



Perception of Parents with Low Education on the Continuity of Children's Education in Indonesia

Abdul Khobir^{*}, Nur Daningsih, Muhammad Maskur Musa
Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan
^{*}Corresponding Author. Email: abdul.khobir@uingusdur.ac.id

Abstract: This study aims to analyze the perception of parents with low education on the continuity of their children's education in Indonesia. This research method used field research with a qualitative approach. Data collection techniques used interviews, observation, and documentation. This research data analysis technique had 3 steps: data reduction, data presentation, and drawing conclusions. The study results explain that some parents had a bad view of their children's education. However, many also had a positive opinion that parents would continue their children's education to a higher level, at least until high school, following the wishes of the children themselves. Parents' support that their children's education was essential currently. This education can be a provision for children to have a better fate than their parents. Children attending school up to higher education can provide valuable experience, especially for children. With education, children can get an established and good job to fulfill their lives later.

Article History

Received: 12-05-2023
Revised: 15-08-2023
Accepted: 19-09-2023
Published: 17-10-2023

Key Words:

Perception; Parents' Education; Children's Education; Continuity of Children's Education.

How to Cite: Khobir, A., Daningsih, N., & Musa, M. (2023). Perception of Parents with Low Education on the Continuity of Children's Education in Indonesia. *Jurnal Paedagogy*, 10(4), 1168-1176. doi:<https://doi.org/10.33394/jp.v10i4.7802>



<https://doi.org/10.33394/jp.v10i4.7802>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Education is essential for humans. Education is given to children from the cradle to the end of their lives. God Almighty entrusts children to educate their parents to be good and useful human beings in their environment. Education is like an experiment that is never finished at any time as long as there is human life in this world. Because education is part of human culture and civilization, it continues to grow (Fatimah & Syahrani, 2022). Education is essentially an effort to pass on values that will assist and determine humanity's way of life and improve humanity's destiny and civilization. Without education, humans today are no different from generations of humans in the past. Compared to today's humans, they have been left behind in the quality of life and the processes of empowerment. In extreme terms, it can be said that the success or failure of the civilization of a society and a nation will be determined by the education that the people of that nation undergo (McDowall, 2020).

Research conducted by (Yunani, Abdul Roni, 2022) found that in Central Lampung, 11 out of 91 parents of MTs Nurul Qodiri students had a university education, 15 people had high school or MA education, 30 people had SMP or MTS education, and 35 people had SD or MI education. Based on the learning motivation of MTs Nurul Qodiri Lampung Tengah students, 42 students had high learning motivation, and 49 students had low learning motivation. Based on the author's analysis, there is a correlation between parents' educational level and the learning motivation of MTs Nurul Qodiri Lampung Tengah, as evidenced by an interpretation value of 22.084. Then research conducted by (Mujiyatmi, 2023) found that of his research explains that parents, in their role as educators for their children, act as role models for children. Parents are the first teachers for their children, so their education is very



important. The main responsibility of parents in the family is not only to provide for their children but also, according to Islam, to educate their children. Furthermore, research was conducted by (Devi Chairunnissa, 2023), found that of his research explained that the questionnaire or list of questions related to parents' perceptions of early childhood education in the Thousand Islands, which were distributed on several islands, including Untung Jawa Island, Pramuka Island, Panggang Island, Pari Island, and Lancang Island, showed this. There were 151 respondents, all parents with children aged 0 to 6 years. The parents' perception questionnaire produced the following results: 43.70% in the "strongly agree" category, 52.31% in the "agree" category, 2.64% in the "disagree" category, and 1.32% in the "strongly disagree" category. It was concluded that parents' perceptions or views of their children's early education on several islands in the Thousand Islands, including Pari Island, Untung Jawa Island, Lancang Island, Pramuka Island, and Panggang Island, met the Agree criteria.

The research above focuses more on the influence of parents on children's learning motivation, the role of parents in children's education, and parents' perceptions of children's education. While this study focuses on the perceptions of parents with low education on the continuity of children's education in Indonesia, the focus of the study is to see how children's education is in Indonesia and examine the perceptions of parents in Indonesia with low education on the continuity of children's education.

