



RESEARCH ARTICLE

The Influence of Parents' Social and Economic Conditions on Motivation to Continue Education to Higher Education in Sinar Rejo Village

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ABSTRACT

This study aims to determine the influence of parents' social and economic conditions on children's motivation to continue their education to college. The study used a quantitative approach with a survey method of 36 high school graduate respondents. Data were collected through questionnaires and analyzed using multiple linear regression with the help of SPSS. The results showed that parents' social conditions had a positive and significant effect on children's motivation with a regression coefficient value of 1.213 and a significance of 0.005. Parents' economic conditions also had a positive and significant effect with a regression coefficient value of 2.136 and a significance of 0.000. Simultaneously, parents' social and economic conditions had a significant effect on children's motivation to continue their education to college with an F count of 249.901 and a significance of 0.000. The coefficient of determination (R^2) value of 0.938 indicates that 93.8% of the variation in children's motivation was influenced by parents' socioeconomic conditions. Thus, it can be concluded that social and economic conditions have an important role in increasing children's motivation to continue their education to college in Sinar Rejo Village, Kalirejo District, Central Lampung.

Keywords: Socioeconomic Status, Learning Motivation, Higher Education, Rural Education, Regression Analysis



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1. INTRODUCTION

Status is a position that can be viewed independently of the individual. Therefore, status is an objective position that gives rights and obligations to the person occupying that position. Social status differs from status (Muharani et al., 2024). Social status is a person's place in a social group, their relationship with others in that group, or their relationship with a group with other groups within a larger group. In other words, social position is a person's general place in society in relation to others, based on their obligations. Therefore, social position is not merely a collection of a person's social positions. However, both terms will be used in the same sense, namely position (status), for ease of understanding (Hasudungan, 2017).

A person's social status is usually based on various elements of human interests in social life, such as employment status, status in the kinship system, position status, and religious status. Even in everyday life, people only know others based on their status (Mohulaingo et al., 2023). Linton (1936) said that social

status is a set of rights and responsibilities that a person has in their community. People with high social status will be placed higher in the social structure than people with low social status. The socioeconomic status of an individual or family is based on their position and role in society and their efforts to produce goods and services to meet physical and spiritual needs (Wini and Tambunan, 2024). A person's socioeconomic status can be based on several important aspects of their life, such as their employment status, status in the kinship system, job status, and religious status. A person's socioeconomic status can also be determined by home ownership (Heini, 1999). Parents' socioeconomic status (SSE) influences their decision to choose a good school for their children's education. Parents' economic conditions must be sufficient to give children the opportunity to reach their potential through education (Ningtyas et al., 2024). There is an even distribution of the population across various age groups, which is important for social and economic sustainability. A diverse age distribution indicates that villages have the potential for sustainable development because the younger generation will grow up and replace the older generation, while the adult generation works to help the younger generation (Fadli et al., 2020).

Education is an important component in human development and the progress of a nation because it gives people the opportunity to develop their own potential, improve their quality of life, and contribute to society. Many factors influence the motivation to continue to college, one of which is the socioeconomic status of their parents (Asriana et al., 2023). Parents with higher levels of education tend to better understand the importance of education and are better able to provide academic support and motivation to their children. They are also more likely to have knowledge about educational opportunities, scholarships, and ways to support their children's learning process, both materially and non-materially (Mayasari et al., 2022). Educational goals cannot be achieved without support from the social environment, which consists of family, community, and school.

The socioeconomic status of parents, including education, employment, and income level, can influence children's access to and quality of education. Parents with better socioeconomic status tend to have more resources and opportunities to support their children's education. The family is a non-formal educational institution that provides education to children through teaching, guidance, and religion, morals, ethics, culture, and skills (Abdul, 2002). Families play a very important role in supporting their children's education. Therefore, in order to obtain the best education, family background must be taken into consideration (Samrin et al., 2020).

Low-income families do not have the resources necessary to provide a supportive learning environment, which can reduce children's desire to learn. Several factors can influence a person's socioeconomic status, and employment is one of them (Siska, 2017). People are described as developing and active beings who like to work, and they work to meet basic needs such as clothing, food, and shelter, as well as secondary needs such as higher education, employment, and entertainment (Schunk and DiBenedetto, 2020). Therefore, the type of work can be used to determine a person's socioeconomic status. A person's job will affect their personal life, because everyone's job is different and can lead to different income levels, from low to high, depending on the type of work. This study aims to determine whether there is a relationship between socioeconomic status and the occupation of guardians and student success. Guardians who have jobs and good socioeconomic status will create a broader material environment for children, which means more opportunities for success (Vita et al., 2023).

