



The Influence of Farmers' Income and Social Status on Children's Education

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Abstract: This study used a quantitative descriptive approach and involved 161 farmers. Data were collected through questionnaires and documentation and tested for normality, homogeneity, linearity, multicollinearity, and hypothesis. The analysis results show that for the social status variable, the t_{count} value of 1.672 exceeds the t_{table} value of 1.655, which indicates that the alternative hypothesis (H_a) is accepted, which results in the approval of the null hypothesis (H_0). Multicollinearity and hypothesis. The analysis results show that for the social status variable, the t_{count} value of 1.672 exceeds the t_{table} value of 1.655, which indicates that the alternative hypothesis (H_a) is accepted, which results in the approval of the null hypothesis (H_0). Therefore, the null hypothesis is better than the alternative hypothesis. This suggests that Income does not significantly affect outcomes. The F test shows an equal influence of social status and Income on the observed variables with a significance value of 0.183. However, the calculated F_{value} (1.716) is lower than the F_{table} (3.05), which indicates that the combined effect is not statistically significant. This finding indicates that, while Income has no significant impact on the variables under study, social status has a significant impact. This finding serves as a basis for improving policies that help farmers, especially regarding Income.

Abstrak: Penelitian ini menggunakan pendekatan deskriptif kuantitatif dan melibatkan 161 petani. Data yang dikumpulkan melalui kuesioner dan dokumentasi dan diuji untuk normalitas, homogenitas, linieritas, multikolinieritas, dan hipotesis. Hasil analisis menunjukkan bahwa untuk variabel status sosial, nilai t_{hitung} sebesar 1,672 melebihi nilai t_{tabel} sebesar 1,655, yang menunjukkan bahwa hipotesis alternatif (H_a) diterima, yang menghasilkan persetujuan hipotesis nol (H_0). multikolinieritas, dan hipotesis. Hasil analisis menunjukkan bahwa untuk variabel status sosial, nilai t_{hitung} sebesar 1,672 melebihi nilai t_{tabel} sebesar 1,655, yang menunjukkan bahwa hipotesis alternatif (H_a) diterima, yang menghasilkan persetujuan hipotesis nol (H_0). Oleh karena itu, hipotesis nol lebih baik daripada hipotesis alternatif. Hal ini menunjukkan bahwa pendapatan tidak mempengaruhi hasil secara signifikan. Pengaruh yang sama antara status sosial dan pendapatan terhadap variabel yang diamati ditunjukkan oleh uji F dengan nilai signifikansi sebesar 0,183. Namun nilai F_{hitung} (1,716) lebih rendah dari F_{tabel} (3,05), yang menunjukkan bahwa pengaruh gabungan tersebut tidak signifikan secara statistik. Penemuan ini menunjukkan bahwa, pendapatan sementara tidak memiliki dampak yang signifikan terhadap variabel yang diteliti, status sosial memiliki dampak yang signifikan. Penemuan ini menjadi dasar untuk membuat kebijakan yang lebih baik yang membantu petani, terutama dalam hal pendapatan.

A. Introduction

Humans experience various physical and mental changes since birth. Humans can continue to develop into living beings. This development shows that changes occur constantly, which shows that humans constantly change. Self-transformation is the only thing that continuously (Huda, 2020). The process of human self-transformation is a never-ending process that involves humans' physical and mental growth during different stages of life. This change process is essential for personal growth, demonstrating the human desire to evolve. During this journey, people often face obstacles that boost their spirit and perseverance. However, they better understand themselves and experience personal progress by facing these challenges. Although the journey of self-transformation is unique to each person, it is an important part of human life and inspires others to continue to develop and grow. Education is essential to all aspects of human life as it is one way of development. Education is important for individuals and societies in different nations or countries. People agree that Education is essential, although their opinions differ (Anggraini, 2021). While recognizing the importance of Education, views on its purpose and approach can differ between cultures and countries. Despite our differences, we all agree that Education plays an important role in shaping individuals and societies.

