
BEGGAR PARENTS' PERCEPTIONS AND STRATEGIES TOWARDS CHILDREN'S ACCESS TO EDUCATION IN KRAKSAAN

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Article History

Received : 22-06-2026

Revised : 03-08-2026

Published : 30-09-2026

Keywords:

Parental Perceptions; Beggar Families; Educational Access; Educational Strategies; Pierre Bourdieu

Abstract

This study aims to analyze the perceptions and strategies of parents who work as caregivers regarding children's access to education in Kraksaan City, Probolinggo Regency, and to identify the supporting and inhibiting factors that influence educational access. This study employed a qualitative approach with a case study design. Data were collected through observation, in-depth interviews, and documentation involving seven parents working as beggars, as well as supporting informants consisting of the participants' children, neighbors, and representatives from the Probolinggo Regency Social Affairs Office. The data were analyzed using the interactive model of Miles and Huberman. The findings reveal that parents working as beggars in Kraksaan City perceive education as a means of improving their children's future, developing character, and breaking the cycle of poverty. To sustain their children's access to education, they employ physical, economic, social, and cultural strategies. Educational continuity is supported by parents' aspirations, support from teachers and schools, government assistance, and the surrounding social environment. Conversely, low income, unstable earnings, limited time for parental assistance, and parents' low educational attainment constitute major barriers. The findings further indicate that limitations in economic capital can be mitigated through the effective use of social and cultural capital.

Kata Kunci:

Persepsi Orang Tua; Keluarga Pengemis; Akses Pendidikan; Strategi Pendidikan; Pierre Bourdieu

Abstrak

Penelitian ini bertujuan untuk menganalisis persepsi dan strategi orang tua yang bekerja sebagai pengemis terkait akses anak-anak terhadap pendidikan di Kota Kraksaan, Kabupaten Probolinggo, serta mengidentifikasi faktor-faktor pendukung dan penghambat yang memengaruhi akses pendidikan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi yang melibatkan tujuh orang tua yang bekerja sebagai pengemis, serta informan pendukung yang terdiri dari anak-anak peserta, tetangga, dan perwakilan dari Dinas Sosial Kabupaten Probolinggo. Data dianalisis menggunakan model interaktif Miles dan Huberman. Temuan penelitian menunjukkan bahwa orang tua yang bekerja sebagai pengemis di Kota Kraksaan memandang pendidikan sebagai sarana untuk meningkatkan masa depan anak-anak mereka, membentuk karakter, dan memutus lingkaran kemiskinan. Untuk mempertahankan akses pendidikan anak-anak mereka, mereka menerapkan strategi fisik, ekonomi, sosial, dan budaya. Kelangsungan pendidikan didukung oleh aspirasi orang tua, dukungan dari guru dan sekolah, bantuan pemerintah, serta

lingkungan sosial di sekitarnya. Sebaliknya, pendapatan rendah, penghasilan yang tidak stabil, keterbatasan waktu untuk mendampingi anak, dan rendahnya tingkat pendidikan orang tua merupakan hambatan utama. Temuan ini lebih lanjut menunjukkan bahwa keterbatasan modal ekonomi dapat diatasi melalui pemanfaatan modal sosial dan budaya secara efektif.

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Available online at <https://ppjp.ulm.ac.id/journals/index.php/pakis>

How to Cite:

Hasanah, M., Bahrudin, B., Winasih, N. (2026). Beggar Parents' Perceptions And Strategies Towards Children's Access To Education In Kraksaan. *Publikasi Berkala Pendidikan Ilmu Sosial*, 6(2). <https://doi.org/10.20527/pakis.v6i2.19623>

INTRODUCTION

Education plays a vital role in human resource development and improving the quality of life of the community. This is in line with Bahrudin & Rifa'i (2021), who explain that education functions not only as a process of knowledge transfer but also as a means of character formation and of improving the quality of human resources through involvement in various educational environments. Through education, individuals can develop their potential, acquire knowledge and skills, and increase opportunities for a better life. Education is also seen as a key instrument in breaking the cycle of poverty. intergenerational poverty and encourage social mobility (Faiq & Putra, 2025). From an Islamic perspective, education holds a very important position because it is a means of improving human quality and standard of living, as explained in QS Al-Mujadilah verse 11. In addition, the right to education is guaranteed in Article 31 of the 1945 Constitution of the Republic of Indonesia, which states that every citizen has the right to education (Ritonga et al., 2026).

