

The role of parents in children's education in beneficiary families of the Family Hope Program

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Abstract

The good and bad of the nation's generation are determined by the personal formation of their respective families. Most families who are beneficiaries of the Jaya Mulia Village Family Hope Program have a background as laborers, so families have to work hard to meet basic needs and neglect their children's education. This study aims to determine the role and constraints faced in children's education and the benefits of the "Program Keluarga Harapan" assistance in the education component. The research uses qualitative methods and data collection techniques through observation, interviews and documentation. The results showed four kinds of parental roles: modeling, mentoring, organizing, and teaching. However, not all parents carry out their role because there are several obstacles such as limited time, education level, and the social environment's influence. One of the efforts made by the government to improve the quality of education is through PKH. PKH not only assists in the form of cash but also provides training, guidance and motivation to parents in providing better care, protection and education for their children. This research is expected to contribute ideas to the community that parents have greater responsibilities.

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INTRODUCTION

Education is one of the crucial sectors for the progress of the nation because education forms a quality young generation (Wulandari & Kristiawan, 2017). Increasing competitiveness among nations in the world can only be done through investment in quality and high-quality human resources (Rusdarti & Prajanti, 2017). Meanwhile, quality human resources can only be realized through quality education (Widodo, 2015). One of the efforts made by the Government to improve quality human resources is through the Family Hope Program. This program is a program of providing conditional social assistance to low-income families who are designated as "Keluarga Penerima Manfaat" (KPM). PKH opens access to KPM to take advantage of health, education and social welfare facilities for persons with disabilities and the elderly. The education component consists of three categories, namely the category of elementary, junior high, and high school children or children aged 6-21 years who have not completed the 12-year compulsory education. If, in the past, parents could not take the world of education, then with PKH, the Government made efforts for children not to get the same fate as their parents.

The problem parents often face in children's education is the level of parental education. Low education makes parents less confident in being involved in children's education (Durisic & Bunijevac, 2017). This also happened in Jaya Mulia Village. Based on observational data, most of the PKH KPM in Jaya Mulia Village only received formal education up to elementary school, with such parental education, causing parents to assume that children's education is their duty and responsibility. teacher. Habitus theory from Pierre Bourdieu as the basis for reviewing this research, considering the research from (Amaruddin et al., 2020) about the role of family and social media in the formation of the polite character of students in elementary schools. In his research, the researcher categorizes the role of family and social media in forming the polite

character of students in school. The difference in this study is that the researcher discusses the role of parents in providing children's education in KPM PKH. The purpose of the study was to analyze the roles and constraints faced by parents in children's education, as well as the benefits of PKH assistance in the education component for KPM.

METHOD

This study focuses on the roles and constraints faced by parents in children's education, as well as the benefits of PKH assistance in the education component for KPM. The research was conducted in Jaya Mulia Village, Semendawai District, Tribe III, OKU Timur Regency, South Sumatra. The research subjects consisted of 9 KPM children of elementary, junior high, and high school children and eight parents with the criteria, two single parents, three working parents, and three working only one of them. Data collection techniques using interviews, observation and documentation. Data analysis used an interactive analysis model, namely: data was collected through observation to observe the role of parents in children's education directly, interviews were used to explore in-depth information related to the role of parents in children's education, then documentation in the form of village geographic location, village organizational structure, KPM data and previous research used as research references. The data collection that has been obtained is reduced, which is arranged to be more systematic based on the research focus. Furthermore, the data is presented in descriptive qualitative data, making it easier for researchers to draw conclusions that follow the research focus.

RESULT AND DISCUSSION

The research took place in Jaya Mulia Village, one of the remote villages in Semendawai District, Tribe III. Jaya Mulia Village has natural resources of agriculture and

gardening with commodities in the form of rice, rubber and vegetables. Most KPM PKH in Jaya Mulia Village has a background as laborers, making family members work hard to meet family needs, thus neglecting children's education.

