Educational Values in Different Social-Economic Status—A Study Case of Six Families in Maros Regency

Jabaruddin[1], Alimuddin[1] & Darman Manda[1]

[1] Educational Science, Universitas Negeri Makassar, Indonesia

Correspondence: Jabaruddin, Educational Science, Universitas Negeri Makassar, Indonesia. E-mail: jabaruddinpasuloi@yahoo.co.id

Abstract

This research aims at determining educational values in families by describing the priority of the values selected in the educational value, the role of parents, and the socialization of values that were used by parents in educational values. This research is a case study with a qualitative approach. The subjects of the research were selected purposively. The data were collected by observation, interview, and documentation. The results showed that families in different socioeconomic status choose religious values as the most important priority value to be implanted in children, followed by academic value, economic value and social value. Parents in low and medium socioeconomic status have different roles, father as a breadwinner and the mother served as a teacher of children at home who prepares internal needs of the family. Family in higher socioeconomic status does not have a clear division of roles, because the parents educate children at home and make a living for the family's economic needs together. The method of value socialization that parents used is advice, storytelling, dialogue, exemplary, punishment, and awards. Exemplary method is considered as the most effective method of social values in educational value. Punishment is the ultimate alternative punishment, is only done if the children are lazy to worship or severe violations such as stealing or violating immoral.

Keywords: educational values in family, different socioeconomic status, socialization value method

1. Introduction

Among permissive society, various values are colored by the influence of the bad values or destructions for the development of the children. Abdul and Norani (2011) reveal some bad values such as hostility, violence, hypocrisy, lies, injustice, cruelty, disobedience, materialistic, and others became a series of bad values that can give disadvantages for the development of children.

Realizing the importance of these values, there are many people demanding an increase in the intensity and quality of the implementation of educational values in educational institutions. Currently education by Seetha (2003) only prepares people to get a job and do something that will give them maximum money and good living standards. In physical benefits, financial and material are more sought after than mental benefits. Moral and spiritual values were sacrificed and have been completely forgotten.

Rapid change requires the efforts of children to have ability to anticipate, accommodate, and stain, Rozikin (2007) due to the increasing anomalies in global era which are loved by teenagers, such as free sex, drugs, drinking, fighting among teens, and other similar cases. Degradation of values among adolescents according to Devi, B (2000), is caused by the responsibility of family. If the family does the responsibility well, it will grow generation of qualified and reliable as the pillars of the nation's progress. Conversely, if the family does not do the responsibility properly, it will grow generations with problems that can be a social burden for the nation. Crucial matters of educational values in family are the tendency of depletion of emotional and intimate between the children and their parents or vice versa. Those are caused by shifts in the values of human life that seeps into family life, unclear role of parents, and error method of socialization value used. Therefore, the most important thing that parents should be rearranged in building the educational values is making family as educational place for children.

The results of previous studies conducted by Tata (2010) in Kampung Naga family in West Java conclude that the parent is required to implement educational value in the family before their children get to know the other

values of the wider community. Family in carrying out its functions should be able to provide the values, morals, and norms before the children are involved in community life. In addition, the results of previous research conducted by Firdaus (2010) on the family of Bajo community conclude that the processes of inheritance, distribution, and construction value occurs through five methods, namely habituation, imitation, identification, gift, penalties, and togetherness in the family.

Socioeconomic status in family contributes the success of the family to do their role as educational place. But the real processes determine the success of the family to do their role is not entirely depending on higher socioeconomic status in family. Rochman explained (in Lestari, 2012) that there was a lot of evidence that shows families with low socioeconomic status were successfully delivering their children become dependable figures. Likewise, there were not a few families with high socioeconomic status were declined because their children grow into troubled.

Based on the description, it can be seen that the educational values in the family is very important because the value of growing and developing in the family and society. Educational values are also used as a standard in the act, so the people can live in harmony, helping each other, and love each other. Therefore, the researchers feel that it is important to do this study to determine the values of the priority choice, the role of parents, and the methods of socialization were used in family with different socio-economic status in conducting educational value.