These factors can hinder students' academic achievement and limit their access to adequate educational resources and opportunities. If parents do not provide sufficient financial and educational support, children may face difficulties in obtaining the necessary educational materials and adequate guidance. The resources needed for the student learning process may be limited due to resource constraints, such as economic limitations (Khan, 2024).

In addition, parents' educational attainment can influence learning outcomes because parents are more likely to prioritize higher education than education as a whole (Soekanto, 1983). The village of Sinar Rejo in Kalirejo District, Central Lampung, is an interesting place to conduct further research on the relationship between parents' socioeconomic conditions and motivation to continue education to college. This village has diverse socioeconomic characteristics and considerable potential among its

younger generation (Muharani et al., 2024). Through this research, a deeper understanding can be gained regarding the influence of family background on students' decisions to continue their education. These data and analyses can help formulate targeted policies and intervention programs to improve education and human resources in Sinar Rejo Village and provide an overview of existing educational gaps.

Students' enthusiasm for learning is greatly influenced by their family environment, especially the socioeconomic status of their parents, which can help them learn in all subjects. Parents are very important in encouraging their children to achieve their academic goals. Students with higher socioeconomic status are usually more motivated than students with lower socioeconomic status, as the latter do not have sufficient resources to help their children achieve their academic goals (Hikamudin et al., 2022).

Table 1. Percentage of High School Graduates Continuing to Higher Education in 2020–2024.

No	Year	Number of High School Graduates	Continuing to Higher Education (Number)	Continuing to Higher Education (%)
1	2020	30	4	13.33%
2	2021	34	5	14.71%
3	2022	23	4	17.39%
4	2023	31	5	16.13%
5	2024	25	4	16.00%

Source: *Sinar Rejo Village Monograph Data 2024*.

Based on data collected from 2020 to 2024, the number of children in Sinar Rejo Village who continued their education to the university level was only around 13% to 17%. This figure shows a very low participation rate when compared to the gross enrollment rate (APK) for higher education at the national level, which according to the Central Statistics Agency (BPS) in 2024 has reached 32%. This gap becomes even more striking when compared to neighboring countries. Malaysia, for example, has recorded an APK for higher education of 43%, while Singapore has even reached 91%. This comparison shows that access to and awareness of the importance of higher education in Sinar Rejo Village is still far behind, not only at the national level, but also in terms of the development of the Southeast Asian region in general.

This low participation rate indicates that there are various obstacles faced by rural communities, such as economic limitations, lack of information and motivation, and minimal environmental support. If not addressed immediately, this condition has the potential to widen the social and economic gap between the village community and other regions (Supit and Gosal, 2023). Students' enthusiasm for learning is greatly influenced by their family environment, especially the socioeconomic status of their parents, who can help them learn in all subjects. Parents are very important in encouraging their children to achieve their academic goals (Kasa et al., 2022). Students with higher socioeconomic status are usually more motivated than students with lower socioeconomic status, because the latter do not have sufficient resources to help their children achieve their academic goals (Hikamudin et al., 2022).

Motivation is an inner drive that encourages a person to take certain actions, activities, or attitudes to achieve certain goals, such as work, study, or other activities. In addition, motivation has the nature of always wanting to achieve satisfaction to fulfill something within oneself more than what others can achieve (Sumarno et al., 2018). Inner drive, also known as motivation, is a way for a person to create and develop their desires to achieve their life goals. Fulfilling physical, material, and spiritual needs to achieve the goals of life that have been set by Sardiman (2005).

Research conducted by Yustina Juni Purnama Sari, Suarman, and RM Riadi (2023) also discusses a topic similar to this study. They examined the influence of parents' socioeconomic conditions on students' interest in continuing their education to college among 11th grade students at SMK Telkom Pekanbaru using a quantitative descriptive approach. The results of the study show that there is a positive and significant influence between the socioeconomic conditions of parents and students' interest in continuing their education to college. This finding is in line with the author's research, in which the socioeconomic conditions of parents were proven to influence children's motivation to continue their

education. The similarity between the studies lies in the focus of the study on the role of the family's socioeconomic status in continuing education, while the difference lies in the location of the study and the characteristics of the respondents.