In the Preamble of the 1945 Constitution, paragraph 4 states that "Then instead of that to form an Indonesian State Government that protects the entire Indonesian nation and all of Indonesia's bloodshed and to promote public welfare, educate the nation's life, and participate in carrying out world order based on independence, peace and social justice, then the Independence of the Indonesian Nationality was drafted in a Constitution of the State of Indonesia, which took the form in a structure of the Republic of Indonesia which has people's sovereignty based on Belief in One Almighty God, just and civilized Humanity, Indonesian Unity, People led by by wisdom in deliberation/representation and by realizing social justice for all Indonesian people"(Jaelani et al., 2020). This mandate of the 1945 Constitution should reflect to parents that education for children is one of the mandates of the heroes of independence. Parents have a big responsibility to provide better education for their children for the progress of the Indonesian nation (Hastanti, 2020).

The definition of basic education in the law, referred to as low education, is very clear; this level is the level to foster interest, hone the ability to think, and exercises the body and instincts. Based on Article 17 of the Republic of Indonesia Law No. 20 of 2003, paragraph (1) explains that Basic education is the level of education that underlies the secondary education level. Paragraph (2) describes basic education in the form of elementary schools and Islamic elementary schools or other equivalent forms, as well as junior high schools and Islamic junior high schools or other equivalent forms (Kep et al., 2019).

In 2015, the Indonesian urban village underwent a merger with the Kramatsari village and the Kraton Kidul village, so that it became the Pasirkratonkramat village. Administratively, Indonesia is not a village or sub-district but part of the Pasirkratonkramat sub-district. Kelurahan is the lowest administrative area led by a lurah (Harbi et al., 2021). According to monograph data in 2014, the total population of Indonesia is based on education level: 136 people are kindergarten graduates, 1,437 are elementary school graduates, 1,628 are junior high school graduates, and 385 are school graduates. At Senior High School, 55 people graduated from Academy/D1-D3, 55 graduated from Strata 1 (S1), 327 graduated from Islamic boarding schools, 416 graduated from Madrasah, and 715 graduated from



courses/ skills. From this data, it is clear that most Indonesians are graduates of primary or lower education (Zhang, 2022).

Parents in Indonesia have different perceptions about their children's education. Some parents have low educational backgrounds and have the assumption that when children have graduated from elementary school, they are directed to work. Whether working in or outside the city, such as Jakarta and Bali, there are also parents with low educational backgrounds whose children are directed to continue their education. So that their children will be able to become better people in their lives, more specifically to improve the family's economy. Some parents support continuing education through the package pursuit program according to the child's education level (Pino & Cadena, 2018).

Parents with low education in Indonesia have different livelihoods. Some work as laborers. Some work as batik entrepreneurs and some work as traders. This economic background can affect the perception of parents when sending their children to school (Bukhori Muslim, 2021). From the background as described above and to find out more, this study aims to analyze the perception of parents with low education on the continuity of children's education in Indonesia.

Research Method

The method used in the research was field research with a qualitative approach. This field research is essentially a method of studying the background of the current situation and the environmental interactions of a social unit: individuals, groups, institutions, or communities regarding the perception of parents with low education on children's education in Indonesia intensively. The approach used in this research is a qualitative one, which deals with efforts to answer current problems and present them based on the data found (Ramos Pozón & del Olmo, 2022). With data collection techniques using observation, interviews, and documentation.

This research data analysis technique had 3 steps: data reduction, data presentation, and drawing conclusions. Data reduction is a researcher's activity in selecting and selecting data from observations, interviews, and documentation; then the data was processed to make it easier for researchers to present the data. The next step was the presentation of the data. The data that had been obtained and had gone through data reduction was then presented as a narrative. Furthermore, the last step was to provide conclusions. The data that has been presented then draws conclusions, or what is commonly called the researcher's argument (Warren, 2020).

Results and Discussion

Parents are the subjects in this study. With an educational background of junior high school graduates, primary school, or Islamic primary school and some who did not finish elementary school, the data is as follows:

Table 1. Parents' Low Educational Background

No.	Education	Information	Work
1.	Junior High School	Graduated	Batik Entrepreneur
2.	Junior High School	Graduated	Laborer
3.	Primary School	Graduated	Trader
4.	SR (Sekolah Rakyat)	Graduated	Batik Entrepreneur



5.	Primary School	Graduated	Trader
6.	Primary School	Graduated	Seamstress
7.	Primary School	Graduated	Laborer
8.	Primary School	Not finished	Seamstress

After the researchers conducted interviews, they got an explanation from the research subjects about the state of education in Indonesia. Most informants have low or basic education, such as elementary to junior high school graduates.