However, in reality, access to education is not yet evenly enjoyed by all levels of society. Families with low socioeconomic status still face various obstacles in meeting their children's educational needs, including school fees, learning supplies, transportation, and other support needs. This condition places some children from vulnerable families at risk of experiencing educational delays, dropping out of school, or receiving less-than-optimal educational services (Susanto et al., 2025). One group of people in a socioeconomically vulnerable position is families whose profession is begging. The profession of begging is synonymous with poverty, income uncertainty, and social stigma that can influence parenting patterns and family decision-making, including in education (Thamrin et al., 2025). Amidst economic constraints, beggar parents find themselves in a complex situation between meeting daily living needs and ensuring their children's education. However, not all beggar families view education as something that can be neglected. Some parents actually have high hopes that education can change their children's futures and break the cycle of family poverty.

The phenomenon of families working as beggars is still found in Kraksaan City,

Probolinggo Regency, especially at busy locations such as traffic lights. The high poverty rate in Probolinggo Regency and the continued presence of begging in several areas of Kraksaan City indicate that poverty remains a potential social challenge—influencing access to education, especially for families whose profession is begging. The family's role as the primary educational environment significantly influences a child's educational success (Winarsih & Jannati, 2025). This explains that parental background and involvement are related to a child's development and academic achievement. The presence of beggars in several strategic locations in Kraksaan City is an important social reality to examine, particularly regarding how parents view education and strive to ensure the continuity of their children's education amidst the limitations they face.

Previous research has examined beggar families from various perspectives. Adriana (2024) highlighted the fulfillment of educational rights for beggars and buskers from a policy perspective, while Ramlan (2024) examined parents' perceptions of their children's education. Meanwhile, Ramadhan (2024) focused more on the social life of beggar communities, and Linovita & Syafriani (2023) examined communication within beggar families. However, research integrating the perceptions and strategies of beggar parents for maintaining their children's access to education remains relatively limited. Various previous studies have discussed beggar families from the perspective of education policy, social life, family communication, and social environmental support. However, research that specifically integrates parents' perceptions, strategies for accessing children's education, and factors influencing their access to education remains relatively limited. The influence on educational practices in beggar families remains relatively limited. Therefore, this study seeks to fill this gap by analyzing beggar parents' perceptions and strategies regarding their children's access to education through the perspective of Pierre Bourdieu's theory of social practice.

Despite the economic constraints they face, beggar families are not always passive in meeting their children's educational needs. Various efforts are made to maintain continuity of education, such as setting aside a portion of their income for school fees, using educational assistance, building relationships with teachers and the surrounding community, and instilling educational values in their children. The success of these strategies is influenced by various factors, such as limited economic capital, social support, parental life experiences, and cultural values within the family (Kusnanto et al., 2025). From Pierre Bourdieu's perspective, educational practices are shaped by the interplay among the family's habitus, economic capital, social capital, and cultural capital (Mohulaingo et al., 2025).

Although various studies have examined beggar families from the perspectives of educational rights, social life, family communication, and social support, studies that integrate parental perceptions, strategies for maintaining children's access to education, and factors that influence it remain limited, especially among beggar families in Kraksaan City, Probolinggo Regency. To fill this gap, this study adopts Pierre Bourdieu's social practice theory, which emphasizes the relationships among habitus, economic capital, social capital, and cultural capital in family education practices. Based on this description, this study aims to analyze the perceptions and strategies of beggar parents regarding their children's access to education in Kraksaan City, Probolinggo Regency, and to identify the supporting and inhibiting factors. This research is expected to enrich studies on educational access for vulnerable groups and provide input for the government, schools, and related parties in formulating policies that support the continued education of children from beggar families.

METHOD

This research uses a qualitative approach with a case study design conducted in Kraksaan City, Probolinggo Regency. The research location was chosen because begging remains prevalent in several crowded areas, and there are families of beggars with school-age children. Informants were selected using a purposive sampling technique based on their suitability for the research focus. The study involved 12 informants: seven parents who work as beggars as the main informants, two children of the informants, two neighbors, and one informant from the Probolinggo Regency Social Service as a supporting informant. All main informants are parents who work as beggars, are domiciled in Kraksaan City, and have children currently pursuing formal education.

