations, plans, and goals concerning future education. A strong orientation toward the future can encourage students to establish educational goals, maintain learning motivation, and consider further education as part of their long-term development. Amri & Hartati (2026) explain that future orientation involves individuals' ability to prepare, plan, and determine goals for the future. This orientation can also be strengthened by students' confidence in their own abilities. Syfa & Adetya (2025) demonstrate the importance of self-efficacy in shaping students' future orientation, while learning motivation has also been associated with students' educational achievement and continuation of study. In addition, Hartika et al. (2022) emphasize the importance of literacy and numeracy competencies as basic foundations for students' educational development, whereas Jaelani (2022) shows that inquiry-based learning can contribute to the development of students' social attitudes. These findings suggest that educational orientation is a multidimensional phenomenon influenced not only by economic circumstances but also by students' competencies, motivation, confidence, and educational experiences.

Family socioeconomic conditions, particularly family income, nevertheless remain an important factor in discussions concerning children's educational aspirations. Family income may determine the extent to which parents can provide educational facilities, learning resources, transportation, technology, additional courses, and financial support for further education. Aprianto et al. (2022) found that parents' socioeconomic status and students' learning motivation are related to students' interest in education, while Nadhila (2023) similarly identified the importance of learning motivation and parents' economic status in students' interest in continuing to higher education. Other studies have reported comparable findings. Sabila et al. (2024) found that parental socioeconomic status and peer relationships contribute to students' interest in pursuing higher education, while Maharani et al. (2024) reported that parental socioeconomic status and learning motivation are associated with students' interest in continuing their studies. Canya & Pamungkas (2025) further identified parental socioeconomic status, school environment, and peers as factors related to students' interest in higher education. Rosy (2024), Effendi et al. (2024), Julianto et al. (2024), Alinsa & Bado (2024), Laparako et al. (2025), and Eldariani & Ananda (2025) likewise demonstrate that socioeconomic conditions, parental education, personal potential, school and peer environments, and family circumstances are relevant in explaining students' educational aspirations and intentions to continue to higher education.

However, the relationship between family economic conditions and educational orientation should not be understood as a simple or deterministic relationship. Children from

economically disadvantaged families may still develop strong educational aspirations when they receive adequate encouragement from parents, peers, schools, and the broader social environment. Amador et al. (2022) emphasize the role of peer networks in shaping and changing educational aspirations, demonstrating that aspirations are socially malleable rather than determined exclusively by economic background. Cattan et al. (2025) also highlight the importance of intergenerational educational mobility in Indonesia, indicating that educational trajectories can extend beyond the socioeconomic conditions of a single generation. Rahawarin et al. (2025) further demonstrate that parental educational aspirations represent an important form of support for children's education. Meanwhile, Buhungo et al. (2025) show the relevance of parental income in children's educational attainment, while Tiara Maulani & Budiani (2026) demonstrate the importance of learning interest and motivation in educational achievement. These findings indicate that family income may provide opportunities or constraints, but educational orientation can also be strengthened by family aspirations, motivation, social networks, and educational culture. In this sense, the relationship between economic conditions and educational orientation requires examination within the broader social and educational context.

Karang Indah Village, Mandastana District, Barito Kuala Regency, South Kalimantan, provides an interesting context for examining this issue because the community is known as a "Kampung Inggris," where educational and English-learning activities have become part of the local environment. The coexistence of diverse family economic conditions and a relatively strong educational environment raises an important question: **does family income significantly relate to children's orientation toward future education, or are educational aspirations shaped more strongly by non-economic factors?** This question is particularly relevant because previous studies have produced evidence that both supports and complicates the role of socioeconomic conditions in educational aspirations. Understanding this phenomenon requires systematic research based on appropriate quantitative procedures and careful interpretation of educational and social variables (Fadli, 2021; Waruwu, 2023). Therefore, this study aims to (1) describe the level of family income among families in Karang Indah Village, (2) describe the level of children's future educational orientation, and (3) analyze the relationship between family income and children's future educational orientation in the community of Karang Indah Village. The findings are expected to contribute to a broader understanding of how economic and non-economic factors interact in shaping children's educational aspirations and future educational planning.

2. METHOD

This study employed a quantitative approach with a correlational research design. A quantitative approach was used because the study examined the relationship between family income and children's future educational orientation using numerical data and statistical analysis. A correlational design was selected to determine whether differences in family income were associated with differences in children's educational orientation without manipulating the research variables. The use of quantitative methods is appropriate for examining relationships between measurable variables and testing hypotheses statistically (Waruwu, 2023).