Another relevant study was conducted by Anggraini Sintya Wardhani (2024) entitled "The Influence of Motivation and Parental Economic Conditions on the Interest in Continuing Education to the Bachelor's Degree Level among Students at SMK PGRI 3 Kediri," which was presented at the National Seminar on Management, Economics, and Accounting. This study used a quantitative design and found that there is a strong positive relationship between parents' economic conditions and students' motivation and interest in continuing their education to the university level. Each factor was found to have a significant positive impact on students' educational decisions. The similarity between this study and the author's study lies in the focus on the role of the family's economy in the continuity of children's education, while the difference lies in the indicators used and the location of the research. Based on the above explanation, this study aims to analyze the influence of parents' socioeconomic conditions on children's motivation to continue their higher education in Sinar Rejo Village, Kalirejo District, Central Lampung.

2. LITERATURE REVIEW

This section presents the theoretical foundations underlying this study. The discussion covers three main areas: (1) socioeconomic status and its dimensions in the family context, (2) motivation to continue education to higher education, and (3) the relationship between parents' socioeconomic conditions and children's educational motivation. These frameworks provide the conceptual basis for understanding the research problem and interpreting the findings.

2.1 Socioeconomic Status of Parents

Socioeconomic status (SES) refers to an individual's or family's position in a hierarchical social structure, as determined by a combination of factors including education level, occupational prestige, and income (Soekanto, 1983). According to Wini and Tambunan (2024), the socioeconomic status of an individual or family is based on their position and role in society and their efforts to produce goods and services to meet physical and spiritual needs. Linton (1936) further defines social status as a set of rights and responsibilities that a person has in their community, which determines their placement within the social structure.

Several dimensions are commonly used to measure parental socioeconomic status. These include parents' level of formal education, type of employment and occupational status, household income, and ownership of productive assets such as land, vehicles, and livestock. Parents with higher educational attainment tend to better understand the importance of continued education and are better equipped to provide academic support, both materially and non-materially (Mayasari et al., 2022). Meanwhile, family income directly determines the extent to which parents can finance their children's education, including tuition fees, books, transportation, and other educational needs (Hikamudin et al., 2022).

Pierre Bourdieu's (1986) theory of capital provides a useful framework for understanding how socioeconomic status shapes educational opportunities. Bourdieu distinguishes three forms of capital: economic capital (financial resources), social capital (networks and relationships), and cultural capital (knowledge, skills, and educational values transmitted through the family). When all three forms of capital are strong, children are significantly more likely to aspire to and pursue higher education. Conversely, families with weak capital across all three dimensions tend to produce children with lower educational aspirations and motivation.

2.2 Motivation to Continue Education to Higher Education

Motivation is an inner drive that encourages a person to take certain actions, activities, or attitudes to achieve certain goals (Sumarno et al., 2018). In the educational context, motivation to continue to higher education refers to the internal and external forces that drive a student to pursue a university-

level education after completing secondary school. Sardiman (2005) defines motivation as a way for a person to create and develop their desires to achieve life goals, including the fulfillment of physical, material, and spiritual needs.

Motivation can be categorized as intrinsic or extrinsic. Intrinsic motivation arises from within the individual and is driven by personal interest, curiosity, and a desire for self-improvement. Extrinsic motivation, on the other hand, is driven by external factors such as family expectations, peer influence, financial incentives, and social rewards (Schunk and DiBenedetto, 2020). In the context of rural communities such as Sinar Rejo Village, extrinsic motivation—particularly parental encouragement and socioeconomic support—plays a critical role in shaping children’s decisions regarding higher education. When family support is limited due to economic or social constraints, even students with strong intrinsic motivation may be deterred from pursuing college.

Research by Nuraini et al. (2024) found that learning motivation and socioeconomic social status are significantly related to students’ interest in pursuing higher education. Students from families with higher socioeconomic standing generally show stronger motivation, as they perceive fewer financial barriers and receive more consistent encouragement from their parents. This is consistent with Samrin et al. (2020), who found that the socioeconomic conditions of parents significantly influence students’ learning motivation at the secondary school level.

2.3 The Relationship Between Parental Socioeconomic Conditions and Children’s Educational Motivation

The relationship between parental socioeconomic conditions and children’s motivation to pursue higher education is well-established in the literature. Gerungan (1988) argues that the socioeconomic situation of the family influences the development of children—with sufficient economic resources, children have more opportunities to develop various skills, while inadequate socioeconomic conditions tend to limit academic achievement. This view is further supported by Bronfenbrenner’s (1979) ecological theory of development, which asserts that child development is influenced by multiple environmental systems from the family (microsystem) to the wider community (macrosystem). The family, as the closest environment, has a major influence through its socioeconomic conditions.