Table 1. Characteristics of Research Informants

No	Type of Informant	Amount	Information
1	Parents work as beggars	7	Key informant
2	Informant's child	2	Supporting informants
3	Neighbor	2	Supporting informants
4	Probolinggo Regency Social Services	1	Supporting informants
5	Social Welfare Workers Kraksaan District	1	Supporting Informant
Total		13	

Data collection was conducted through observation, in-depth interviews, and documentation. Observations were conducted at the informants' workplaces and in their homes to understand the social conditions and activities related to children's education. In-depth interviews were conducted directly with all informants using a semi-structured

interview guide to explore parents' perceptions of children's education, strategies for maintaining access to education, and the factors that support and inhibit it. Documentation, including photographs of research activities, field notes, and supporting documents, was used to strengthen the results of the observations and interviews.

Data validity was verified through source and technique triangulation. Data analysis employed the Miles and Huberman interactive model, which encompasses data condensation, data presentation, and conclusion drawing. The analysis was conducted continuously from data collection through to completion, providing a deeper understanding of the perceptions and strategies of beggar parents regarding their children's access to education.

RESULTS AND DISCUSSION

The results of this study indicate that access to education for children in families with beggars in Kraksaan City is influenced not only by economic conditions but also by how parents interpret education, the strategies they employ to maintain the continuity of their children's education, and the factors that support and hinder it. These findings were obtained through observation, in-depth interviews, and documentation of research informants. To facilitate discussion, the results of this study are presented in three sections: parents' perceptions of their children's education, strategies used to maintain their children's access to education, and factors that influence the continuity of their children's education.

Perceptions of Parents of Beggars towards Children's Education

The research results show that the majority of parents who work as beggars in Kraksaan City view education as a means to a better life for their children. This perception is reflected in the hope that their children will complete formal education, obtain better jobs, and not inherit their parents' profession as beggars. For informants, education is not only interpreted as a process of acquiring knowledge, but also as a long-term investment to increase social mobility and break the intergenerational chain of poverty.

These findings indicate that living in poverty does not necessarily lead to apathy toward education. Instead, economic limitations actually shape parents' awareness of the importance of education as a path to improving their family's socioeconomic situation. The experience of being a marginalized member of society fosters hope that children will have better life opportunities through education. Thus, positive perceptions of education stem from life experiences that shape parents' perspectives on their children's future.

This finding aligns with research by Ramlan (2024), which shows that parents from marginalized communities continue to prioritize education to improve their families' quality of life. This research also reinforces Adriana's (2024) findings, which explain that education

is a basic right of every child that must be maintained. Furthermore, this view aligns with Becker's (1993) theory of human capital, which holds that education is an investment that can improve human capital quality and the opportunity to achieve a more prosperous life.

From the perspective of Pierre Bourdieu's theory of social practice, this perception reflects a habitus formed through experiences of living in poverty. This habitus influences how parents interpret education as a means of social change for their children. Despite limited economic resources, parents still strive to foster an educational orientation through the hopes, motivations, and values they instill in their children. These findings suggest that educational practices in beggar families are shaped not only by economic conditions but also by a habitus that encourages parents to use education as a strategy for social mobility.

Beggar Parents' Strategies in Seeking Access to Education for Their Children

The research results show that parents who work as beggars in Kraksaan City not only have a positive perception of education but also make various efforts to ensure their children continue to receive formal education. The strategies implemented include meeting children's physical needs, managing the family's economic situation, leveraging social relationships within the surrounding environment, and instilling educational values within the family. These strategies demonstrate that economic constraints do not entirely prevent parents from striving to ensure the continuity of their children's education.

Parents strive to meet their children's basic needs to support their learning, such as preparing school supplies within their means, ensuring their children attend school, and reminding them of the importance of participating in learning activities. Although these efforts still fall short of meeting these needs, they demonstrate parental responsibility for their children's education. These findings indicate that physical support is determined not only by financial capacity but also by parents' commitment to supporting their children's education.

Economically, all informants faced low and uncertain incomes, making education costs a major challenge. However, parents still attempted to allocate some of their meager income to cover school needs, utilize government educational assistance, and prioritize household expenses. These findings indicate that beggar families made various economic adjustments to ensure their children's education. These findings align with Becker (1993), who explained that education is a long-term investment, so families will strive to allocate their available resources, even under limited circumstances (Pramono et al., 2026).