The research was conducted in Karang Indah Village, Mandastana District, Barito Kuala Regency, South Kalimantan, Indonesia, in April 2026. The population consisted of 140 families residing in the research area. Because the population was relatively limited and all members could be reached, the study employed total sampling, in which the entire population was included as the research sample. Thus, the final sample consisted of 140 respondents representing families in Karang Indah Village.

Primary data were collected using a structured questionnaire distributed directly to the respondents. The questionnaire was designed to obtain information regarding two main variables: family income as the independent variable and children's future educational orientation as the dependent variable. Family income was measured and classified into five categories: very low, low, moderate, high, and very high. Children's future educational orientation was measured through several statements concerning educational expectations, future educational planning, aspirations for higher education, and commitment to supporting children's educational development. The measurement of educational orientation was based on the understanding that future orientation involves individuals' expectations, planning, and commitment toward achieving future goals (Amri & Hartati, 2026; Syfa & Adetya, 2025).

The questionnaire was administered to respondents who were members of the target population. Before statistical analysis, the collected data were checked, coded, and organized according to the predetermined categories. Data analysis began with descriptive statistics to identify the distribution and characteristics of family income and children's future educational orientation. Descriptive analysis was used to obtain the frequency, percentage, mean, variance, minimum, and maximum values of the research variables. The use of systematic data collection and analysis is important to ensure that quantitative findings can be interpreted objectively and consistently (Fadli, 2021; Waruwu, 2023).

The relationship between family income and children's future educational orientation was examined using the Pearson Chi-Square test because both variables were presented in categorical form. The statistical analysis was conducted using the Statistical Package for the Social Sciences (SPSS). The significance level was set at 5% ($\alpha = 0.05$). The null hypothesis (H_0) stated that there was no significant relationship between family income and children's future educational orientation, whereas the alternative hypothesis (H_1) stated that a significant relationship existed between the two variables. If the significance value was less than 0.05, H_0 was rejected; conversely, if the significance value was greater than or equal to 0.05, H_0 was not rejected.

To determine the strength of the association, Phi and Cramer's V coefficients were also examined. These measures were used to complement the Chi-Square test because statistical significance alone does not indicate the magnitude of an association. The analytical procedure therefore consisted of three stages: descriptive analysis, cross-tabulation, and inferential analysis using the Chi-Square test and association-strength coefficients. This procedure allowed the study to provide both a description of the respondents' characteristics and an empirical assessment of the relationship between family income and children's educational orientation.

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Descriptive Statistics of Children's Future Educational Orientation

The descriptive analysis shows that children's future educational orientation among families in Karang Indah Village was generally high. As presented in Table 1, the study involved 140 valid respondents with no missing data. The mean score of educational orientation was 78.52, with a variance of 473.661. The observed scores ranged from 13 to 91, indicating variation in respondents' educational orientation.

Table 1. Descriptive Statistics of Children's Future Educational Orientation

Statistic	Value
N (Valid)	140
Missing	0
Mean	78.52
Variance	473.661
Range	78
Minimum	13
Maximum	91

Source: Primary Data, 2026

The distribution of respondents by educational orientation category is presented in Table 2. Most respondents were classified as having a high level of educational orientation, while only a small proportion were classified as moderate.

Table 2. Distribution of Children's Future Educational Orientation

Category	Frequency (n)	Percentage (%)
Low	14	10.0
Moderate	4	2.9
High	122	87.1
Total	140	100.0

Source: Primary Data, 2026

The findings indicate that educational aspirations toward children's future are relatively strong among families in Karang Indah Village. The predominance of the high category suggests that most families have expectations and plans concerning the continuation and development of their children's education.

3.1.2 Descriptive Statistics of Family Income

Family income was also examined descriptively to identify the economic characteristics of the respondents. Table 3 shows that 140 respondents provided valid data. The mean score of the family income variable was 4.21, with a variance of 19.863. The range of scores was 34, with the lowest score of 1 and the highest score of 35.

Table 3. Descriptive Statistics of Family Income

Statistic	Value
N (Valid)	140
Missing	0
Mean	4.21
Variance	19.863
Range	34
Minimum	1
Maximum	35

Source: Primary Data, 2026

The distribution of family income categories is shown in Table 4. The largest proportions of respondents were in the low and moderate income categories.

