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**THE INFLUENCE OF PARENTING PATTERNS AND PARENTS'  
SOCIOECONOMIC STATUS ON THE INTEREST OF COASTAL  
CHILDREN IN PURSUING HIGHER EDUCATION**

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**Abstract**

This study was conducted to determine the influence of parenting styles and parents' socioeconomic status on children's interest in pursuing higher education in the southern coastal region of Jember. The research was motivated by the low participation of coastal children in higher education, largely influenced by limited economic conditions and family upbringing patterns. Using a quantitative survey approach, data were collected from 82 respondents across four coastal districts Ambulu, Wuluhan, Puger, and Kencong through questionnaires and analyzed using descriptive and multiple linear regression techniques. The findings indicate that parenting style has a significant influence on children's educational interest, while socioeconomic status does not show a significant effect. Democratic parenting, which provides support, freedom, and motivation, enhances children's desire to continue their studies, whereas authoritarian and neglectful styles tend to lower it. The study concludes that although economic limitations remain an obstacle, parental support and awareness play a more decisive role in shaping educational motivation. Therefore, it is recommended that parents, schools, and local governments collaborate to strengthen educational values and create programs that encourage coastal children to pursue higher education.

**Keywords:** Parenting Style, Socioeconomic Status, Interest in Pursuing Higher Education



## INTRODUCTION

The way parents nurture and guide their children greatly determines how the child's behavior and moral values develop and personality from an early age. Within the family, children learn through observation and interaction with their parents, who serve as the primary models in the formation of behavior and moral values. The parenting style applied by parents largely determines how children express emotions, make decisions, and adapt to their social environment. According to Salam (2016), positive family behavioral models have a beneficial impact on children's development, whereas negative models can lead to behavioral and social problems. Thus, the family functions as the first social system that influences the process of internalizing values and forming the child's personality (Nurfadilah & Mahadianto, 2025).

According to Craig (1998) as cited in (Nur Utami & Raharjo, 2021), parenting is the way parents treat, educate, guide, discipline, and protect their children in the process toward maturity. Meanwhile, parents' socioeconomic status is a combination of an individual's social status and their economic condition (Afiati, Bintana, kurniawan Riza, 2014). In the context of education, parents' economic and social factors significantly influence children's motivation and opportunities to pursue further education. Geruga (2011) emphasizes that families hold a major responsibility in producing quality human resources through the fulfillment of educational functions. Factors such as income, parental education, motivation, and family culture serve as key determinants of children's educational continuity (Arifin & Ratnasari, 2017).

The socioeconomic conditions of the southern coastal communities of Jember present complex challenges. Most residents in this area work as fishermen, farmers, small traders, or informal laborers with uncertain incomes. The education level of parents in this region is generally low, with most having only completed primary education, and some not having finished formal schooling at all. Such economic and educational limitations affect the level of awareness regarding the importance of higher education. Children in coastal areas are often encouraged to help their parents' work from an early age rather than continue their education, resulting in a low participation rate in higher education.

However, the southern coastal region of Jember actually has great potential for development in the capture fisheries, marine aquaculture, and coastal tourism sectors. With government policy support, improved access to education, and skill training programs, the socioeconomic conditions of coastal communities can gradually improve. These efforts need to be balanced with a shift in societal



mindset regarding the value of higher education as a long-term investment. Therefore, understanding how parenting styles and socioeconomic conditions influence children's interest in pursuing higher education in this region is crucial for academic investigation.

Education, as explained by Rahman et al. (2022), is a conscious process aimed at transferring values, culture, and knowledge from one generation to the next. In the context of the southern coastal communities of Jember, education has not yet become a primary priority. Many children face a dilemma between helping their parents or continuing their education. Consequently, dropout rates remain high, and the low level of education reinforces the intergenerational cycle of poverty. In fact, coastal children possess great potential that can be developed if they receive adequate support and equitable access to education.

Preliminary observations and interviews indicate that parenting styles among families in the southern coastal region of Jember include three main characteristics: democratic, permissive, and authoritarian. Parents' occupations vary, ranging from fishermen, farmers, and traders to migrant workers. Overall, the majority of parents have completed only the early stages of schooling, with their studies ceasing before the higher education level, with unstable incomes depending on weather and seasonal conditions. This situation directly affects family mindsets and priorities regarding education. Children in the region generally only complete schooling up to the senior high school level and rarely pursue higher education due to economic constraints, limited motivation, and the perception that working is more beneficial than attending university.