Due to its vast territory and many islands, Indonesia needs good Education for all its citizens. The abundant natural resources in Indonesia will bring significant progress if managed well by the people and the government. However, many people still need to receive adequate Education, especially children and the younger generation who will be the future leaders (Sumolang, 2023). One way to fulfill these needs is through formal Education up to the highest level. Formal Education is a systematically organized and planned type of Education where people develop knowledge, skills and attitudes appropriate to a particular field. Therefore, the government's main focus should be on formal Education, which should be aligned with the broader interests of society when making national education policies. Many children need proper Education, not only in remote areas but also in urban areas. Among the many problems that exist, economic problems are the most common (Huda, 2020). Among the many barriers that can hinder access to Education, economic barriers are the most common. Many people need more money to finance their children's Education, as well as to pay for school fees and meet daily needs. As a result, opportunities for high-quality Education are limited in rural and urban communities.

According to the National Education System Law No. 20 of 2003, National Education aims to build individuals who believe and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The essence of the statement is that the goal of National Education is to produce students who are innovative, independent, and capable in their fields of interest so that they can contribute to the development of the nation in the future for people in this country to thrive and better manage the challenges of the times, the younger general must develop knowledge of Education so as not to be left behind. Education is the ily, Education plays an important within the family role as parents are the

first teachers for their children. As primary educators, parents must be ready to take responsibility for their children's growth and development. Parents' Education, especially in farming families, is crucial to helping their children learn (Suryana, 2022). There is a difference between highly educated parents who encourage their children to attend advanced schooling and less educated parents who do not support their Education. Parents may fear that their children will become farmers and not be interested in continuing their Education. To avoid this, they should encourage their children to complete formal schooling by providing support to obtain merit scholarships that allow them to continue their studies to a higher level (Atika, 2018).

Based on the first research conducted in Kebun Nenas village, it was found that the education level of children in this village still needs to be improved to reach higher levels of Education. Most children can complete their Education up to primary, junior secondary and senior secondary school, supported by government education programs. This is due to the parents' low Income, most of whom are farmers. Kebun Nenas village has many residents, and most work as palm oil and rubber farmers. They also have low levels of Education. Most parents can pay for their children's Education up to primary, junior, or senior secondary school. According to available information, the average Income of farmers in the area ranges from 1,500,000 to 2,000,000 per month. With this Income, parents must work hard to meet their children's living and education needs. Parents must try to meet their children's living and educational needs with the money they have. Children may be unable to continue their Education to a higher level due to financial constraints.

Social status encompasses the rights and obligations that each person has in society. This concept revolves around an individual's position in the social structure, usually shaped by factors such as Education, occupation, wealth, and social connections. Social status also affects how people view you and your opportunities and access in areas such as Education, health, and employment. According to Abdul Siyani, social status is the collection of a person's rights and responsibilities in their society. Social status also refers to a person's position in a social group and society. People with high social status tend to have a higher social structure than people with low social status (Imron, 2018). In a broader sense, a person's social status dramatically influences how they interact with society.

People with high social status usually have better access to resources such as Education, health, and employment opportunities, allowing them to reach their full potential and significantly impact society. In contrast, individuals with low social status are often marginalized. They are unable to actively participate in society after being denied equal opportunities. Therefore, understanding social status is essential to build a just and impartial society. By knowing this, we can identify and address current disparities and create laws allowing everyone equal opportunities. In an ideal society, everyone deserves the opportunity to thrive and make meaningful contributions, regardless of their social status. Knowing this will improve everyone's health, increase social cohesion, and help society progress.

The economy largely shapes human life. Everyone knows that the progress or decline of a country is closely related to its economic condition and, therefore, will feel its impact directly on society. If a country's economy is strong, society will progress despite its various challenges. Students' academic achievement is closely related to their family's economic situation. The fulfilment of students' basic needs includes food, clothing, medical care, and facilities such as tables, chairs, lights, stationery, books, etc. Only families with sufficient financial resources can access these educational resources (Zaini, 2015). The ability to send children to higher Education, such as university, the ability to work, and the financial resources they have can determine a person's socioeconomic status in a rural community. One of the main ways to assess a person's quality of life is by looking at their income level. If the family income is low, family members must work hard to earn money (Afni, 2022). People's income levels can be divided into four groups, according to BPS: very high, high, medium, and low (Al Farisi, 2022).