Table 4. Distribution of Family Income

Income Category	Frequency (n)	Percentage (%)
Very Low	21	15.0
Low	40	28.6
Moderate	39	27.9
High	25	17.9
Very High	15	10.7
Total	140	100.0

Source: Primary Data, 2026

These results indicate that the economic conditions of the respondents varied considerably. Nevertheless, the distribution was concentrated primarily in the low and moderate categories.

3.1.3 Cross-Tabulation of Family Income and Children's Future Educational Orientation

The cross-tabulation between family income and children's future educational orientation is presented in Table 5. The distribution indicates that high educational orientation was found across different income groups. This pattern suggests that strong educational aspirations were not limited to families with high economic resources.

Table 5. Cross-Tabulation of Family Income and Children's Future Educational Orientation

Educational Orientation	Low Income	Moderate Income	High Income	Total
Very High	2	0	13	15
High	4	1	20	25
Moderate	4	2	33	39
Low	2	1	37	40
Very Low	2	0	19	21
Total	14	4	122	140

Source: Primary Data, 2026

The cross-tabulation demonstrates that respondents with relatively limited income could nevertheless demonstrate strong aspirations for their children's education. This finding provides an initial indication that economic resources may not be the sole determinant of educational orientation.

3.1.4 Chi-Square Test

The relationship between family income and children's future educational orientation was tested using the Pearson Chi-Square test. The results are presented in Table 6.

Table 6. Chi-Square Test Results

Statistical Test	Value	df	Sig.
Pearson Chi-Square	8.342	12	0.758
Likelihood Ratio	7.938	12	0.790
Linear-by-Linear Association	0.615	1	0.433

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N of Valid Cases	140	–	–
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Source: SPSS Output, 2026

The Pearson Chi-Square test produced a significance value of 0.758. Since the value is greater than 0.05, the null hypothesis is not rejected. Therefore, the analysis indicates that there is no statistically significant relationship between family income and children's future educational orientation among families in Karang Indah Village.

The strength of the association was subsequently examined using Phi and Cramer's V, as shown in Table 7.

Table 7. Strength of the Association between Family Income and Educational Orientation

Measure	Value	Sig.
Phi	0.244	0.758
Cramer's V	0.173	0.758
N	140	–

Source: SPSS Output, 2026

The Cramer's V coefficient of 0.173 indicates a weak association between family income and children's future educational orientation. Thus, in addition to being statistically insignificant, the observed association is also relatively weak in magnitude.

3.2 Discussion

3.2.1 The High Level of Children's Future Educational Orientation

The results demonstrate that children's future educational orientation among families in Karang Indah Village is predominantly high. This finding indicates that most families attach considerable importance to their children's future education. Educational orientation can be understood as involving expectations, future goals, planning, and commitment toward achieving desired educational outcomes. Amri & Hartati (2026) explain that future orientation is closely associated with individuals' ability to formulate future goals and prepare strategies to achieve them. Similarly, Syfa & Adetya (2025) found that self-efficacy can contribute to the development of students' future orientation.

The strong educational orientation found in this study is also consistent with Hidayati et al. (2021), who found that families can maintain high educational aspirations for their children despite differences in socioeconomic conditions. In many families, education is viewed not merely as a formal learning process but as an important pathway toward improving children's future opportunities and family welfare.

This perspective is reinforced by Nurjariah et al. (2022), who describe future education as an important component in preparing younger generations to respond to social, technological, and economic changes. In the context of the twenty-first century, education is increasingly expected to prepare learners with competencies that extend beyond academic knowledge. Farida & Hastuti (2024) emphasize the importance of adaptive and contextual educational environments, while Yasin & Fajrman (2024) highlight the need to prepare learners for a sustainable future through appropriate educational strategies.

The development of educational orientation is also related to students' basic learning capacities. Hartika et al. (2022) demonstrate the importance of literacy and numeracy development as foundations for learning, while Jaelani (2022) highlights the role of inquiry-based learning in developing students' social attitudes. Although these studies do not directly

examine family income, they demonstrate that educational development is multidimensional and cannot be reduced to economic considerations alone.

3.2.2 Family Income and Educational Orientation

The descriptive findings show that many respondents belonged to low and moderate income categories. However, high educational orientation was observed across the income groups. This pattern indicates that families with relatively limited economic resources may still possess strong educational aspirations for their children.