The next strategy is to utilize the family's social capital. Parents communicate with teachers, neighbors, and the surrounding community to obtain information, moral support,

and assistance when facing difficulties in meeting their children's educational needs. These social relationships become a crucial resource for helping families maintain continuity in their children's education. This finding aligns with James S. Coleman's theory (1988), which states that social capital functions as a resource that facilitates individuals' achievement of specific goals through relationships of mutual trust, cooperation, and social networks. Furthermore, parents also implement cultural strategies by instilling the values of discipline, responsibility, manners, and religious education in their children. These values are taught to equip children with good character and motivate them to complete their education. Although most parents have low levels of education, they still strive to pass on positive values they believe will support their children's future.

The findings of this study indicate that the strategies employed by beggar families are not solely oriented toward meeting economic needs but also draw on their social and cultural capital. From Pierre Bourdieu's perspective, this practice demonstrates that limited economic capital can be offset by utilizing social and cultural capital, enabling families to maintain access to education for their children. Thus, the continuity of children's education in beggar families is the result of the interaction between the various forms of capital possessed by the family, not solely determined by economic conditions.

Supporting and Inhibiting Factors for Children's Access to Education

The research results show that the continuity of children's education in families where beggars work in Kraksaan City is influenced by interrelated supporting and inhibiting factors. Supporting factors include parental hopes for their children's future, support from teachers and schools, government assistance, and support from the surrounding community. Conversely, low income, income instability, limited time for mentoring, and low parental education levels hinder efforts to maintain children's access to education.

Parents' expectations are a key factor driving them to continue sending their children to school despite limited economic circumstances. All informants expressed a desire for their children to obtain better jobs and avoid inheriting the legacy of begging. This hope motivates parents to continue pursuing their children's education as a long-term investment. Furthermore, support from teachers and schools, including motivation, effective communication with parents, and a streamlined learning process, helps children continue their education. Government assistance through the Smart Indonesia Program (PIP) and other forms of educational assistance also helps ease the family's economic burden. Support from neighbors and the surrounding community, both in the form of motivation and assistance

when families experience difficulties, further strengthens the continuity of children's education.

These findings also reinforce Coleman's (1988) view that social capital built through relationships of trust, cooperation, and social networks can serve as a resource that helps individuals achieve their goals despite limited economic resources. On the other hand, this study identified several factors that hinder the continuation of children's education. Low and uncertain income from begging makes it difficult for parents to meet educational needs, such as purchasing uniforms, school supplies, and other supporting expenses. This situation is exacerbated by parents' limited time to accompany their children in the learning process, as most of their time is spent earning a living. Furthermore, parents' low level of education limits their ability to provide tutoring and academic support to their children. These obstacles indicate that beggar families face challenges that are not only economic but also social and cultural.

This finding is in line with research by Kusananto et al. (2025), which shows that poverty and low levels of parental education are factors that influence access to education for children in vulnerable families. From the perspective of Pierre Bourdieu's theory of social practice, this condition indicates that limited economic capital limits families' ability to meet their children's educational needs. However, families still strive to optimize social capital through relationships with teachers, neighbors, and the government, as well as by utilizing cultural capital to instill educational values and motivation in their children. Thus, educational practices in beggar families result from the interaction among habitus, economic capital, social capital, and cultural capital, which shape family strategies for maintaining children's access to education amid various limitations.

CONCLUSION

This study shows that economic constraints do not necessarily lead to negative perceptions of children's education among beggar parents. Instead, parents view education as a means to improve quality of life, shape character, and open up opportunities for a better future for their children. This perception encourages them to develop various strategies to maintain access to education, including meeting basic needs, managing economic resources, leveraging social relationships with teachers, neighbors, and the government, and instilling educational values within the family.

The research findings also indicate that economic conditions do not solely determine the continuity of children's education in beggar families, but rather the result of the interaction between economic capital, social capital, cultural capital, and habitus, as

explained in Pierre Bourdieu's theory of social practice. When economic capital is limited, families use social and cultural capital to support their children's education, ensuring continued access despite various constraints. These findings confirm that efforts to maintain education among beggar families constitute a social practice shaped by life experiences, social networks, and the values developed within the family.

This research contributes to enriching the study of educational access for vulnerable groups by demonstrating that successfully maintaining a child's education depends not only on the family's economic capacity but also on the utilization of various forms of social and cultural capital. Therefore, educational policies and programs for vulnerable families need to be directed not only at providing economic assistance but also at strengthening social support, school-family partnerships, and ongoing mentoring to ensure optimal access to education for children.

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