

**THE RELATIONSHIP BETWEEN FAMILY ECONOMIC CONDITIONS AND
CHILDREN'S EDUCATIONAL INTEREST IN PRINGGASELA DISTRICT, EAST
LOMBOK REGENCY**

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Artikel Information	Abstract
Keywords: Family Economy, Children's Educational Interest, Islamic Economics.	This study examines the relationship between family economic conditions and children's educational interest in Pringgasela District, East Lombok Regency, with particular attention to the role of Islamic economic values in sustaining children's motivation to pursue education. Employing a qualitative descriptive approach, data were gathered through in-depth interviews, observations, and documentation involving families, children, and school stakeholders. Analysis followed the stages of data reduction, presentation, and conclusion drawing. Findings reveal that family economic conditions significantly influence children's educational interest: economically stable families are better positioned to provide learning facilities, cover educational expenses, and offer moral support, whereas families with limited resources frequently struggle to meet their children's educational needs, leading to declining motivation to continue schooling. Notably, the study found that the internalization of Islamic economic values within the family particularly trustworthiness (<i>amanah</i>), justice, and responsibility can meaningfully strengthen children's commitment to education despite economic constraints. The study concludes that family economic conditions and children's educational interest are closely interrelated, and that integrating Islamic economic principles into family management offers a viable strategy for sustaining children's enthusiasm for learning, thereby nurturing a generation that is educated, morally grounded, and prepared for future challenges.

INTRODUCTION

A family is a social unit consisting of a father, mother, children, and relatives who live together in one household. The family environment plays a strategic role in supporting children's success. When interactions among family members, particularly between parents and children, are harmonious and provide encouragement and guidance, children have the potential to achieve optimal academic performance. Conversely, when family harmony is absent and kinship bonds weaken, the family environment tends to fail in providing a conducive and creative atmosphere for children's learning processes (Setiani et al., 2017).

The social and economic status of parents plays a crucial role in the education of their children. Parents with stable financial conditions are more capable of meeting their family's daily needs, including the educational needs of their children (Ainun et al., 2024).

Family economic conditions constitute one of the external factors influencing children's interest in pursuing education. Families with stable economic circumstances tend to be able to provide learning facilities, moral support, and broader opportunities for children to continue their education. On the other hand, economic limitations often become obstacles, both in terms of inadequate learning resources and reduced motivation among children to attend school. This indicates that children's educational success is not solely determined by internal factors but is also significantly influenced by the family's ability to fulfill basic needs and support the learning process.

Education plays a vital role in shaping the character and quality of a nation's human resources. Educational attainment is essential for individuals because education plays a significant role in national life and development by creating skilled and high-quality human resources. (Rambey, 2023).

Education holds a highly important position in human life and continues throughout an individual's lifetime, encompassing formal, non-formal, and informal forms of learning. Based on this understanding, the researcher intends to examine the role of family economic conditions in shaping children's education, investigate the impact of children's learning motivation in relation to family economic stability, and analyze the relationship between family economic roles and parental educational levels in supporting children's education.

Based on observations, some parents still provide insufficient attention and guidance in the learning process. During farming seasons, children are often asked to assist their parents in agricultural activities, causing them to miss school. Similarly, during social gatherings or community celebrations, children frequently absent themselves from school. The lack of learning supervision at home results in parents relying entirely on schools for their children's education without providing adequate support within the family environment.

This condition demonstrates that family factors, both in terms of parental attention and economic circumstances, significantly influence children's interest in pursuing education. Therefore, research on the relationship between family economic conditions and children's educational interest is highly relevant and worthy of further investigation.

Another phenomenon observed is the low educational attainment of parents, as many guardians have only completed elementary school, while some have not completed basic education at all. This situation makes it difficult for parents to assist their children with learning at home due to limited knowledge and academic abilities. Consequently, children become more dependent on schools, while family support as the primary educational companion becomes less effective. These factors economic conditions and low parental educational attainment indicate a strong relationship with children's interest in pursuing education, making research on this topic particularly relevant.

In Islam, education holds a very important position. The Prophet Muhammad (peace be upon him) emphasized that seeking knowledge is an obligation for every Muslim, as stated in the hadith: "Seeking knowledge is obligatory upon every Muslim man and woman" (Narrated by Ibn Majah). This hadith demonstrates that education is not merely a worldly necessity but also an act of worship and a means of drawing closer to Allah SWT.