The finding is important because socioeconomic status is commonly considered an important factor in educational decision-making. Economic resources can affect families' ability to provide educational facilities, learning materials, transportation, technology, and access to additional educational programs. Nevertheless, the present findings indicate that economic capacity does not automatically determine the level of educational orientation.

Hidayati et al. (2021) similarly demonstrate that families from economically constrained backgrounds may continue to hold substantial aspirations for their children's education. Educational aspirations can therefore represent a family's expectations and values rather than simply its current financial capacity. This distinction is important because the desire to provide higher education may remain strong even when the family's ability to finance it is limited.

The influence of the social environment also needs to be considered. Amador et al. (2022) show that peer networks can affect the malleability of educational aspirations. This suggests that educational aspirations are formed through interaction with social environments and networks rather than exclusively through household economic conditions. In a community with strong educational activities, children and families may be exposed to educational examples and expectations that encourage higher aspirations.

3.2.3 The Non-Significant Relationship between Family Income and Educational Orientation

The central finding of this study is that family income does not have a statistically significant relationship with children's future educational orientation. The Pearson Chi-Square significance value was 0.758, which exceeds the 0.05 significance threshold. Therefore, differences in family income were not statistically associated with differences in educational orientation in the studied population.

This finding suggests a distinction between **educational orientation** and **educational capacity**. Family income may determine the extent to which a family can immediately finance educational needs, but it does not necessarily determine whether parents aspire to provide higher education for their children. A family may have limited income while maintaining strong expectations that its children will continue to higher levels of education.

Cattan et al. (2025) provide a relevant perspective by showing that educational mobility across generations in Indonesia is influenced by processes extending beyond immediate household economic conditions. Educational trajectories can be associated with intergenerational characteristics and opportunities, indicating that family educational aspirations may persist across different socioeconomic backgrounds.

The present finding is also compatible with the broader perspective presented by Bonnie Soeherman (2024), who discusses educational orientation as an important dimension in considering the future of education. Educational orientation involves how individuals and families understand educational goals and future needs. Therefore, it cannot necessarily be inferred directly from income level.

3.2.4 Social, Family, and Educational Factors

The weak Cramer's V value of 0.173 indicates that family income explains relatively little of the variation in children's future educational orientation. This result suggests that other factors may be more relevant in shaping educational aspirations.

One potential factor is self-efficacy. Syfa and Adetya (2025) found an association between self-efficacy and students' future orientation. Individuals who believe in their ability to achieve educational goals may develop stronger expectations regarding their future regardless of their current economic background.

Another important factor is motivation. Although motivation does not directly measure educational orientation, learning motivation can influence students' engagement and educational achievement. Research by Tiara Maulani & Budiani (2026) demonstrates the relationship between learning interest, motivation, and learning achievement. Similarly, Aprianto et al. (2022) found that learning motivation, academic achievement, and parents' socioeconomic status can be related to students' educational interests.

Peer and school environments may also contribute to educational decisions. Sabila et al. (2024) identified the relevance of parents' socioeconomic status and peers in relation to students' interest in continuing to higher education. Canya & Pamungkas (2025) likewise examined socioeconomic status, school environment, and peers as factors associated with interest in higher education. These findings strengthen the interpretation that educational aspirations are produced through the interaction of economic, social, personal, and institutional factors.

Parents' educational background and family aspirations are additional considerations. Rosy (2024) examined parental education, parental income, and academic achievement in relation to interest in continuing to higher education. Maharani et al. (2024) also found the relevance of parental socioeconomic status and learning motivation in students' interest in higher education. Meanwhile, Nadhila (2023) highlighted the role of learning motivation and parental economic status in students' interest in continuing their studies.

3.2.5 Educational Aspirations and Intergenerational Mobility

The findings can also be interpreted from the perspective of intergenerational educational mobility. Education is frequently perceived by families as a mechanism for improving the future position of their children. Cattan et al. (2025) emphasize the importance of examining educational mobility across multiple generations in Indonesia. This perspective helps explain why educational aspirations may remain strong even when current household income is relatively low.

Rahawarin et al. (2025), through a systematic literature review, similarly emphasize the importance of parental educational aspirations in supporting children's education. Parental expectations can become a motivational resource that encourages children to pursue educational opportunities beyond those experienced by previous generations.