Several past investigations have drawn attention to how parental methods of upbringing can shape a child's enthusiasm and desire for learning. For instance, Anggraeni, Wilodati (2024) examined the influence of rubber farmer parents' parenting styles on interest in higher education in Bangka, while Mahmudah (2025) explored the influence of perception and parenting on students' interest in pursuing accounting studies at vocational high schools. Agustina & Afriana (2018) also found that parents' socioeconomic status affects students' interest in continuing education in Banjarmasin. However, these studies have not sufficiently addressed the context of southern coastal communities, which have distinct economic and social dynamics. Therefore, a research gap remains concerning how parenting styles and parents' socioeconomic status in coastal areas affect children's interest in pursuing higher education.

This study stands out for exploring how variations in parental guidance and family economic conditions shape the willingness of youth from Jember's



southern shoreline to advance their studies to the tertiary level.. This study not only identifies the factors influencing children's interests but also provides a contextual understanding of the role of family and socioeconomic conditions in shaping educational orientation in coastal areas. The outcomes of this research are anticipated to provide insights for developing initiatives that encourage greater enrollment in higher education within coastal areas and to support the creation of fairer and more inclusive policies for human resource growth.

This research primarily seeks to explore the extent to which various approaches to child-rearing impact the growth and tendencies of children and parents' socioeconomic status on the interest of children in the southern coastal region of Jember in pursuing higher education. It is anticipated that the results of this study will be able to provide theoretical contributions to the development of studies on coastal community education as well as practical benefits for local governments and educational institutions in designing policies and intervention programs that enhance awareness and participation in education among coastal children.

## **LITERATURE REVIEW**

### **Parenting Style**

Parenting style refers to the way parents interact with their children in shaping behavior, character, and life values through nurturing, educating, and guiding with affection and exemplary conduct (Sunarty, 2016). There are three main types of parenting styles democratic, permissive, and authoritarian, each of which has a distinct influence on children's personality and social development (Slameto, 2021).

### **Parents' Socioeconomic Status**

Parents' socioeconomic status reflects the social and financial conditions of a family, as seen through the level of education, occupation, and income, which affect their ability to fulfill their children's educational needs (Astuti, 2016). The higher the parents' socioeconomic status, the greater the opportunity for children to obtain better educational facilities and stronger learning motivation (Sugihartono, 2024; Hadiyanto, 2017).

### **Interest**

Interest is an individual's sense of attraction toward an object or activity that creates an intrinsic drive to engage in that activity voluntarily. Individuals with a high level of learning interest tend to demonstrate active participation and strong motivation in achieving academic goals, including the pursuit of higher education (Koa et al., 2021).



### **Continuing to Higher Education**

The decision to pursue higher education represents a long-term investment aimed at improving the quality of human resources who are competitive and broad-minded (slameto, 2021). Factors influencing this decision include personal interest, family support, and economic conditions that enable the continuity of education (Ratnasari, 2020).

### **RESEARCH METHOD**

This research employs a quantitative approach with a survey research design aimed at determining the influence of parenting styles and parents' socioeconomic status on the interest of coastal children in pursuing higher education. The study was conducted in the southern coastal area of Jember Regency, which includes four districts: Ambulu, Wuluhan, Puger, and Kencong, with a population of 447 residents and a sample of 82 respondents determined using the Slovin formula and purposive sampling technique (Sugiyono, 2022). Data collection was carried out through the distribution of questionnaires containing closed-ended questions to parents in the coastal areas and supplemented by interviews to deepen the research information. The research instrument in the form of a questionnaire was used to measure parents' perceptions of their children's interest in continuing education. The data obtained were analyzed quantitatively through descriptive analysis, validity testing, reliability testing, and multiple linear regression analysis to examine the influence of independent variables on the dependent variable (Risna, 2021).

### **RESULTS AND DISCUSSION**

The instrument was first prepared and verified before proceeding to the stage of obtaining responses from the overall sample population. It was first tested on a pilot sample of 30 respondents.

#### **Validity Test**

The validity test compares the calculated  $r$  value obtained from the Pearson correlation output with the  $r$  table value, which refers to the product-moment table with a significance level of 5% (0.05), i.e., 0.381. The criteria for the validity test of this research instrument are as follows: if  $r$  calculated  $> r$  table and the sig value  $< 0.05$ , the instrument is considered valid; whereas if  $r$  calculated  $< r$  table and the sig value  $> 0.05$ , the instrument is considered invalid.