Education and social status are closely related, and a person's social status often influences their educational opportunities and standards. Studies show that people with high socioeconomic status often have better access to high-quality Education, including better facilities and learning support. In contrast, people from low socioeconomic backgrounds often need help gaining access to high-quality Education, including financial problems and less social support. This situation leads to variations in educational opportunities among different social groups, affecting their future social mobility (Rawi, 2024). However, Education also has the potential to improve one's social status because higher levels of Education tend to allow for more job opportunities and higher incomes. Therefore, Education not only serves as a way to gain information and skills but also as a way to improve social status. Therefore, it is essential to create policies that allow all sectors to access Education to reduce social disparities and provide equal development opportunities.

Parents' social status and Income, especially farmers, affect the quality of Education and their children's access. This aligns with the theory that family relationships and the social environment are external factors that influence Education (Perdana, 2015). Most people in rural areas like Kabun Nenas Village and Panai Tengah Village work in agriculture. Farmers in Indonesia need help with many problems, including depending on unknown crop yields, climate change, and even unpredictable market price fluctuations. As a result, farmers in these villages have erratic and unstable incomes, ultimately impacting their family finances (Salawati, 2023).

The ability of families to meet their basic needs, including children's Education, can be affected by economic changes. Low-income parents often need help meeting their daily needs or providing money for their children's schooling. As a result, children from farming families in Kebun Nenas village face challenges in obtaining an appropriate education regarding availability and quality (Khotimah, 2018). For example, they may need access to educational resources such as textbooks or technological information, an essential part of

the educational process. In addition, financial difficulties increase the likelihood of children from low-income families dropping out of school.

In addition, the social and economic status conditions of farmers in this village affect their views on Education. Children often have the opportunity to help their parents in farming rather than pursuing higher Education in rural communities, especially those living in low economic conditions. This thinking is based on the belief that working in agriculture is enough to make ends meet, so Education is necessary and needs to be higher. A better education can help farmer children improve their and their families' lives in the future (Perdana, 2015). In addition, children living in low-income families are more likely to be unable to continue their Education to a higher level if they face financial problems. Studies show that a family's socioeconomic status significantly impacts a child's access to formal Education; families with poor economic conditions often have lower levels of Education. Parents often believe that Education is expensive and difficult to prioritize when other basic needs are also important. Therefore, it is important to create policies and programs that help children from low-income families access decent Education to improve their future opportunities (Rinti, 2020).

The high social status in rural communities is undoubtedly there are low and high seen from as seen from the building of the house and the vehicle he uses every day of his life, and the clothes he uses will look like the social status that exists in society. Socioeconomic life must be viewed as a system (social system), namely a whole of parts or elements interconnected in a unity of social life is the everyday life of humans or the unity of the community that hidup in an association. This interaction occurs in a family with a father, mother and child relationship. A relationship with the outside community will arise from the interaction between family members. According to Abdul Syani, socio-economics is the position or position of a person in a human group determined by the type of economic activity, namely Income, education level, type of residence and position in the organization (Imron, 2018). Socioeconomic life is an integrated system where different elements are interconnected in social life. The initial interaction occurs within the family, where the father, mother, and child bond sets the groundwork for developing social values. From this interaction, individuals connect with the broader community (Şengönül, 2021).