Family DL

Mrs. TM is a single parent aged 50 years. TM's mother lives with her daughter, DL, who is eight years old and is still in the 2nd grade of elementary school. DL's father died when DL was one year old, thus making TM's mother the backbone of the family. TM's mother works as a rubber laborer, farmer, and odd job, then in the afternoon, she continues herding cows. DL is a reticent child who finds it difficult to interact with his friends, so when TM's mother works, DL is always alone at home or sometimes goes to the fields waiting for his mother to work. According to TM's mother, although TM's mother's education for her children is not practical, the most important thing for her is that today DL can eat and go to school. Still, TM's mother also feels sad that she has not been able to give unconditional love like online schooling. She can't take the time to accompany her children to study and provide HP facilities so that DL does not get information in online learning activities, resulting in DL having to repeat to the second grade.

Family SH

Mrs. PH is a single parent, 50 years old. During her last education in elementary school, she has four children. Currently, PH's mother lives with her two children. After graduating from junior high school, the third child chose to help take care of his younger brother. The last child with the initials SH is still in class XII in MAN. PH's mother works as a rubber laborer and farm laborer. Her husband died in 2016, so PH's mother must be good at dividing her time between educating children and working. In educating and supervising SH, she is assisted by her third child.

Family DRS and LN

Mrs. SS is 28 years old, while her husband, Mr. BN, is 50, both of whom did not finish elementary school. have two children, currently DRS studying in class VII SMP, and LN class 2 SD. Mrs. SS & Mr. BN work as agricultural laborers and rubber workers, but sometimes Mr. BN also works as a *Jaran* shaman, making him often not at home when there are events outside the village. According to Mrs. SS, family members rarely get used to gathering when the family members are busy with their own business at night.

Family EH

Mrs. SP is 34 years old, and Mr. TO is 44 years old, both of whom are in elementary school education. They have two children, the first child with the initials EH is currently in grade IX at SMP, and the second is four years old. Mrs. SP and Mr. TO work as farm laborers and do odd jobs. His family members were not only them and his children but also his parents and uncle, who lived with him and was now starting to get sick. If SP's mother and TO's father work, their children are home with their parents and uncle.

Family GM

SM's mother is 45 years old, and NN's father is 47. Both have elementary education and have two children. The first is a boy and is already working, while the last child has the initials GM, currently still in class XI SMK. GM's parents worked in agricultural, rubber, and odd jobs. With their work as laborers who get erratic pay, they are more active in working to meet their daily needs.

Family NL

Ms. MN is 36 years old, and Mr. ST is 37. Both have an elementary school education and have three daughters. Mr. ST works as a farm laborer and odd jobs while Ms. MN is an IRT, taking care of the children, especially since her last child is six months old. Currently, NL is still in class VII SMP. MN's mother's daily life is caring for and accompanying children at home.

Based on an interview with Ms. MN, she and her husband are not used to advising their children. A warning usually given to her child is when her child does not help clean the house, and it is challenging to wake up to go to school. She feels the child is an adult and gets guidance from the school teacher and the TPQ.

Family OV

Mrs. SH is 40 years old, and Mr. NO is 45. Both are in elementary school and have one child with the initials OV. Currently, OV is 18 years old in class XII MAN . Mr. NO works as a farm laborer, while Mrs. SH is an IRT, Mrs. SH has had limited ability to see since OV was young, but this is not an obstacle in educating her children. Since the age of 5 years of OV, parents have instilled religious values because religious values provide the foundation of OV so that negative things do not easily influence it in

today's developments. Despite her limitations, SH's mother can still supervise OVactivities and always communicate with the OV homeroom teacher.

The role of parents in children's education at KPM PKH

Education provided by parents serves to equip children to interact, socialize and understand life in society (Rahmat, 2018). The role of parents in providing children's education is not limited to making children able to walk and talk. Still, parents must provide various information, knowledge, and skills to children related to the child's social life. The involvement of parents in children's education brings positive changes to children because there is always intense supervision of children's behavior, training children to be responsible for their daily lives (Rachman, 2013).