2. Literature Review

2.1 The Theory of Value

Educational value is the development of learners on the pattern of belief contained in the belief system of a society to the good things that need to be performed and the bad things that should be avoided. In the values, there are the standardization of the good things and the bad things as well as setting behavior (Zuriah, 2011). Educational value according to (Mulyana, 2004), (Sumantri, 1993), and (Mardiatmadja, 2011) is an investment and development of value in a person in order to realize and experience the value and place the value integrally in his whole life.

Theory of value proposed by Schwartz and Bardi (in Lestari, 2012). They revealed that values present individual response consciously towards the three basic needs, namely physiological, social interaction, and social institutions that ensure the survival and well-being of the group.

Spranger (in Mulyana, 2004) outlined the six orientations of value that were often used as references by human in their life. In appearance, the six values tend to show a typical figure of the individual. Therefore, Spranger designed the theory of value in terms of *the types of man*, which means that everyone has a stronger orientation on one of the six values in the theory. The six values were theoretical, economic, aesthetic, social, political and religious values.

2.2 The Role of Parents in the Educational Values

According to Parson and balles (in Andayani & Koentjoro, 2004), there was a role distinction or *role differention* between the parents' role. The father was responsible for the family relationship with the world outside the family, while the mother was responsible for the internal needs of the family. Saiful (2014) gave the division of roles in families where the father as breadwinner and the mother as a teacher for the children. This pattern according Nimatuzahroh (2012) was a traditional pattern where the husband did not have responsibility for household role and childcare in the family. Husband tends to be responsible for providing economic support for families through their work outside the home. According to Belsky (in Andayani & Koentjoro, 2004), it was ideal for the parents to take part in the maturation of the children because both parents of the children will learn to be independent through a process of social, modeling, or through reciprocal learning with the principles of social exchange.

2.3 Methods of Socialization Values

Children are more familiar with the world through their eyes than through their mind. They are more affected by imitation process. Some experts described that education is formation based on example by imitating, listening, and paying attention. Children are also absorbing the tendency of life, values, and habits by imitating.

Lestari (2012) specifically revealed the processes of socialization values, that basically the socialization involve the transmission of values, attitudes, roles, and other cultural products from older generation to younger generation and older people are the main actors in the process. Through the socialization, young people are expected to uphold the values that are culturally considered as important.

There are three types of socialization agents according to Morris (1963), namely: (1) Basic social institution, namely the family worship, economic, and government institutions. (2) Non personal agent of socialization, such as books, films, printed media, records, and electronic media. (3) Social class as an agent of socialization is socialization due to the influence of social class, whether it is upper class, middle class, or lower class. Badri (2012) states that there are six methods that are often used to disseminate values namely: exemplary, advice, dialogue, storytelling, rewards, and punishment.

2.4 Socioeconomic Status

According to Soekanto (2003), socio-economic status was a condition or social position regulated in specific positions in the structure of society. This position was given with a set of rights and obligations which were only fulfilled by status carrier, for example: income, employment, and education. Anita (2009) considered that the most researchers agree that social status was one of the most significant cultural dimensions in one's life.

Furthermore, socioeconomic status classification according to Coleman and Cressey in Sumardi (2004) was upper, middle, and lower socioeconomic status. Sitorus (2000) defined that the upper socio-economic status was the status or position of a person in the community who obtained based on classification according to wealth, where the wealth is more than wealth average in common society and the wealth fulfil their needs well. Buzzle (2014) provided limitation to middle socioeconomic status is the status of a person between the lower and upper class, including professionals, skilled workers, and also lower and middle management. According to Sitorus (2000), lower socioeconomic status was a person's position in society that is obtained based on classification according to the riches, where the assets held include less when compared to the average of society in general and are not able to fulfil the needs of everyday life.

3. Research Methods

3.1 Types of Research

This research used a qualitative approach with the case study design.

3.2 The Subjects of Research

The subjects in this study were determined by purposive sampling technique. They were six families with high, medium, and low socioeconomic status. These six families were determined based on some criteria. First, the families are nuclear families. Second, the nuclear families occupy their own home. Third, these families have a clear socioeconomic status set by the Central Bureau of Statistics in Maros district. Fifth, based on an assessment of the public, these families successfully implement educational value in their family

3.3 Data Collection

In order to collect the data or information, the primary and secondary data were collected by using the technique of interview, observation, and documentation. Interviews were conducted separately among fathers, mothers, children, and community members in the environment of research subjects. Observations about the practice of educational value in family were carried out by observing the daily activities of the interaction between parents and their children inside and outside the home. In addition, researchers also observed the activities of children in school and in the community. Furthermore, they also observed the activities of the parents in interacting with their children and the community. Meanwhile, the documentation in this study was used as a support for collecting secondary data from the Central Bureau of Statistics, Office of Population and Civil Registration, National Family Planning Board, the results of previous studies, and photos as needed.