As per Abdul Syani, a person's standing within a human group is shaped by economic activity, Income, education level, type of residence, and role within the organization. This demonstrates the significant impact of these factors on an individual's socioeconomic status. Factors that decide one's social standing encompass their level of Education along with the nature of their occupation. Folks with advanced Education typically enjoy more significant opportunities for securing lucrative employment and higher earnings. On the other hand, individuals with lower levels of Education often find themselves stuck in poorly paid positions, limiting their chances to improve their social standing. In rural communities, where many individuals are employed in agriculture or other informal sectors, the obstacles to enhancing their Education and skills are especially

noticeable. This could undermine their financial situation and hinder their chances for upward social mobility (Nurwati, 2021).

Economic changes carry a substantial influence on social status within rural communities. When economic conditions worsen, families are frequently posed with a difficult choice - balancing their everyday necessities with providing Education for their children. Limited resources can lead to children from low-income families not getting enough Education, consequently perpetuating the cycle of poverty. On the flip side, as the economy rebounds, there is a chance for people to enhance their Education and social standing by seizing new opportunities. On the other hand, as the economy gets better, there is a chance for people to enhance their Education and social status (Huda, 2022). Economic recovery paves the way for new opportunities, enabling families to invest in their children's Education. This not only results in better outcomes but also enhances social mobility. As societies adapt to shifting economic conditions, individuals who seize these opportunities can rise in social status, breaking free from the cycle of poverty that has plagued them for so long. The connection between economic circumstances and educational achievements is intricate and multi-layered. In numerous rural areas, economic marginalization has resulted in decreased educational achievement and growing health inequalities. For instance, due to ongoing poverty in specific regions, educational achievements for children residing in those places frequently decrease. This shortfall in educational achievement has implications for individual families, community development, and social unity.

This research specializes in the influence of social status and Income of farmers on children's Education in Kebun Nenas Village, Panai Tengah Subdistrict. Aims to find out and examine how social fame and farmers' Income affect the right to enter and the Education of farmers' children in Kebun Nenas Village. Social fame, which incorporates the rights and obligations of people in society, and profit, as a level of monetary welfare, are considered key elements in determining academic opportunities. This research is expected to provide more in-depth knowledge about the relationship between socio-monetary situations and academic outcomes and generate tips to improve the quality of Education in Kebun Nenas village. High social status often provides benefits in accessing superior educational resources, such as quality school facilities and educational support.

In contrast, low-income farmers may struggle to meet their children's educational needs. This can pose challenges in accessing and receiving quality education. This study further investigates the correlation between the socioeconomic status of farming families and their children's academic achievement. This study also aims to offer recommendations to improve the quality of Education in Kebun Nenas Village. This offers a profound understanding of how socioeconomic status influences educational achievements. By examining how social status and Income influence children's Education, the aspiration is to generate practical policy suggestions that can enhance both the availability and standard of Education in the village. This factor is crucial in establishing a fairer and more equitable society, where each child can access a quality education without their family's financial situation holding them back.

following table shows the results of the data analysis, which can be seen in the following table.

Table 1. Validity Test Results

No	r_{count}	$r_{table 0,05}$	Hasil
1.	0,466	0,361	Valid
2.	0,362	0,361	Valid
3.	0,438	0,361	Valid
4.	0,435	0,361	Valid
5.	0,379	0,361	Valid
6.	0,409	0,361	Valid
7.	0,457	0,361	Valid
8.	0,367	0,361	Valid
9.	0,757	0,361	Valid
10.	0,601	0,361	Valid
11.	0,731	0,361	Valid
12.	0,447	0,361	Valid
13.	0,458	0,361	Valid
14.	0,444	0,361	Valid
15.	0,491	0,361	Valid
16.	0,395	0,361	Valid
17.	0,371	0,361	Valid
18.	0,435	0,361	Valid
19.	0,379	0,361	Valid
20.	0,409	0,361	Valid
21.	0,491	0,361	Valid
22.	0,377	0,361	Valid
23.	0,687	0,361	Valid
24.	0,731	0,361	Valid
25.	0,369	0,361	Valid
26.	0,390	0,361	Valid
27.	0,800	0,361	Valid
28.	0,609	0,361	Valid
29.	0,393	0,361	Valid
30.	0,639	0,361	Valid
31.	0,422	0,361	Valid

Based on the validity test results above, all items meet valid standards. At the 5% significance level, the r_{count} value for each item is greater than the r_{table} value. This shows that the questionnaire is valid because each component has a positive and strong correlation with the whole. Therefore, each instrument included in this question is worth using to measure how much research data is collected. The high property value indicates that the data collected from this question can be scanned to analyze the impact of the social status of farmers' Income on children's Education in Kebun Nenas village.