Table 1. The Role of Parents in Education

Parents category	Parents	The role of parents			
		Modelling	Mentoring	Organizing	Teaching
Single parent	Mother TM	Speak politely, invite children to worship together	Time out used for work	There are no rules in the family	Education is left to school teachers
	Mother PH	Discipline of worship, behave well in front of children	giving advice	Involving children with homework	Teaching about religion
Parents all work	Mother SS & Father. BN	Set an example of good behavior, hard work	Time out used for work	There are no rules in the family	Schools have educated their children
	Mother SP & Father TO	Give examples of good things	Time out used for work	There are no strict rules in the family	Education is left to school teachers
	Mother SM & Father. NN	Set an example of good things	Time out used for work	Involving children with homework	Schools have educated their children
The parent of one	Mother TK &	Get used to good behavior,	Father as a storyteller, mother	Involving children with homework	Teaching religion and human values

who works	Father. SO	speak softly	as supervisor		
	Mother MN & Father. ST	Behave well, but also often say rude words	Mentoring is given to the mother who accompanies the child	There are rules in the family	Children have received education from school
	Mother SH & Father. NO	Set a good example, speak, dress and behave	Be a friend to tell stories to children, advise children	Some rules must be obeyed. For example, every night, it is mandatory to read the Qur'an together	Starting from children aged 5 years, they have been educated about religious values

Based on the table above, four kinds of roles in this study must be carried out as parents. The first is the role of modeling. Parents in educating children are not enough with advice but must start by educating themselves. Children will imitate all behavior, actions, and even actions of parents. If parents positively influence children's lives, the children's future will be much more beautiful and successful (Ceka & Murati, 2016). The second role is as a mentor. Children are social creatures who need attention, and protection from the people around them, especially parents. Of course, parents should give more attention, such as accompanying children to play and listen to stories and jokes. The existence of parental communication can convey advice, support, and hope to children, and vice versa, children, can tell all their complaints or express their opinions (Muthmainnah, 2012). Good communication

full of openness can create a comfortable and warm atmosphere in family life. The third role is organizing. The family is referred to as a company that requires teamwork that functions its family members to help or advise each other. Forming a good child's personality is certainly seen in a balanced family in which every component in the family plays a role as it should (Nurdiana et al., 2017). The fourth role of teaching, parents, are primary social institutions that act as the social foundation for a child who is expected to teach children to obey specific social values in society (Pannilage, 2017). Parents are required to become creative educators because the education provided by parents can direct and improve children's morals and social behavior. After all, in the family environment, children can learn many things, including how to humanize humans (Habsari et al., 2020).

Table 2. Children's social education

Parents	Children	Courtesy	Value	Mutual help	Responsibility
Mother TM	DL	Polite in speech, quiet child	Don't listen to advice, make friends with everyone	Must be informed or ordered first	Be reminded of the responsibilities
Mother PH	SH	Speak politely, greet neighbors when you meet	Obedient to parents, making friends with all	Helping parents with their work, visiting sick neighbors	Discipline of worship, study and help parents
Mother SS & Father BN	LN	Speak politely, rarely greet neighbors	Difficult to give advice, often fight with friends	Help with homework	Must be reminded first

	DRS	Polite in speaking, rarely greets neighbors	Friends with one tribe	Help with homework	Must be reminded first, learn if there is homework
Mother & Father TO	SP EH	Ignores neighbors, often smokes and drinks	Often argues with parents, makes friends with everyone	Help with homework	Must be reminded first
Mother & Father NN	SM GM	Polite in speaking, rarely greets neighbors	Respect differences of opinion	Help with homework	Not yet disciplined to worship and study
Mother & Father SO	TK BP	Polite in speaking, greet neighbors	Listening to parents' advice, respecting differences	Helping with homework	Worship on time
Mother MN & Father ST	NL	Polite in speaking, indifferent to neighbors	Often argues with parents, respects differences	Helping parents clean the house	Must be reminded first
Mother & Father NO	SH OV	Polite speech and dress, greet neighbors	Listening to parents' advice, making friends with all	Helping with housework	Discipline in worship, study and help parents

The role of parents in children's education is in the form of social education. This study's indicator of social teaching is that children are expected to have social values such as politeness, respect, help, and responsibility. Social values can later be used to prepare strong children to have good personalities and adapt to an environment wherever the child is, but based on the table above, not all KPM children have these social values. This is because some parents ignore several roles that must be carried out as a parent.