Empirical evidence strongly supports this relationship. Research by Miranti Paparang et al. (2025) specifically found a significant influence of parents’ social and economic conditions on students’ motivation to pursue higher education in an Indonesian context. Similarly, Muharani et al. (2024) found that parents’ economic conditions and educational background significantly affect students’ motivation to continue to university. Mohulaingo et al. (2023) also demonstrated that parental socioeconomic status significantly influences students’ entrepreneurial interests and broader life aspirations, which are closely linked to educational continuation.

The research gap addressed by this study lies in the limited empirical evidence from rural village settings in Central Lampung, where the socioeconomic context is distinctly different from urban or peri-urban environments studied in previous work. By examining the specific conditions of Sinar Rejo Village, this study contributes new evidence on how family socioeconomic factors operate in a predominantly agricultural, low-income rural community, and offers a basis for targeted policy interventions to improve higher education participation rates in similar settings.

3. METHOD

This study uses a quantitative method with an ex post facto approach, which aims to analyze the influence of parents’ socioeconomic conditions on the motivation to continue education to college in Sinar Rejo Village, Kalirejo District, Central Lampung. Ex post facto research is a type of research conducted to see what has happened and then review it to find out what could have caused the event to occur. However, the method used in this study is quantitative, which is a type of research used to

investigate a specific population or sample, collect data using research instruments, and then analyze the data quantitatively or statistically to test hypotheses (Sugiyono, 2016).

The population of this study involved high school graduates living in Sinar Rejo Village, Kalirejo District, Central Lampung Regency. A sample can be a small part of a population that is taken in a certain way to represent the population, or part of its size and characteristics (Siyoto & Sodik, 2015). The sampling technique used in this study was purposive sampling, which is a technique for determining samples based on specific considerations or objectives. The samples were selected deliberately because they were considered to meet the criteria in line with the focus of the study. In this case, the respondents selected were high school/vocational school/Islamic high school graduates aged 17–20 years in Sinar Rejo Village who were still within the productive age range to continue their education to college.

Based on preliminary research on February 10, 2025, it was found that 36 children aged 17–20 years (children who had just completed high school/equivalent) in Sinar Rejo Village, Kalirejo District, Central Lampung Regency would be the research sample. The independent variable in this study used a score of 1–3 with 10 questions given to the parents of the children who were included in the research respondents. Then, for the dependent variable, a Likert scale of 1–4 with 15 statements was given to the children who were included in the research respondents.

Before the research tools were used to collect data, validity and reliability tests were conducted to ensure that the tools were truly suitable for use. The validity test was conducted to determine the extent to which the questionnaire items had the ability to measure the values that were supposed to be measured (Ummah, 2019). The validity test for this study was conducted using the Pearson Product Moment correlation technique and the SPSS program. The test results showed that most of the items in the socioeconomic conditions and motivation instruments had a correlation value greater than the r -table, so they were declared valid. In order not to affect the quality of the data, invalid items were then eliminated (Sudrajat and Samudera, 2021).

Next, a reliability test was conducted to determine the consistency of the instruments in producing data. Cronbach's Alpha technique was used to test the instruments, where the instruments were considered reliable if the Alpha value was greater than 0.60. Based on the calculation results, both instruments in this study had an Alpha value greater than 0.60, so it can be concluded that these instruments are of high quality and can be used to collect data (Sudrajad and Andriani, 2015).

Before testing the hypothesis, this study conducted a prerequisite analysis test. The purpose of this prerequisite test was to ensure that the data used could be analyzed correctly with a regression model. Because one of the main assumptions in linear regression is that the data must be normally distributed, a normality test was used to determine whether the distribution of residual data followed a normal distribution pattern. A linearity test was also conducted to determine whether the relationship between the independent variable and the dependent variable was linear (Hanum and Safuridar, 2018). In order for the regression analysis results to show the actual situation, a linear relationship is very important. A multicollinearity test was also conducted. The objective is to determine whether there is a high correlation between independent variables. Regression models are not appropriate when there is a high correlation between independent variables.

Hypothesis testing is conducted after the data has been shown to meet the prerequisite tests. In this study, two types of regression analysis are used. The first is a simple linear regression test to examine the partial effect of each independent variable on the dependent variable. The second is multiple linear regression to examine the simultaneous effect of both independent variables on the dependent variable, namely the effect of parents' socioeconomic status on children's motivation.

4. RESULTS AND DISCUSSION

4.1 Parents' Social Conditions

The social conditions of the respondents' parents can be observed through several indicators, including their level of education, social position in the community, the extent of environmental influence, and the intensity of social interactions. Based on the questionnaire data, most parents of the respondents have a secondary education background. In terms of social status, they are generally classified within the lower-middle category in the community structure.