Table 2. Reliability Test

Cronbach's Alpha	N of Items
,861	31

Based on the reliability test results, all measuring instruments exceeded the 0.6 limit, so variables X and Y could be used, and a total of 31 questions were used to measure data collection.

To test the results of the data processing of the research on the effect of the social status of farmers' Income on children's Education in Kebun Nenas Village, Panai Sub-district, the following table presents various relevant statistical parameters, such as coefficient values, significance levels, and tests of the relationship between the variables studied.

The normality test determines whether the research data is usually distributed. The significance value (Sig) of the Kolmogrov Smirnov one sample test is calculated to determine whether the research data is standard. Based on the results of the one sample test Kolmogrov Smirnov test, the asymptotic result of $0.245 > 0.05$ indicates that the residuals are normally distributed. Thus, the prerequisites for normality analysis have been met and can continue the next test.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		161
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	4,05932879
Most Extreme Differences	Absolute	,081
	Positive	,081
	Negative	-,054
Kolmogorov-Smirnov Z		1,024
Asymp. Sig. (2-tailed)		,245

a. Test distribution is Normal.

b. Calculated from data.

The homogeneity test is used to determine whether or not the variances in the questionnaire data are similar. The results are the same if the significance value (Sig.) > 0.05 . Based on the table below, it is known that the significance value (Sig.) for social status is $0.116 > 0.05$ and for farmer income is $0.469 > 0.05$, so it can be concluded that the variance of questionnaire data on social status and Income of the study is Homogeneous.

Table 4. Homogeneity Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Social Status	1,508	14	141	,116
Farmer' Income	,987	14	141	,469

The linearity test determines the significance level of Alpha = 0.05, meaning the deficiency value is less than 0.05. The two variables are not linear (unrelated), and if the linear deficiency value is more than 0.05, then the two variables are linear (related).

Table 5. Linearity Test of Social Status on Children's Education

ANOVA Table						
			df	Mean Square	F	Sig.
Children's Education Social Status	Between Groups	(Combined)	403,094	30	13,436	,763 ,804
		Linearity	45,764	1	45,764	2,597,109
		Deviation from Linearity	357,329	29	12,322	,699 ,868
	Within Groups	2290,683	130	17,621		
	Total		2693,776	160		

Based on a recent analysis of the relationship between parents' social status and children's Education, it was found to be significant, according to recent research. The significance value obtained is 0.868, more significant than the limit of $\alpha = 0.05$. This shows a strong relationship between social status and children's education level. In other words, children from families with higher social status have better access to higher Education. This finding suggests that social status is important in determining children's learning opportunities (Chotimah, 2017). Families with high social status can provide financial support and easy access to good Education, such as good schools and other programs. On the other hand, families with a low social base find it challenging to provide the resources and support needed to support their children's Education (Basrowi, 2010).

Table 6. Linearity Test of Farmers' Income and Children's Education

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Children's Education Social Status	Between Groups	(Combined)	34,533	3	11,511	,680	,566
		Linearity	10,605	1	10,605	,626	,430
		Deviation from Linearity	23,928	2	11,964	,706	,495
	Within Groups	2659,243	157	16,938			
	Total	2693,776	160				

Based on the linearity results for farmers' Income on children's Education status, the significance value is 0.495, greater than $\alpha = 0.05$, so the variables are considered linear (related). So, it can be concluded that the farmer's Income to the child's Education is a linear variable.