Table 1. Validity Test Results

Variable	Statement	r Calculated (Pearson Correlation)	Sig (2-tailed)	Description
Parenting Style (X1)	X1.1	0.566	0.001	Valid
	X1.2	0.707	0.000	Valid
	X1.3	0.792	0.000	Valid
	X1.4	0.819	0.000	Valid
	X1.5	0.815	0.000	Valid
	X1.6	0.723	0.000	Valid
	X1.7	0.737	0.000	Valid
	X1.8	0.549	0.002	Valid
	X1.9	0.571	0.001	Valid
	X1.10	0.599	0.001	Valid
	X1.11	0.472	0.010	Valid
	X1.12	0.661	0.000	Valid
	X1.13	0.462	0.012	Valid
	X1.14	0.392	0.034	Valid
	X1.15	0.627	0.000	Valid
Socioeconomic Status (X2)	X2.1	0.507	0.005	Valid
	X2.2	0.522	0.004	Valid
	X2.3	0.666	0.000	Valid
	X2.4	0.566	0.001	Valid
	X2.5	0.633	0.000	Valid
	X2.6	0.712	0.000	Valid
	X2.7	0.494	0.007	Valid
	X2.8	0.469	0.010	Valid
	X2.9	0.690	0.000	Valid
Interest in Pursuing Higher Education (Y)	Y1	0.622	0.000	Valid
	Y2	0.602	0.001	Valid
	Y3	0.575	0.001	Valid
	Y4	0.727	0.000	Valid
	Y5	0.650	0.000	Valid
	Y6	0.609	0.000	Valid
	Y7	0.799	0.000	Valid
	Y8	0.680	0.000	Valid
	Y9	0.420	0.023	Valid
	Y10	0.623	0.000	Valid
	Y11	0.606	0.000	Valid
	Y12	0.478	0.009	Valid

Source: SPSS Output 25, 2025

Based on Table 1, each statement item from each variable shows that *r* calculated > 0.344 and the significance value is less than 0.05. Thus, all 30 statements meet the validity criteria.

**Reliability Test**

The reliability test criteria state that if the Cronbach’s Alpha value > 0.6, the research instrument is considered reliable. Conversely, if the Cronbach’s Alpha value < 0.6, the instrument is considered unreliable.



**Table 2.**  
**Reliability Test Results**

Variable	Cronbach's Alpha	Description
Parenting Style	0.912	Reliable
Socioeconomic Status	0.853	Reliable
Interest in Pursuing Higher Education	0.883	Reliable

Source: SPSS Output 25, 2025

Based on Table 2, the Cronbach's Alpha values for each variable are greater than 0.6, indicating that the research instruments are reliable.

**Normality test**

The normality test was conducted using the Kolmogorov-Smirnov method. If the *sig* value > 0.05, the data are normally distributed; if the *sig* value < 0.05, the data are not normally distributed. A good test result is obtained when the data are normally distributed.

**Table 3.**  
**Normality Test Results**

Asymp. Sig (2-tailed)	0.59
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Source: SPSS Output 25, 2025

Based on the normality test conducted, the significance value (Asymp. Sig) is 0.59, which is greater than 0.05. Therefore, it can be concluded that the residual data are normally distributed.

**Multicollinearity Test**

The criteria for the multicollinearity test are as follows: if the Variance Inflation Factor (VIF) value < 10 and the Tolerance value > 0.1, there is no multicollinearity. Conversely, if the VIF value > 10 and the Tolerance value < 0.1, multicollinearity occurs. A good test result indicates that no multicollinearity is present.

**Table 4.**  
**Multicollinearity Test Results**

Variable	Tolerance	VIF
Parenting Style	0.955	1.047
Socioeconomic Status	0.955	1.047

Source: SPSS Output 25, 2025

Based on the test results, the VIF values for the variables Parenting Style (X1) and Socioeconomic Status (X2) are 1.047 (<10), and the Tolerance values are



0.955 (>0.1). Therefore, it can be concluded that there are no symptoms of multicollinearity.

**Heteroscedasticity Test**

According to the Glejser test criteria, if the *sig* value > 0.05, there is no heteroscedasticity in the regression model; if the *sig* value < 0.05, heteroscedasticity occurs. A good model is one without heteroscedasticity.

**Table 5.**  
**Heteroscedasticity Test Results**

Model	Unstandardized	Standardized	t	Sig
	Coefficients	Coefficients		
	B	Std. Error	Beta	
<b>(Constant)</b>	13.287	2.990		4.444
<b>Parenting Style</b>	-0.155	0.039	-	-
			0.418	4.020
<b>Socioeconomic Status</b>	0.002	0.064	0.003	0.032

Source: SPSS Output 25, 2025

Based on the test results, the *sig* value for the independent variable X1 (Parenting Style) is 0.000, while for X2 (Socioeconomic Status) it is 0.975, which is greater than the significance level of 0.05. Thus, it can be concluded that X1 exhibits heteroscedasticity, whereas X2 does not.