Parental Education in Indonesia

The family environment is the first educational environment because children first receive education and guidance from their parents. The main tasks of parents in educating their children are to lay the foundation for moral education and a religious outlook on life. The nature and character of children are mostly taken from their parents and other family members (Ani Endriani, 2018). Of the eight informants, the educational background of the informants was basic education. Some graduated from junior high school, some from elementary school, and some did not pass (class III and then dropped out). There are various reasons for the educational background, including educational conditions, family economic conditions, and individual awareness of school, both parents and children (Fego et al., 2022).

According to Ki Hajar Dewantara in Hasbullah, education is guidance in the life of children's growth. As for the meaning, education is to guide all the natural forces that exist in children so that they, as humans and as members of society, can achieve the highest safety and happiness height (Almuzani et al., 2021). Based on the previous explanation, most parents' education in Indonesia is basic education; this is evidenced by the Indonesian monograph data in 2014, namely from a population of 8,272, 1,437 people graduated from elementary school, and 1,628 people graduated from junior high school. Three hundred eighty-five people are high school graduates. Fifty-five people are graduates of Academy/D1-D3, and 55 are graduates of Strata 1, but armed with basic education, the informants guide their respective children to become good public individuals. A high level of education will make them a generation of qualified people in their fields.

Parents' education influences the continuity of their children's education in the future. Because parents' knowledge about education will direct their children to higher education, they can advance to the next level if they already have savings. Some informants give directions for children to continue their studies. Children have the will to continue their studies, evidenced by the interview results with informants. I directed them to enter one of the universities in Pekalongan (Putri & Ningsih, 2023).

Parents' educational background is essential in determining a child's education. Education provides experience to parents, so parents are obliged to provide education to their children, and most importantly, when the relationship between parents and their children is natural and healthy. According to Law Number 20 of 2003, Article 7, the rights and obligations of parents are (1) to participate in selecting educational units and obtaining information about their children's educational development, and (2) parents of children of compulsory school age are obliged to provide basic education to their children (Sutter et al., 2022).

Parents are responsible for educating their children, especially those who are obliged to provide basic education to children aged between 6 and 15 years. Based on the explanation from the informant, they will provide education to children at least up to the upper secondary level. It is evidenced from the interviews with informants that the child's parents can work



after graduating from high school, and they have the will that the child can at least graduate from high school. It shows that parents' educational background is used as the informant's spirit to send their children to school (Nugroho & Sakhyya, 2022).

Education of Children with Low-Educated Parents in Indonesia

What is meant by "children's education" is guidance given intentionally by adults to children in their growth (physical and spiritual) so that they are useful for themselves and society. Thus, education for children is seen as one aspect that has a main role in forming humans into perfect human beings or having a main personality. Parents must provide education to their children because education can benefit children to be useful in society. Children's education in Indonesia is good because, from the informants' explanations, they can send their children to school until they finish compulsory education. There are even children who reach higher education. It is evidenced from the interviews with informants that children must continue their studies to completion, unlike their parents, who graduated from elementary school. It shows that parents are responsible for their portion (Paseki & Pandeiroot, 2023).

This is supported by the opinion of Mahmud, Heri, and Yuyun in their book *Islamic Religious Education in the Family* that parents have responsibilities for children's education, including fostering faith, moral development, child health care, intellectual development, children's personality, and social responsibility. Parents in Indonesia provide their children with a good education. This enables them to fulfill the rights that exist in a child. As explained by Mufidah, children's rights include the right to life, the right to clarity of lineage, the right to breastfeed, the right to care, care and maintenance, and the right to education and teaching (Ruzaini & Nurhalin, 2020).

Perceptions of Parents with Low Education on the Continuity of Children's Education in Indonesia

Perception is a way of seeing, viewing, or interpreting something based on experience through the five senses, whether it is about objects, events, or relationships, obtained by interpreting information or messages received from the experience. In the process of perception formation, the environment, stimulus, response, and individual are all interconnected. Parents have an important role in their children's education. Children, in deciding their further education, ask their parents for their opinion. Parents also provide direction to children in choosing a school or college. This is evidenced from the results of interviews with informants that the child will continue school according to his ability. If his ability is sufficient, I direct him to the same junior high school as his older brother (Pedersen et al., 2022).