By using the tolerance value and VIF, the decision criteria are as follows: if the tolerance value is less than 0.100 or the VIF value is less than 10.00, then there is no multicollinearity between variables; otherwise, if the tolerance value is more significant than 0.100 or the VIF value is greater than 10.00, then there is a strong correlation between variables.

Table 7. Multicollinearity Test Results

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Social Status	1,000	1,000
	Farmers' Income	1,000	1,000

a. Dependent Variable: Children's Education

Based on the results obtained by the multicollinearity test above, it can be said that between the variables of social status, farmers' Income, on children's Education, there are no other free variables that affect the two variables above because, by the decision-making criteria, tolerance $1.000 > 0.100$ and VIF $1.000 < 10.00$, so there is no multicollinearity between these variables, both social status on children's Education and farmers' Income on children's Education.

From the research results obtained titung social status of farmers is 1.672 while the value of t_{tabel} df is 158 and the value of 0.05 then obtained a table of 1.655. The obtained $t_{\text{count}} > t_{\text{table}}$ value is $1.672 > 1.655$, then H_a is accepted, and H_o is rejected. The research findings indicate that the social status of farmers influences the Education of farmers' children; this can be seen from how the researchers carried out the t-test. Social status itself is a level that exists in society. The higher the social level of a person will feel that he must be able to provide better Education for his children. However, the social status in the community is low. In that case, the interest or desire for children's Education can be non-existent, so the influence of social status on children's Education is indeed there.

Discussion

According to Steinberg and Leiner, socioeconomic status is a significant factor closely related to the low quality of children's Education in completing formal Education from primary to tertiary levels. Children's social status is also related to their family life. The social condition of parents will determine their position in society, whether it is upper, middle or lower class (Ambarsari, 2021). In addition, a child's social status suffers from his/her family life. Whether the parents are in the upper, middle, or lower class will determine his/her position in society. The family's economic and social status significantly

influences the child's educational opportunities and future development. The family, according to Goode, "is the key to the certification system (social status layering of society) and the social mechanism by which interactions between individuals at different class levels can be seen both distance and similarity." Parents' social status at the level of society affects their children's Education. Parents' high social status will make an open mind for parents for children's Education.

The research results obtained t_{count} Farmers' Income is -830 while the value of t_{table} df is 158 and the value of 0.05 then obtained a table of -830. The obtained $t_{\text{value}} < t_{\text{table}}$ is $-830 < 1.655$, then H_0 is accepted, and H_a is rejected. The results of the research findings indicate that farmers' Income does not influence the Education of farmers' children themselves, this can be seen from how the researchers themselves have carried out the t_{test} .

The Income of farmers is quite erratic in the community of Kebun Nenas village. It is said that the Income is still relatively low, but for this farmer's Income, there is no influence on children's Education because it is not only the Income that is one of the factors that influence it. Of course, there is parental motivation and asking for a broad-minded child's Education that will make people know make children are highly educated. Despite having a high income or being able to if people know there is no interest in children's Education, children will need to be more highly educated (Erianto, 2022). The quality of Education children receive also shows the impact of these economic pressures. Sufficient resources and staff are not available in schools in the area, leading to a more significant educational gap between students from wealthy and low-income families. In addition, parents may be less involved in their children's Education. This can happen because parents are distracted by work and financial pressures, ultimately impacting their children's academic performance. Farming families in Kebun Nenas Village may continue to experience their problems if no appropriate action is taken. This will hinder the educational and economic progress of future generations.

Research (Fahmi et al., 2020) shows that Income does not affect their children's Education. It is not that parents are incapable of their Income; it is just that the parents' motivation for their children to go to school is absent; the parents in Fahmi et al (2020) research are more motivated to drop out of school and work than to continue to college. According to Sukirno, Income is Income received by providing the activity the community receives. Income or Income is one of the indicators that can describe the level of community welfare. However, in the research that researchers can get, the Income itself has no effect on the child's Education as the desire and willingness of parents for children's Education is high and low Income as a farmer.