This condition indicates that the educational level of parents in Sinar Rejo Village is relatively limited. Such circumstances may influence the way parents perceive and support their children's educational continuity. Parents with limited educational experience may have different perspectives regarding the importance of higher education, which can ultimately affect the educational aspirations and opportunities of their children.

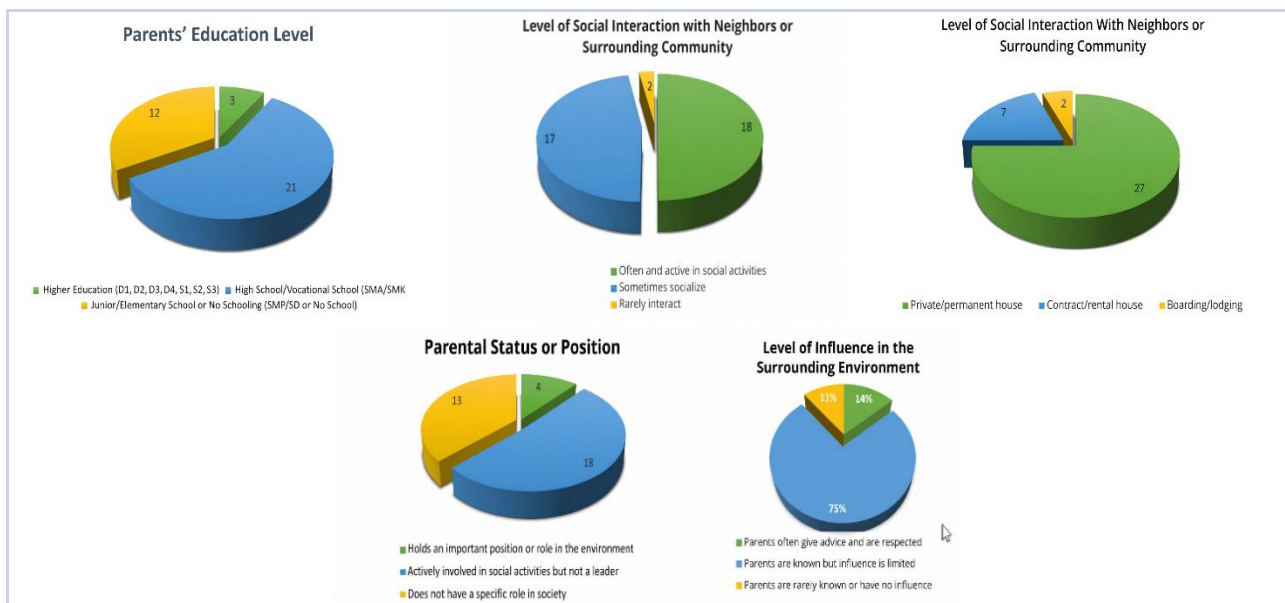


Figure 1. Parents' Social Conditions

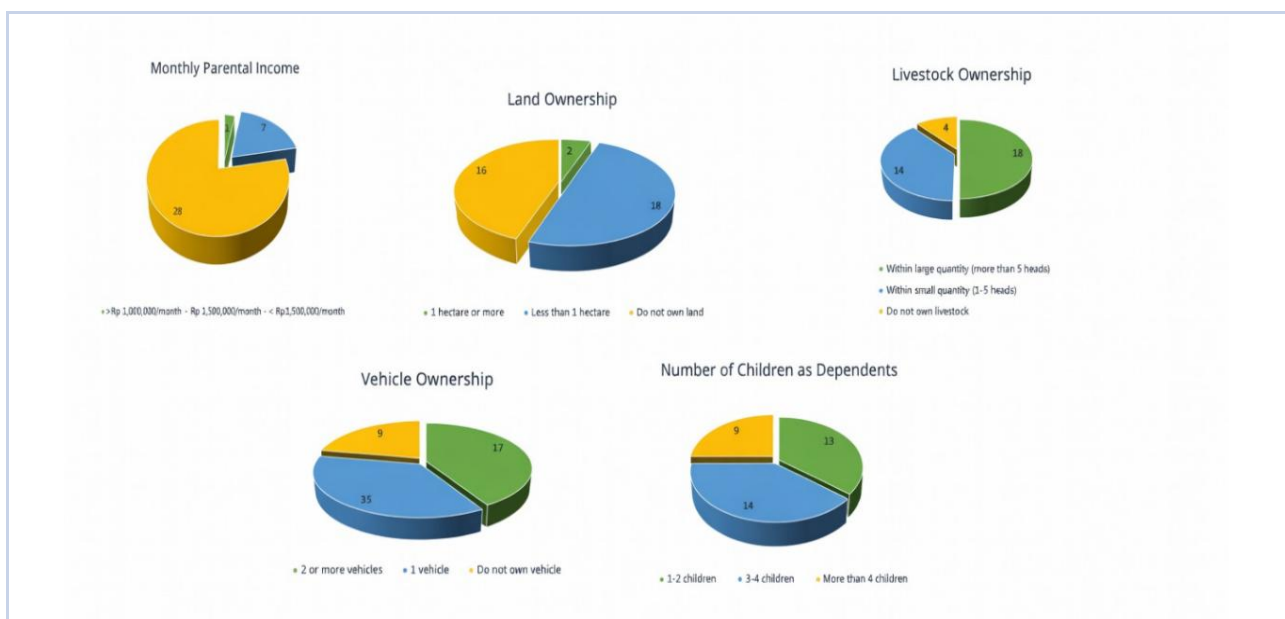


Figure 2. Parents' Social Conditions

4.2 Parents' Economic Conditions

Economically, most of the respondents' parents worked as farmers, planters, or laborers, with an average income of less than Rp3,000,000 per month. The number of household assets, such as land area, livestock, and vehicles, also reflected this condition. These findings indicate that most of the participating families are in the lower-middle economic category, and this is often an obstacle for children to continue their higher education.

4.3 Motivating Children to Continue Their Education to Higher Education

The results of the description of children's motivation to continue their education show that most respondents have a strong motivation to achieve, fulfill their dreams, and obtain better jobs in the future. External factors support this intrinsic motivation. Family and peer support are the most important. However, the socioeconomic conditions of the family often hinder their desire to do something. Overall, this descriptive analysis shows that there is a difference between children's high motivation to continue their education to college and the limited socioeconomic conditions of their families. This shows the importance of social support and improving the economic capacity of families to encourage the younger generation in Sinar Rejo Village to gain access to higher education.

The results of this research hypothesis test show that the social and economic conditions of parents have a significant influence on children's desire to go to college. First Hypothesis: A simple linear regression test on the variable of parents' social conditions on motivation to continue education shows significant results with a significance value of 0.005 (< 0.05). This indicates that social conditions, which include social status, education level, and interaction within the community, contribute positively to children's motivation to continue their education to a higher level.

The second hypothesis, that the parents' economic condition has a significant influence on motivation, is based on a simple linear regression test with a significance value of 0.000 (< 0.05). This means that children's motivation to pursue education is greatly influenced by family income, asset ownership, and family economic stability.