The eight informants explained their respective perceptions of children's education. According to the expert, there are two types of perception: positive and negative. Positive perception describes all knowledge and responses that align with the object of perception, which is continued with efforts to use it. While the negative perception describes all knowledge and responses that conflict with the object of perception, Researchers interpret positive perception as the perception of parents who think they will continue their children's education to the level of higher education. The negative perception is the perception of parents who refuse to continue their children's education to higher education. Of the eight informants, two parents negatively perceived their children's education. The child has had enough education (Wahyu Prihanta, 2022). The informant directs him to work to help his family, especially in the economic field. It is evidenced by the results of interviews with informants that, after graduating from high school, I directed my children to work to help



develop my work. If parents can no longer pay for their children and see the child's lack of interest in continuing school, they direct them to work as well (Priorov, 2022).

In providing perceptions, parents have factors that can support and inhibit parents with low education in sending their children to school as follows: Factors that support low-educated parents in sending their children to school, among others: 1) School necessities, the cost shows that the school can provide good facilities for education. So, the cost of education is not an obstacle to sending children to school. Costs are included as external factors (Liu et al., 2022). 2) Parents' motivation: The motivation of parents who want their children to go to school to get a good and proper education is psychologically an encouragement for children to realize this desire. Parents' motivation is to encourage children in school to achieve good grades to make their parents proud. With the motivation of parents, children feel they get support. Parental motivation includes internal factors for parents and external factors for children (Ernawati et al., 2022). 3) Children's interest: The child's interest is a factor that enables him to grow the spirit of doing something he wants. As is the case with children's interest in school, to add friends, gain knowledge and experience, and become wise teachers. Children's interests include internal factors (Skalstad & Munkebye, 2022). 4) Parent's educational background: Most residents in Indonesia are graduates of basic education, both primary and junior high schools. Parents with basic education backgrounds are elementary school graduates; some do not even finish elementary school. It makes parents' support for children to go to school difficult. Parents' thoughts on education (Iliás et al., 2022).

Not enough, but not enough to be complicated. The experience of parents who graduated from elementary school is used as a spur so that their children can be better than themselves. The educational background of parents is an internal factor for parents. Factors that prevent low-educated parents from sending their children to school include: 1) Family economic condition, cost can be a limiting factor for parents when sending their children to school. When parents earn barely enough to meet basic needs, they do not think about being able to set aside a little money for their children's school savings. Sometimes, parents have difficulty obtaining them. It makes the family's economic condition an inhibiting factor for children's schooling (Singletary et al., 2022). 2) Lack of motivation from parents; encouragement from parents is a motivation for children. This encouragement or motivation is not only in the form of material but also in the form of parental attention to their children. When parents do not encourage children, this has an impact on children. Children may become less enthusiastic about completing their schooling, or their achievement may decrease. Lack of parental motivation, including external factors for children (Lase et al., 2022). 3) Surrounding environment, many children in Indonesia are of school age and continue to carry out their activities as schoolchildren, elementary schoolchildren, junior high school children, and high school children. However, many children also drop out of school. At 14, he was already looking for work as a laborer in a sewing house. There is also a shirt button installer, and there is also a sewer. It is a factor inhibiting parents from sending their children to school. Parents believe that elementary school children can earn money rather than spend money on school and that school is free. The surrounding environment includes external factors (Ricci et al., 2022).

Conclusion

It can be concluded that the perception of parents with low education on the continuity of their children's education is good. Although some parents have negative perceptions of their children's education, many also have positive perceptions that parents will continue their



children's education to a high level, at least to senior high school, according to the child's will. Parents support the idea that children's education today is very important. This education can be a provision for children to have a better fate than their parents. Schooling up to the higher education level can provide valuable experiences, particularly for children. With education, children can get a well-established and good job to be self-sufficient one day. Moreover, with education, children can realize their ideals as desired. If the child has an established life, later, the parents will be proud and happy, seeing that their child can prosper.