Obstacles faced by parents in children's education

Parents' mistakes in educating children will impact their development, such as children who are unable to be independent and have difficulty adjusting to their social environment. Based on the results of observations and interviews, there are several obstacles parents face in providing social education for their children at KPM PKH in Jaya Mulia Village. First, the limited time of parents, the role of parents in providing education to their children has its value that cannot be compared with

instruction provided by the school. Still, this role is often neglected because parents spend more time working to meet the needs of their family members. As happened in Jaya Mulia Village, KPM's parents work as rubber laborers, farm laborers, and odd jobs have economic conditions that are still unstable. Hence, parents prioritize basic needs by working hard every day. As in this study, working and single-parent parents often find it challenging to carry out their role as mentoring and teaching their children compared to parents who only work. This neglected role makes the factor of the lack of quality in the relationship between parents and children, as well as the research results. Fajar & Brata (2019) explains that children whose parents are busy working and living without parental assistance will maximally influence children's behavior and attitudes. Because of the lack of love given by parents.

Second, parents' education level has an essential contribution to the problem of children's education. The higher the education taken by parents, the better their knowledge and experience will certainly significantly affect how parents educate and provide motivation about

the importance of education for their children (Wardani et al., 2020). Based on the observation data, the informant's parents in Jaya Mulia Village only received formal education up to elementary school. This causes parents to assume that by sending their children to school institutions and TPQ, parents can get out of hand when schools and TPQ are the only media providing education and teaching. The rest of the most significant role in children's education is parents. The role of parents in giving social education to children is that children are taught to behave politely, respect others, have a sense of responsibility, and have a high spirit of helping in their daily lives to become good individuals. This social ability is the foundation of a child's self to grow and develop well into adulthood.

The third is the economic condition of the family. Financial problems are also still one of the problems in the education process. If the economy of a family is not good, the educational process will also be hampered due to the lack of fulfillment of children's educational needs (Arifin et al., 2013). Families with low-income families cause children to prefer to work to help the family economy rather than study (Samosir, 2015). As is the case with TM's mother's children after graduating from elementary school, their children prefer to work rather than continue school. As well as PH's mother's children, after graduating from junior high school, the first and second children choose to get married, and the third child prefers to stay at home to help take care of his younger siblings than continue school. Fourth, attention and affection from parents. The lack of attention given by parents causes children's behavior to be undirected. Children tend to act according to their wishes so that the education that parents must provide for children will be neglected. The full attention and affection given by parents and rigorous upbringing and motivation of parents towards children's education will make children behave well, following the values and norms that exist in society (Etika & Rusdarti, 2016). As in this study, working and single parents find it very difficult to divide the time to give love to

their children. But parents who work share the task with their husbands in educating their children so that children will not feel less affectionate from parents. Fifth is the influence of the child's social environment. The social environment consists of a play environment (friends to hang out with), neighbors, and activities in the surrounding community (Sapara et al., 2020). The social environment has a considerable positive and negative influence on children's social development, especially the play environment, because children often gather together with their playmates. According to EH's parents, as children get older, it is more difficult to advise because children prefer to follow what their friends do, such as smoking, drinking, and motorcycle racing in their surroundings.

Benefits of using PKH assistance in the education component for KPM

PKH in OKU Timur Regency, especially Jaya Mulia Village, began to exist in 2015. PKH recipients are low-income families who have been registered in the Integrated Social Welfare Data (DTKS). The requirements for recipients of PKH assistance in the education component are housewives who have school-age children. PKH aid is given to KPM every three months or four stages in one year.