Furthermore, Islam emphasizes the importance of the family's role in supporting children's education. The Qur'an instructs parents to educate their children properly, as stated in Surah At-Tahrim (66:6):

"O you who have believed, protect yourselves and your families from a Fire..."

This verse implies that parents bear a significant responsibility in guiding their children, including through education. From an economic perspective, Islam encourages its followers to

work diligently and earn lawful income to meet family needs, including educational expenses. Family economic stability from a Sharia perspective is intended not only for material well-being but also to support the achievement of quality education. Therefore, the relationship between family economic conditions, parental educational attainment, and children's learning motivation can be viewed as part of the trust and responsibility that must be fulfilled in accordance with Islamic principles.

This research contributes theoretically by enriching educational studies concerning the relationship between family economic conditions and children's interest in education. Practically, it provides insights for parents, schools, and policymakers regarding the importance of economic support in facilitating children's education. The novelty of this study lies in its examination of the local context of the Sasak community in Lombok through an integrative approach that combines economic factors, cultural aspects, and Islamic educational values, thereby offering a new perspective relevant to educational policy development.

The research questions and objectives of this study are to describe the influence of family economic conditions on children's interest in pursuing education, identify supporting and inhibiting factors related to family economic circumstances, explain the role of parents in guiding children amid economic limitations, and analyze the relationship between local cultural values and Islamic educational principles in shaping children's educational interest. Based on these objectives, the researcher is motivated to examine this issue more deeply through a scientific article entitled: "The Influence of Family Economic Conditions on Children's Educational Attainment in Pengadangan Barat Village."

RESEARCH METHOD

This study employed a descriptive qualitative approach aimed at exploring in depth the relationship between family economic conditions and children's interest in education. According to (Sutarto, 2022) quantitative research methods involve numerical data and statistical analysis.

The research was conducted from December 2025 to January 2026. The study took place at PAUD KB Ishlahul Ummah Pengadangan Barat, East Lombok Regency, West Nusa

Tenggara, with early childhood students serving as the primary informants and parents and teachers serving as supporting informants.

Data sources in this study refer to the subjects from whom the data were obtained. According to (Rifa'i Abubakar, 2021). when researchers use questionnaires or interviews to collect data, the data sources are referred to as respondents, namely individuals who respond to or answer the researcher's questions. Data were collected through in-depth interviews to explore the perceptions and experiences of the informants, participatory observation of children's activities both at school and at home, and documentation in the form of attendance records, family condition reports, and other supporting data.

Data analysis was conducted using the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing/verification. This approach enabled the researcher to obtain a comprehensive understanding of how family economic conditions influence children's interest in pursuing education. The validity of the data was ensured through source triangulation, technique triangulation, and member checking, thereby enhancing the scientific credibility and trustworthiness of the research findings.

DISCUSSION

The term *economics* originates from the Greek words *oikos*, meaning household, and *nomos*, meaning rule or management. Therefore, economics can be understood as the management or administration of a household. In its broader definition, economics is the science that studies human behavior in daily life, including how people think, act, and fulfill their needs. Its primary focus is on behaviors directly related to the provision and utilization of the necessities of life.

According to Ainun et al. (2024), parents are defined as an individual's biological mother and father, as well as those who are elderly or regarded as elders. In addition to serving as guardians and educators for their children, parents and children also engage in economic activities together, with parents bearing responsibility for their children's education. The family is defined as a social group consisting of members who are connected through blood relations, adoption, or marriage(Ainun et al., 2024).

To gain a deeper understanding of the influence of family economic conditions on children's educational attainment at PAUD KB Ishlahul Ummah, Sigek Hamlet, Pengadangan Barat Village, this section presents the findings obtained from field research. The discussion aims to explain the findings related to the relationship between family economic circumstances, parental educational attainment, and children's interest in learning, while also analyzing the supporting and inhibiting factors that affect their educational success. Accordingly, the following discussion is expected to provide a clearer picture of the issues examined in this study.

How Do Family Economic Conditions in Pengadangan Barat Village Influence Children's Interest in and Level of Education?

The family is the first and primary environment in which a child becomes acquainted with and learns the values that prevail in society. The role of the family has a substantial influence on children's academic success, as parents' educational attainment, economic conditions, the attention and guidance provided, and the closeness of the parent-child relationship all contribute to fostering learning interest and determining a child's educational achievement (Setiani et al., 2017).

Economic condition refers to a status that places an individual in a particular position within society in a rational manner, where that position carries a set of rights and responsibilities that must be fulfilled by the individual holding that status (Rambey, 2023).