Based on the results of the simultaneous f test above, it can be seen that between social status and farmer income, the significance value is $0.183 > 0.05$, so it can be concluded that the results of the calculation affect the level of significance together between the variables of social status and farmer income. As seen from the calculated f , when the f_{table} df is obtained at 158 and the value of 0.05 = then the f_{table} is obtained at 3.05, namely where $1.716 < 3.05$, so it can be seen that there is no effect on the level of calculation of the calculated

f_{test} and the f_{table} . The results of the simultaneous f_{test} show no effect of social status and farmer income on children's Education in this pineapple garden village; it can be said that there is no effect after the hypothesis test is carried out on each variable.

According to Januar Kustiandi, parents from different socioeconomic groups also tend to have different educational perspectives. Middle and high-income parents are more likely to believe that parents and teachers should encourage Education. In contrast, lower-income parents tend to see Education as the responsibility of teachers. Because the family-school linkage system can significantly help students from low-income families (Setianingsih, 2018). Research shows that establishing strong relationships between families and schools is crucial in supporting low-income students. When schools actively engage with families, providing information and resources fosters a collaborative environment that benefits students. Parents who are well-informed and involved tend to be more inclined to support their children's Education, resulting in enhanced academic achievements. Therefore, enhancing communication between schools and low-income families is essential for narrowing the educational disparity. Please smoothly rephrase this text and add line breaks where necessary.

Furthermore, it is crucial to acknowledge that low-income parents frequently encounter obstacles restricting their capacity to interact meaningfully with educational institutions. These barriers may include time constraints because of work schedules, lack of transportation, or feelings of inadequacy in navigating the education system. To overcome these challenges, schools should implement inclusive strategies that acknowledge and cater to the specific situations of low-income families, guaranteeing they are given a fair chance to engage in their children's educational journey. Please provide the text that you would like me to rewrite in a smooth tone.

In conclusion, parental viewpoints regarding Education differ significantly among socioeconomic groups, affecting children's educational journeys. Although middle- and high-income parents generally support shared responsibility for Education, low-income parents depend only on teachers. Strengthening family-school relationships is crucial for supporting low-income students and creating an environment where all children can excel academically. Schools can play a key role in bridging the gap in educational achievement by addressing the barriers affecting low-income families and promoting active engagement. This, in turn, can contribute to breaking the cycle of poverty.

D. Conclusion

After describing the results of the research above, the following conclusions can be drawn from the results of this study: The results obtained t_{count} social status of farmers is 1.672 while the value of t_{table} df is 158 and the value of 0.05 then obtained a table of 1.655. It is obtained that the value of $t_{\text{count}} > t_{\text{table}}$ is $1.672 > 1.655$, then H_a is accepted, and H_o is rejected. The results of the research findings indicate that the social status of farmers influences the Education of farmers' children themselves, this can be seen from how the researchers themselves have carried out the t_{test} .

The results of the research obtained t_{count} . Farmers' Income is -830 while the t_{table} value of df is 158 and the value of 0.05, the t_{table} is obtained at -830. The obtained value of $t_{\text{count}} < t_{\text{table}}$ is $-830 < 1.655$, then H_0 is accepted, and H_a is rejected. The results of the research findings indicate that farmers' Income does not influence the Education of the farmer's children, this can be seen from how the researchers themselves have carried out the t test. Based on the results of the simultaneous f test above, it can be seen that between the social status and Income of farmers, the significance value is $0.183 > 0.05$. The calculation results influence the significance level between the social status variables and farmer income. Judging from the f_{count} , when obtained f_{table} df of 158 and a value of 0.05 = then obtained f_{table} of 3.05, which is where $1.716 < 3.05$, it can be seen that there is no influence in the level of calculation of f_{count} and f_{table} .

Researchers can get the results in the kebu nenas village, kec farming community. Panai Tengah concluded that high social status affects children in their Education because of the prestige of parents. If they already have a high social status, their Income as a farmer is higher, and the absence of Income earned is low. However, the Income itself has no effect on the child's Education as the desire and willingness of parents for children's Education is high and low Income as a farmer.

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