Recommendation

It is recommended that parents prepare early for the needs of children. The needs of children's schooling include important school fees and providing an overview of the school to children to fit their interests and talents. Parents, as much as possible, pay attention in the form of motivational encouragement to children so that they are more active in learning and going to school. Parents are the first and foremost teachers in forming a child's attitude toward being motivated to continue school. Moreover, one day, the children will be the nation's successors ten years later. Be as candidates for the generational renewal of this country. Armed with education, the world is in his hands.

References

- Almuzani, S., Handoko, G., & Maksudin, M. (2021). The Concept of Character Education Perspective of Ki Hajar Dewantara and KH Imam Zarkasyi and Their Relevance With The 2013 Curriculum. *At-Ta'dib*, 16(2). <https://doi.org/10.21111/at-tadib.v16i2.6965>
- Ani Endriani. (2018). Hubungan Antara Perhatian Orang Tua dengan Motivasi Belajar Siswa. *Jurnal Paedagogy*, 5(2), 110–117.
- Bukhori Muslim, A. (2021). Disadvantaged but more resilient: the educational experiences of indigenous Baduy children of Indonesia. *Diaspora, Indigenous, and Minority Education*, 15(2). <https://doi.org/10.1080/15595692.2020.1839408>
- Devi Chairunnissa, K. M. (2023). Persepsi Orangtua terhadap Pendidikan Anak Usia Dini (PAUD) di Kepulauan Seribu. *SELING Jurnal Program Studi PGRA*, 9(1), 57–65. <https://doi.org/10.24246/j.sw.2018.v34.i1.p39-49>
- Ernawati, E., Arifin, Z., & Mansyur, M. (2022). The Influence Of Parents In Increasing Learning Motivation On Student Achievement (Children). *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(1). <https://doi.org/10.35931/am.v6i1.898>
- Fatimah, H., & Syahrani, S. (2022). Leadership Strategies In Overcoming Educational Problems. *Indonesian Journal of Education (INJOE)*, 3(2). <https://doi.org/10.54443/injoe.v3i2.34>
- Fego, M. W., Olani, A., & Tesfaye, T. (2022). Nursing students' perception towards educational environment in governmental Universities of Southwest Ethiopia: A qualitative study. *PLoS ONE*, 17(3 March). <https://doi.org/10.1371/journal.pone.0263169>
- Harbi, J., Cao, Y., Milantara, N., Gamin, Brian Mustafa, A., & Roberts, N. J. (2021). Understanding people–forest relationships: A key requirement for appropriate forest governance in South Sumatra, Indonesia. *Sustainability (Switzerland)*, 13(13). <https://doi.org/10.3390/su13137029>
- Hastanti, A. D. (2020). The Transformation of Monopoly Game: Learning Media to Improve Students' Creativity and Interest in Learning. *Proceeding International Conference*