In addition to economic factors influencing children's educational attainment, this study also found that the low educational level of parents has a significant impact. Parents who have only completed elementary school, or who did not complete basic education, tend to experience difficulties in assisting their children with learning activities at home. As a result, children become more dependent on the learning process at school without receiving adequate academic support from their families.

These conditions demonstrate that economic circumstances and parental educational attainment are closely interconnected in shaping children's interest in learning and educational success. Families with limited economic resources often prioritize daily necessities over educational expenses, while parents' limited educational backgrounds reduce their ability to

provide learning motivation and academic guidance. Consequently, children face dual challenges: limited educational facilities due to economic constraints and insufficient academic support from their families.

The economic conditions of families at PAUD KB Ishlahul Ummah have been shown to significantly influence children's interest in and level of education. Families with low economic status frequently encounter difficulties in meeting educational needs such as school fees, books, uniforms, and other learning facilities. As a result, children often study under constrained circumstances and may demonstrate lower enthusiasm for participating in the learning process. Conversely, children from families with better economic conditions tend to exhibit higher learning motivation because their educational needs are adequately fulfilled.

Interviews with parents revealed that many of them were unable to provide complete school supplies for their children. One mother stated:

“We want our children to achieve a high level of education, but sometimes we cannot afford all of their educational needs. As a result, they have to study with whatever resources are available.” (Mrs. Soh, personal communication, February 2, 2026)

Teachers at the school also emphasized that children from low-income families often have higher rates of absenteeism and tend to be less focused during class activities. Meanwhile, one child simply responded:

“yes often.”(Anwar, personal communication, February 2, 2026)

These findings confirm that children's educational success is not determined solely by internal school factors but is also strongly influenced by family circumstances. Therefore, interventions aimed at increasing parental awareness of the importance of education, along with economic support programs provided by government institutions or community organizations, are essential for fostering children's interest in learning and improving educational quality at PAUD KB Ishlahul Ummah, Sigek Hamlet, Pengadangan Barat Village.

From an Islamic perspective, these findings indicate that economic limitations may indeed pose challenges; however, they should never serve as a justification for neglecting the obligation to seek knowledge. The Prophet Muhammad (peace be upon him) stated: “Seeking knowledge is obligatory upon every Muslim man and woman” (Narrated by Ibn Majah). Islam

also emphasizes parents' responsibility in educating their children, as stated by Allah in Surah At-Tahrim (66:6):

“Protect yourselves and your families from a Fire...”

This verse implies that parents are obligated to guide their children, including by providing them with opportunities to learn and receive an education. Therefore, although family economic conditions influence children's interest in and level of education, Islam emphasizes that parents remain responsible for making every possible effort to support their children's education by providing motivation, prayers, and lawful sustenance to meet their educational needs

To What Extent Does the Educational Level of Parents Influence Children's Learning Assistance at Home?

The educational level of parents has a considerable influence on children's learning assistance at home. Parents with low educational attainment tend to experience difficulties in helping their children understand school subjects. This is primarily due to their limited knowledge and academic abilities. As a result, children are more likely to study independently or rely heavily on teachers at school. In contrast, parents with higher levels of education are generally better equipped to provide guidance, motivation, and learning facilities, enabling children to engage in a more structured and effective learning process.

As revealed in an interview with a teacher at PAUD KB Ishlahul Ummah:

“Most parents provide limited assistance because their educational background is low and they are busy working. As a result, children become more dependent on the school.”(Susilawati, personal communication, Desember 2025)

A parent also stated:

“We face difficulties because our educational background is low. We only completed elementary school, and some of us did not even finish elementary education. Therefore, we cannot provide much assistance with our children's learning.”(ibu soh, personal communication, February 2, 2026)

Meanwhile, a child explained:

“I usually study by myself. My parents cannot help much because they are busy working and do not understand the lessons very well.”(Anwar, personal communication, February 2, 2026)

Based on these interview findings, it can be concluded that the low educational attainment of parents constitutes a significant obstacle to children's learning assistance at

home. Limited knowledge prevents parents from providing adequate academic guidance, causing children to rely more heavily on schools as their primary source of learning.

From an Islamic perspective, these findings are consistent with the responsibility of parents in educating their children. The Qur'an emphasizes the importance of the family's role in education, as illustrated in Surah Luqman (31:13–19), which contains Luqman's advice to his son regarding faith, worship, and moral conduct. These verses demonstrate that parental education and guidance play a crucial role in shaping a child's development. The Prophet Muhammad (peace be upon him) also stated: “No gift from a father to his child is better than a good education.” (Narrated by At-Tirmidhi). Therefore, even when parents have a low level of formal education, Islam emphasizes that they still bear the responsibility to educate their children through religious values, provide motivation, and support their children's learning process according to their abilities and circumstances.