In PKH, there are activities to increase family capacity meetings (P2K2) which PKH facilitators must carry out. The purpose of P2K2 is to increase knowledge and understanding of the importance of maintaining family health, care, protection, and education of children. improve financial management and social welfare in the family sphere to encourage accelerated changes in KPM behavior towards a better direction (Direktorat Jenderal Perlindungan dan Jaminan Sosial, 2021). In PKH, there are activities to increase family capacity meetings (P2K2) which PKH facilitators must carry out. The purpose of P2K2 is to increase knowledge and understanding of the importance of maintaining health, care, protection, and education of children, financial management, and social welfare in the family

sphere to encourage accelerated changes in KPM behavior towards a better direction.

Table 3. Classification of the benefits of using PKH assistance in the education component

No	Aspect	Help form	Benefit
1	Economy	Cash	PKH in the education component is used to meet the needs of school supplies. The existence of PKH motivates KPM children to continue their education without feeling inferior or inferior because all the equipment needed in the learning process can be met, such as cash assistance that can be used to buy shoes, uniforms, book bags, and other school supplies must be informed or ordered first
		Food assistance (BPNT)	PKH helps KPM to meet basic daily needs, especially nutrition for families. BPNT is food assistance that is disbursed once a month, including food ingredients containing carbohydrates, vitamins, animal and vegetable protein
2	Social	P2K2	Provide knowledge on how to manage finances, the importance of maintaining nutrition for pregnant women and family members, child care and education, violence against children/exploitation, and social welfare for the elderly and people with disabilities so they can change the behavior of KPM for the better.
		PK (group mentoring)	Controlling/monitoring parents still gives children the right to care, and the right to education with PK KPM can share experiences with KPM or PKH assistants regarding how to educate children.

The relationship between Pierre Bourdieu's habitus theory and the role of parents in children's education at KPM PKH

Based on the research results described, it is necessary to examine it based on the theory of habitus from Pierre Bourdieu. The formula for habitus theory is $(\text{Habitus} \times \text{Capital}) + \text{Arena} = \text{Practice}$. According to Pierre Bourdieu (Krisdinanto, 2014), habitus is not just a habit or character attached to one's personality. Habitus shows the objective division into class structures according to gender, age, group, and social class of a person. Habitus is obtained from various lengths of position in the social life it occupies (Aminatun, 2016). The habitus in this study are parents who have a role in children's education, with various identities and different parental backgrounds such as work, knowledge, and division of roles in each family.

Meanwhile, social capital in this study is the various roles of parents in education, such as (roles as modeling, mentoring, organizing, teaching) and PKH assistance. However, these social capitals do not automatically succeed in children's education in the Arena. The Arena in

this study is closely related to habitus. The Arena (environment) has a special relationship, namely the family scope, such as the intellectual, economic, and cultural levels of family members. So Bourdieu connects habitus and realm to combine subjectivity and objectivity. So habitus (role of parents in children's education) \times social capital (part of parents, PKH assistance) + Arena (intellectual, economic, parental culture, and society) = social practice (having social values such as the value of politeness, respect, please help, and responsibility as a provider of life in the community).

Based on this description, it can be seen that the habitus theory is only proven in 3 children, namely SH, BP, and OV. Parents carry out their roles as parents who have the responsibility to educate and equip children to live in society, and the existence of PKH assistance has a positive influence, especially on children. P2K2 provides a lot of information and knowledge from PKH facilitators in P2K2 activities, such as understanding ways to care for, protect and educate children. However, for six children, namely DL, LN, DRS, GM, EH,

and NL, the habitus theory was not proven because some families ignored the role of parents in providing social education for their children.

CONCLUSION

Parents act as madrasas for children. In this case, parents are not only nurturing and caring for children but are also capable of modeling, mentoring, organizing, and teaching a child. The role of parents in providing education is that children are taught to behave politely, respect others, and have a high sense of responsibility and a spirit of helping. However, the middle to lower economic situation causes parents to spend more time working, so they ignore their role in providing education. This causes children's behavior to be undirected and easily influenced by the social environment. One of the efforts made by the government to improve quality human resources is through PKH. PKH assists in the form of cash for the educational needs of KPM children and provides guidance, training, and motivation to KPM parents in providing care, protection, and education for children.

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