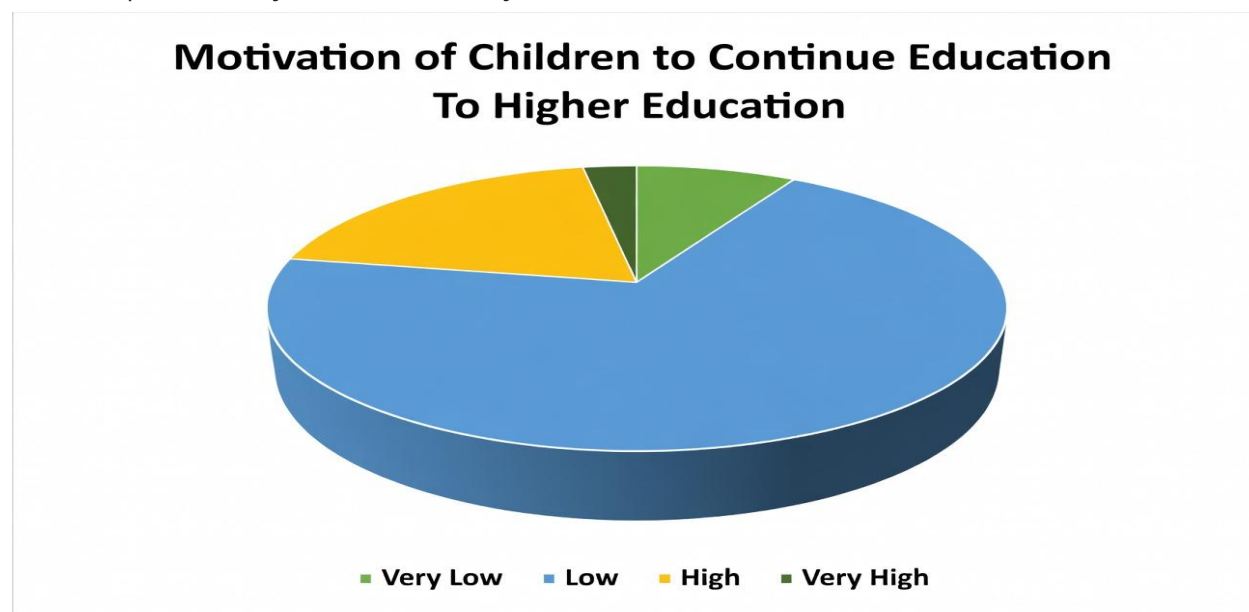


Figure 3. Motivation of Children to Continue Education to Higher Education

Children from families with greater financial resources tend to be more motivated. This is due to their belief that they have sufficient financial resources. The calculated F value of 249.901 with a significance of 0.000 was obtained from a multiple linear regression test that evaluated the combined influence of parents' socioeconomic status. This shows that both independent variables together have a

significant effect on the desire to continue education. The coefficient of determination (R^2) value of 0.938 shows that the parents' socioeconomic status affects 93.8% of the variation in children's motivation, while other factors outside the study affect the remaining 6.2% of the variation in children's motivation.

The high value of the coefficient of determination and significance can be explained by several factors in the field. First, the characteristics of the respondents were relatively homogeneous, namely all of them came from Sinar Rejo Village, Kalirejo District, with similar social and economic backgrounds, so that the relationship between variables became more consistent.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1261.461	2	630.730	249.901	.000 ^b
	Residual	83.289	33	2.524		
	Total	1344.750	35			

a. Dependent Variable: MOTIVASI
b. Predictors: (Constant), EKONOMI, SOSIAL

Figure 4. Third hypothesis test (Multiple Linear Regression)

Source: Primary Data Processing Results

Second, the indicators used in the social and economic variables are highly relevant to the actual conditions of the respondents, such as parental education level, type of employment, income, and social involvement in the community. These indicators are directly related to parents' ability and support for their children's education. Third, the homogeneity of the social environment means that the variation in data between respondents is not too extreme, but it still shows a pattern of correlation: the higher the parents' social and economic status, the higher the children's motivation to continue their education.

These results show that the better the family's socioeconomic status, the greater the children's motivation to go to college. Conversely, when there are limitations in terms of social and economic conditions, this becomes a major obstacle for children to attend college, even though they actually have strong intrinsic motivation to do so. Therefore, improving the economic welfare of families and social support is very important to encourage the continuity of education for the younger generation in Sinar Rejo Village.

Based on the results of multiple linear regression analysis, the following equation was obtained:

$$\hat{Y} = -0.619 + 1.213X_1 + 2.136X_2$$

Where Y is motivation, X1 is social, and X2 is economic. The equation shows that social and economic variables have a positive effect on motivation to continue education to college. The constant value of -0.619 explains that if the social and economic variables are considered constant or zero, then the motivation value is -0.619. Although negative, this constant is only mathematical and has no strong practical meaning in the study. Furthermore, the regression coefficient of the social variable is 1.213 with a significance value of 0.005, which is less than 0.05, indicating that social factors have a positive and significant effect on motivation. This means that every one-unit increase in the social variable will increase motivation by 1.213 units, assuming that the economic variable remains constant.

4.5 Discussion

The results of the study indicate that the social conditions of parents have a positive and significant effect on children's motivation to continue their education to college in Sinar Rejo Village. This is evidenced by the results of regression analysis which shows a regression coefficient value of 2.977 with a significance level of 0.000. Economic conditions also have a positive and significant effect on children's

motivation. The analysis results show a regression coefficient value of 3.439 with a significance level of 0.000. This means that the better the parents' social conditions, including their level of education, social status, and moral support, the higher the children's motivation to continue their education to a higher level.

Simultaneously, the study shows that the parents' socioeconomic conditions have a very significant influence on children's motivation to continue their education to college in Sinar Rejo Village. This is indicated by a coefficient of determination (R^2) of 0.938, which means that 93.8% of the variation in children's motivation is influenced by the parents' socioeconomic factors, while the remaining 6.2% is influenced by other factors outside the scope of this study. This figure is very high, so it can be said that socioeconomic conditions are the dominant factor influencing children's motivation in this village.

Socioeconomic conditions in this study include parents' education level, social status in the community, type of employment, and family income level. These factors are interrelated and together influence children's mindset, aspirations, and motivation to continue their education. Children from families with good social status, highly educated parents, and stable incomes will be more motivated to continue to college. Conversely, children from families with low social status and limited economic resources tend to have weak motivation due to limited moral and financial support.