What Factors Support and Hinder the Learning Interest of Children from Families with Low Economic and Educational Backgrounds?

Children's interest in learning in Pringgasela District, particularly at PAUD KB Ishlahul Ummah Sigek, is influenced by various factors, both supporting and inhibiting.

Supporting Factors	Inhibiting Factors
Teacher support through additional guidance and assistance	Low family economic conditions
Scholarship programs or educational assistance	Low parental educational attainment
Children's personal motivation to achieve their aspirations	Lack of parental attention and learning assistance at home
A conducive school environment	Children frequently absent from school to help their parents work
Collaboration between schools and parents	Limited learning facilities at home (books, internet access, etc.)

The interview findings further reinforce these observations. Mrs. Susilawati, a teacher, stated:

“Children who receive scholarship assistance are usually more enthusiastic about learning, but those who do not receive support often struggle to focus because they have to help their parents work.”(Susilawati, personal communication, Desember 2025).

A parent explained:

“We want our children to study diligently, but sometimes they have to help us in the fields. Otherwise, the household's needs cannot be met.” (ibu soh, personal communication, February 2, 2026).

Meanwhile, a child stated:

“Teacher, my mother does not have any money, so I often cannot go to school. My father has to migrate for work.”(Anwar, personal communication, February 2, 2026).

In Islam, seeking knowledge is an obligation that should never be neglected. The Prophet Muhammad (peace be upon him) said: “Whoever follows a path in pursuit of knowledge, Allah will make easy for him a path to Paradise.” (Narrated by Muslim). This hadith demonstrates that children's motivation to learn should be continuously nurtured, even in the face of economic hardship.

Islam also emphasizes the importance of balancing work responsibilities with children's education. Parents bear a significant responsibility to provide the best possible education for their children, as Allah states in Surah An-Nisa (4:9): “And let those fear Allah who, if they left behind weak offspring, would be concerned for them...”. This verse emphasizes that parents should strive to ensure that their children do not become a weak generation, either economically or educationally.

Therefore, the supporting and inhibiting factors affecting children's interest in learning should not only be viewed from a socio-economic perspective but also from a Sharia perspective. Islam encourages parents to continue seeking lawful sustenance, support their children's education, and provide spiritual motivation so that children remain enthusiastic about pursuing knowledge despite economic limitations.

The interview findings also revealed that, in order to address economic constraints and the low educational attainment of parents, the school attempts to provide additional support to children through several initiatives, including the following(Susilawati, personal communication, Desember 2025).

1. Organizing supplementary or remedial classes for students who frequently fall behind because they must assist their parents with work.
2. Providing tutoring and academic guidance outside regular school hours so that children continue to receive educational support even when assistance at home is limited.

3. Conducting motivation and counseling programs to strengthen the learning enthusiasm of children from low-income families.
4. Establishing cooperation with parents through regular meetings to increase awareness of the importance of education despite their limitations.
5. Facilitating educational assistance programs such as scholarships, uniform subsidies, and school supplies for children from underprivileged families.

CONCLUSION

The study entitled “The Relationship Between Family Economic Conditions and Children's Educational Interest in Pringgasele District, East Lombok Regency” demonstrates that family economic conditions have a significant influence on children's interest in continuing their education. Families with more stable economic circumstances tend to be able to provide adequate facilities, educational expenses, and moral support, resulting in higher levels of motivation among children to attend school. Conversely, economic limitations often become obstacles to fulfilling educational needs, including access to learning resources and opportunities to pursue higher levels of education.

From the perspective of Islamic economics, the family functions not only as a provider of material needs but also as an educator responsible for instilling Islamic values in daily life. Principles such as justice, trustworthiness (*amanah*), and responsibility serve as the foundation for managing family finances while simultaneously supporting children's education. Consequently, families that successfully integrate Sharia values into their economic activities are more likely to nurture children with a strong interest in education, as education is regarded as both an act of worship and a long-term investment for success in this world and the hereafter.

In conclusion, there is a close relationship between family economic conditions and children's interest in education. Improving family welfare, when accompanied by the implementation of Islamic economic principles, can contribute to the development of a generation that is educated, morally upright, and well-prepared to face contemporary challenges.

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