**Multiple Linear Regression Analysis**

**Table 6.**  
**Linear Regression Analysis**

B	
<b>Constant</b>	10.464
<b>Parenting Style</b>	0.464
<b>Socioeconomic Status</b>	0.068

Based on Table 6, the analysis results are incorporated into the following regression equation:

$$Y = a + b_1X_1 + b_2X_2$$

Where:

Y = Dependent variable

X = Independent variables

a = Constant

b = Regression coefficient (indicating the rate of increase or decrease)



Thus, the regression equation is:

$$Y = 10.464 + 0.464X_1 + 0.068X_2$$

Based on Table 6, the interpretation of the multiple linear regression analysis is as follows:

The constant value (a) is 10.464, which means that if there are no changes in the independent variables ( $X_1$  and  $X_2 = 0$ ), then the dependent variable (Y) has a value of 10.464. The regression coefficient of the parenting style variable ( $X_1$ ) is 0.464 and is positive, indicating that if parenting style ( $X_1$ ) increases, the interest in pursuing higher education (Y) also increases by 0.464. The regression coefficient of the socioeconomic status variable ( $X_2$ ) is 0.068 and is also positive, meaning that if socioeconomic status increases, the interest in pursuing higher education also increases by 0.068.

**t-Test**

The t-test is a method used to test the regression coefficients to determine whether each independent variable ( $X_1$  and  $X_2$ ) influences the dependent variable (Y). The t-table value in this test is 2.291, obtained from the t-distribution table at a significance level of 5% (0.05). An independent variable is considered to have a significant effect if the calculated t-value is greater than the t-table value and the significance value is less than 0.05. Conversely, if the calculated t-value is smaller than the t-table value and the significance value is greater than 0.05, it can be concluded that there is no significant effect.

**Table 7.**  
**t-Test Results**

Variable	t-calculated	Sig	Description
$X_1 \rightarrow Y$	10.968	0.000	Significant
$X_2 \rightarrow Y$	0.703	0.484	Not significant

Source: SPSS Output 25, 2025

Based on Table 7, the partial test results for each variable show that the parenting style variable ( $X_1$ ) has a t-calculated value of  $10.968 > 2.291$  and a significance value of  $0.000 < 0.05$ , indicating that parenting style has a significant influence on children's interest in pursuing higher education. The socioeconomic status variable ( $X_2$ ) has a t-calculated value of  $0.703 < 2.291$  and a significance value of  $0.484 > 0.05$ , indicating that socioeconomic status does not have a significant effect on children's interest in pursuing higher education.



**F-Test**

The F-test (simultaneous test) is a statistical test used to examine whether all independent variables collectively influence the dependent variable. The F-table value in this study is 3.05, obtained from the F-distribution table at a 5% (0.05) significance level. Parenting style and socioeconomic status are said to have a simultaneous effect on the interest in pursuing higher education if the calculated F-value > F-table value and the significance value < 0.05. Conversely, they are said to have no simultaneous effect if the calculated F-value < F-table value and the significance value > 0.05.

**Table 8.  
F-Test Results**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean of Squares</b>	<b>F</b>	<b>Sig</b>
<b>Regression</b>	3470.304	2	1735.152	61.533	0.000
<b>Residual</b>	2255.913	80	28.199		
<b>Total</b>	5726.217	82			

Based on the results of the simultaneous hypothesis testing, the calculated F-value is 61.533 > 3.05 and the significance value is 0.000 < 0.05. Therefore, the results of this study indicate that parenting style and socioeconomic status simultaneously influence the interest of coastal children in pursuing higher education in the Jember region.

**Discussion**

Based on the data analysis conducted, parenting style has a significant effect on children’s interest in pursuing higher education. Parenting plays an important role for children, especially for those living in the southern coastal areas, because it helps shape a child’s character, including their educational aspirations. If parents have a low level of education, their children tend to achieve a similarly low educational level. However, if parents, despite their low educational background, provide strong support and if the child has the ambition to pursue higher education, the child will be more likely to continue their studies to the university level. Previous research by (Mahmudah, 2025) states that one of the external factors influencing students’ interest and decision to pursue higher education is parenting style. Parents who provide full support, both emotionally and financially, tend to encourage their children to continue their education to a higher level.

The next analysis result shows that parents’ socioeconomic status does not have a significant effect on children’s interest in pursuing higher education. This is due to the low family income and the low educational background of



parents, which become the main barriers for coastal children to continue their studies at the university level.

The results of the F-test hypothesis show that parenting style and parents' socioeconomic status simultaneously influence children's interest in pursuing higher education. With an F-count value of 61.533 and a significance value smaller than 0.05, it can be concluded that parenting style and parents' socioeconomic status have a strong impact on children's interest in continuing to higher education.

## CONCLUSION

The study concludes that parenting style significantly influences children's interest in pursuing higher education in the southern coastal areas of Jember, while socioeconomic status does not. Democratic parenting that offers support and motivation encourages children to continue studying, whereas authoritarian or neglectful styles reduce motivation. Despite low economic conditions causing many coastal children to forgo higher education to work or help their families, interest in college is shaped more by parenting, environment, and information access. Thus, collaboration among parents, schools, communities, and the government is crucial to support educational continuity for coastal children.

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