The same argument can be connected with research examining socioeconomic conditions and educational continuation. Julianto et al. (2024) found that individual potential and parental socioeconomic status are relevant to students' interest in continuing education. Alinsa & Bado (2024) further demonstrate that socioeconomic status and peer factors can influence learning motivation and, consequently, interest in higher education. These studies suggest that economic conditions matter, but their influence operates together with personal and social factors.

3.2.6 The Role of the Educational Environment in Karang Indah Village

The absence of a significant relationship between family income and educational orientation may also be related to the educational characteristics of Karang Indah Village, which is known locally as Kampung Inggris. An environment that provides access to educational activities may contribute to the formation of positive educational aspirations among residents.

Farida and Hastuti (2024) argue that an adaptive and contextual educational ecosystem can support the development of education oriented toward future needs. Yasin & Fajrman (2024) similarly emphasize the importance of preparing learners for sustainable future challenges. Therefore, an environment in which educational activities are visible and accessible may help strengthen educational aspirations independently of household income.

This interpretation is also supported by Amador et al. (2022), who emphasize the role of social networks in shaping educational aspirations. Educational aspirations may be strengthened when individuals interact with peers, institutions, teachers, and community members who encourage continued education.

The findings therefore suggest that the educational culture of a community can function as a social resource. Families with low or moderate incomes may still develop high educational aspirations when they live within an environment that values education, provides educational information, and exposes children to examples of continued learning.

3.2.7 Implications of the Findings

The findings have several implications for educational development. First, educational policies should not assume that families with lower incomes necessarily have low educational aspirations. The high level of orientation identified in this study indicates that aspirations can remain strong even under economic constraints.

Second, educational programs should focus not only on financial assistance but also on strengthening information, motivation, learning opportunities, and community support. Hartika et al. (2022), Jaelani (2022), and Nurjariah et al. (2022) collectively demonstrate the importance of developing educational competencies and learning environments that support students' future development.

Third, financial support remains important because high educational orientation does not necessarily mean that families possess sufficient resources to realize their aspirations. Research by Buhungo et al. (2025) highlights the relevance of parental income to children's educational level, while Laparako et al. (2025) examine the relationship between family socioeconomic status and students' interest in continuing higher education. Thus, the present finding should not be interpreted as meaning that family income is irrelevant to actual educational participation. Rather, it indicates that income was not significantly associated with the orientation or aspiration toward children's future education in this particular population.

Finally, the findings support a multidimensional understanding of educational orientation. Educational aspirations may be shaped by economic resources, parental expectations, self-efficacy, motivation, peer networks, school environments, educational culture, and broader opportunities. Consequently, future research should consider these variables simultaneously to obtain a more comprehensive explanation of children's educational orientation.

3. CONCLUSION

This study examined the relationship between family income and children's future educational orientation among families in Karang Indah Village, Mandastana District, Barito

Kuala Regency, South Kalimantan. The findings indicate that children's future educational orientation was generally high, with 87.1% of respondents classified in the high category. Meanwhile, family income varied considerably, with the largest proportions of respondents belonging to the low and moderate income categories.

The results of the Pearson Chi-Square test produced a significance value of 0.758, which is greater than 0.05. Therefore, there was no statistically significant relationship between family income and children's future educational orientation. The Cramer's V value of 0.173 further indicates that the strength of the association between the two variables was weak.

These findings demonstrate that family income alone does not determine how strongly families orient their children toward future education. Families with relatively low or moderate income can still maintain high educational aspirations. This finding supports the view that educational aspirations are multidimensional and can be influenced by personal, family, social, and educational factors, including self-efficacy, learning motivation, peer networks, parental aspirations, and the educational environment (Amador et al., 2022; Syfa & Adetya, 2025; Rahawarin et al., 2025).

The findings also have practical implications for educational development in rural communities. Educational policies and programs should not focus exclusively on increasing families' economic capacity but should also strengthen educational awareness, motivation, access to information, learning opportunities, and community support. Although income was not significantly related to educational orientation in this study, economic assistance remains important to help families transform their educational aspirations into actual educational opportunities.

Future research should examine other factors that may explain children's future educational orientation, such as parents' educational background, learning motivation, self-efficacy, peer networks, school environment, educational achievement, access to educational information, and community educational culture. Examining these factors simultaneously may provide a more comprehensive understanding of how families develop and maintain educational aspirations for their children.

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