These findings are consistent with Pierre Bourdieu's (1986) theory of social, economic, and cultural capital. Bourdieu emphasizes that a child's educational success is determined not only by academic ability but also by the capital possessed by the family. Social capital in the form of networks, relationships, and family support; economic capital in the form of income and financial resources; and cultural capital in the form of education and family values all play a role in determining a child's opportunities to continue their education. If all three types of capital are weak, then the child's motivation to continue their education tends to be low.

In addition, Bronfenbrenner's (1979) ecological theory of development can also be used to explain these findings. Bronfenbrenner asserts that child development is influenced by various environmental systems, ranging from the family (microsystem) to the wider community (macrosystem). In this context, the family, as the closest environment, has a major influence through its socioeconomic conditions. Children who grow up in families with stable finances and good social support will feel more motivated to pursue higher education because they receive positive encouragement from their immediate environment.

The results of this study are in line with the behaviorist theory of parental socioeconomic conditions, in which changes in human behavior are not caused by internal human abilities (insight), but by factors that cause stimuli, so that the socioeconomic conditions of parents, which are actions in response to a condition, arise from individual adjustments to the environment beyond human internal abilities (Miranti Paparang et al., 2025).

Gerungan (1988) argues that the socioeconomic situation of the family influences the development of children. With sufficient economic resources, they have more opportunities to develop various skills that they cannot develop without infrastructure. The adequacy or inadequacy of the socioeconomic conditions of the family will affect children's academic achievement.

Previous studies also reinforce these results. Research by Yustina Juni Purnama Sari et al. (2023) shows that the socioeconomic conditions of the family have a positive effect on students' interest in continuing to college. Research by Anggraini Sintya Wardhani (2024) also proves that the better the socioeconomic conditions of the parents, the higher the motivation of the children to continue their education. In fact, research by Delia Ekky Cahyani et al. (2016) among fishing families in Rembang found that low parental education levels and economic limitations were major obstacles for children to continue their studies in higher education.

The results of the study show that the relationship between the social and economic conditions of parents and their children's motivation to continue their education in higher education in Sinar Rejo Village is not always linear. Even though the parents' social status is relatively high and their economic

status is moderate, the children's motivation to continue their education to college tends to be low. This finding is specifically demonstrated by two respondents who have parents with high social status and moderate economic status, but whose motivation to continue their education to college is relatively low. Both respondents prefer to work after graduating from high school with the intention of earning an income immediately and helping their families financially.

In addition, this study also found another pattern that reinforces the low motivation to continue education to college, namely that there were 16 respondents whose parents' social status was in the middle category and whose economic status was also in the middle category, but who still showed low motivation to continue their education to college. In this group of respondents, limited social support that is oriented toward higher education and economic conditions that are considered unstable are the main factors affecting low educational motivation. Parents in the middle social class tend to provide general support, but do not actively encourage long-term educational planning for their children.

The conditions in Sinar Rejo Village reflect this reality. Research data shows that most of the students' parents work as farmers, laborers, and planters with relatively low levels of education. Economic constraints lead many families to prefer their children to work to help support the household after graduating from high school, rather than continuing on to college. In addition, the low level of education among parents also affects their mindset toward higher education. Many parents do not fully understand the importance of higher education as a long-term investment, so they do not motivate their children to attend college. However, there are still many children from modest families who remain highly motivated to continue their education, despite the challenges posed by socioeconomic limitations. This shows that, in addition to socioeconomic factors, other factors such as intrinsic motivation, encouragement from teachers, and scholarship programs also play a role. These factors account for 6.2% of the variance that is not explained by socioeconomic variables in this study.

5. CONCLUSION

Based on the results of research conducted on the influence of parents' socioeconomic conditions on children's motivation to continue their education to college in Sinar Rejo Village, Kalirejo District, Central Lampung, it can be concluded that parents' socioeconomic conditions have a positive and significant effect on children's motivation. This shows that the better the social interaction within the family, the more attention and support given by parents, the higher the children's motivation to continue their education to a higher level.

In addition, the parents' economic conditions have also been proven to have a positive and significant influence on children's motivation. Adequate financial support from parents is one of the dominant factors that encourage children to have the confidence and enthusiasm to continue their education to college. These findings show that economic factors play a strong role in determining the continuity of children's education.

The social and economic conditions of parents together have a significant influence on children's motivation. This is evidenced by a coefficient of determination of 0.938, which means that 93.8% of the variation in children's motivation is influenced by the family's socioeconomic conditions, while the rest is influenced by other factors outside the scope of this study. Thus, it can be concluded that the socioeconomic conditions of parents play a very important role in shaping and increasing children's motivation to continue their education to college.

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