- on Science and Engineering, 3. <https://doi.org/10.14421/icse.v3.555>
- Iliás, M., de Moor, M., Willemen, A., Oosterman, M., & Schuengel, C. (2022). Migration background and the measurement of home-based parental involvement in education: a psychometric evaluation of two self-report questionnaires. *International Journal of Research and Method in Education*, 45(1). <https://doi.org/10.1080/1743727X.2021.1902979>
- Jaelani, A. K., Ketut Rachmi Handayani, I. G. A., & Karjoko, L. (2020). The Political Law of the Constitutional Court In Canceling the Concept of the Four Pillars as an Pancasila as the State Foundation. *Talent Development & Excellence*, 12(2).
- Kep, A., Penguatan, D., Kemenristekdikti, R., Nomor, U., Tentang, T., & Uang, M. (2019). De Jure De Jure. *Jurnal Penelitian Hukum*, 19(3).
- Lase, D., Zega, T. G. C., Daeli, D. O., & Zaluchu, S. E. (2022). Parents' perceptions of distance learning during COVID-19 in rural Indonesia. *Journal of Education and Learning (EduLearn)*, 16(1). <https://doi.org/10.11591/edulearn.v16i1.20122>
- Liu, K., Yang, A., Chen, M., & ChenLuo, Q. (2022). Research on the Necessity for the Establishment of International School in China. *BCP Social Sciences & Humanities*, 16. <https://doi.org/10.54691/bcpssh.v16i.444>
- McDowall, A. (2020). Melbourne Declaration on Educational Goals for Young. *Ministerial Council on Education*, 3–20. http://www.curriculum.edu.au/verve/_resources/national_declaration_on_the_educational_goals_for_young_australians.pdf
- Mujiyatmi. (2023). Peran dan Tanggung Jawab Orang Tua Terhadap Pendidikan Anak dalam Perspektif Islam. *TA'LIM : Jurnal Studi Pendidikan Islam*, 6(1), 1–16.
- Nugroho, K. Y., & Sakhyya, Z. (2022). Photovoice: Young children online English language learning, parents' voices and its implication to educational policy and provision. *Indonesian Journal of Applied Linguistics*, 11(3). <https://doi.org/10.17509/ijal.v11i3.35083>
- Paseki, A. A. B. D. J., & Pandeiroot, P. A. E. (2023). Pemenuhan Hak Pendidikan Anak Pengungsi di Indonesia dalam Perspektif Hukum Internasional dan Penerapannya di Indonesia. *Lex Crimen*, 12(1), 1–12.
- Pedersen, J., Rasmussen, M. G., Olesen, L. G., Klakk, H., Kristensen, P. L., & Grøntved, A. (2022). Recreational screen media use in Danish school-aged children and the role of parental education, family structures, and household screen media rules. *Preventive Medicine*, 155. <https://doi.org/10.1016/j.ypmed.2021.106908>
- Pino, O., & Cadena, R. T. (2018). Will Humanoid Robots Become an Assistive Technology for People with Special Needs? In *Alzheimers Dement* (Vol. 1, Issue 1).
- Priorov, N. N. (2022). Congratulations to the hero of the day. *Journal of Traumatology and Orthopedics*, 9(3). <https://doi.org/10.17816/vto99954>
- Putri, K. D., & Ningsih, N. A. (2023). Dinamika Penalaran Konsep Pendidikan pada Masyarakat. *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, 2(1), 106–113. <https://doi.org/10.54259/diajar.v2i1.1469>
- Ramos Pozón, S., & del Olmo, B. R. (2022). The principle of vulnerability: definition and scope in the field of research with people. *Cultura de Los Cuidados*, 26(64). <https://doi.org/10.14198/cuid.2022.64.17>
- Ricci, A., Guasco, M., Caboni, F., Orlanno, M., Giachetta, A., & Repetto, M. P. (2022). Impact of surrounding environments and vegetation on wind comfort assessment of a new tower with vertical green park. *Building and Environment*, 207.



- <https://doi.org/10.1016/j.buildenv.2021.108409>
- Ruzaini, & Nurhalin. (2020). The role of parents in improving character education during the covid-19 pandemic. *Akademika: Jurnal Keagamaan Dan Pendidikan*, 16(2).
- Singletary, B., Schmeer, K. K., Purtell, K. M., Sayers, R. C., Justice, L. M., Lin, T. J., & Jiang, H. (2022). Understanding family life during the COVID-19 shutdown. *Family Relations*, 71(2). <https://doi.org/10.1111/fare.12655>
- Skalstad, I., & Munkebye, E. (2022). How to support young children's interest development during exploratory natural science activities in outdoor environments. *Teaching and Teacher Education*, 114. <https://doi.org/10.1016/j.tate.2022.103687>
- Sutter, M., Untertrifaller, A., & Zoller, C. (2022). Grit increases strongly in early childhood and is related to parental background. *Scientific Reports*, 12(1). <https://doi.org/10.1038/s41598-022-07542-4>
- Wahyu Prihanta, E. P. (2022). Students' Perceptions, Creative Thinking Skills, and Practicum Results in Online and Offline Models. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(4), 1100–1108.
- Warren, K. (2020). Qualitative Data Analysis Methods And Techniques. *GradCoach*.
- Yunani, Abdul Roni, S. (2022). Pengaruh Tingkat Pendidikan Orang Tua Terhadap Motivasi Belajar Siswa di MTs Nurul Qodiri Lampung Tengah. *UNISAN JURNAL: JURNAL MANAJEMEN DAN PENDIDIKAN*, 01(01), 479–481.
- Zhang, L. (2022). Age matters for girls: School entry age and female graduate education. *Economics of Education Review*, 86. <https://doi.org/10.1016/j.econedurev.2021.102204>