3.4 Data Analysis

Analysis of the data used in this research was descriptive technique and performed through three activities, namely data reduction, data presentation, and conclusion or verification. Data reduction started by organizing the information with all data, both verbal and non-verbal data available from observations and interviews that have been written in the field notes, transcripts of recorded interviews, documents, and photographs. The next process was interpreting all the information and giving a code. In this process the data were compiled in the units. The units were then categorized and coded. At the same time, the researchers set a pattern and found the relationship between several categories. The data were presented in the form of a narrative description based on interviews, observation, and documentation. The presented data were based on findings in the field of research related to the activities of educational values in family, methods of socialization values used in the educational value, and the role of parents in the educational value. Furthermore, the conclusions refer to the search for meaning, patterns, explanations, and possible configurations, flow of cause and effect, and propositions. The conclusion of this research was an integral configuration on the educational value in the family, socialization methods used in the

educational value, and the role of parents in the educational values in different socio-economic status in Maros regency.

The data that have been concluded and verified were subsequently validated through triangulation, member check, and observation extension. Triangulation was performed by re-examining the data collected from interviews by observing the process of the educational value taking place in the family and by searching documents related to the data obtained. In addition, researchers interviewed not only the parents but also children and public around them in order to obtain data that are relatively same.

4. Results and Discussion

4.1 The Priority of the Values Selected in the Educational Value

This research found that the parents choose the priority value to be inherited to their children after considering all the consequences of any alternatives. The parents choose the values to be imparted to their children, but those are not absolutely the same for the whole family. In society, there are different groups based on socio-economic. Therefore, the upper, middle, and lower classes have different priority values.

The parents who are successful in implementing educational values and from different socioeconomic status choose religious values as the first priority and highest values to be adopted in family. It is because the people in the location of the research are very religious and respect the cultural values of Bugis which makes the value of godhead as the highest value in the philosophy of life. Each family has always sought to make religious values as the highest value that is adopted. It is in line with the opinion of Mulyana (2004); and Zuriah (2011) who mention that humans should strive to be able to reach higher values and pay attention on how parents implant the religious values to children. Efforts made by families in different socio-economic status to reach the values of religious is to teach their children about faith in God, ways of worship, benefits, and feelings of religious people. Edy (2014) states that man becomes religious because of the development of elements of religious belief, worship, religious knowledge and religious experience.

The second priority is academic value. Parents in different socioeconomic status think that trying on various aspects of life and living did not give satisfied results without knowledge. This is in line with the concept of the value of Schwartz and Bardi (in sustainably, 2012), that the academic was value aligned with the type of self-direction value. The definition of self-direction by Schwartz and Bardi was thought and independent action, creation, and exploration. The example of a single value presented by this value is creativity and curiosity. Families in different socioeconomic status choose religious values as the most important priority value to be implanted in children. They hope that their children are able to obtain knowledge as a preparation to obtain decent work and eventually their children can improve the welfare and honor of the family. Mustari (2014), Rukminto (2013), and Safari (2014) reveal that people who are knowledgeable and not knowledgeable have very different views about God. In addition, they are also different in terms of human insight and welfare. Ibrahim (2007); and Abdullah (1993) state that someone can obtain a wide range of knowledge and skills that can be exploited directly in anticipation of their needs. Moreover, he can also adapt to current changes in society, and it is expected his piety to God Almighty has been better than people who are not educated. Rahim (1992) found that the Bugis people assumed that if someone just wants to sit back without trying or work, and then the person is called as *to kuttu* (lazy people), the person was denounced by the public. Mustari (2014) stated that the role of parents in the home is very significant in fostering entrepreneurial spirit, independence and hard work within the children. By earlier practicing, they will eventually get maturity and success.

Furthermore, socioeconomic family assumed that social value is very important to be priority of selected value because the children are worried to commit violations of social norms that can embarrass and tarnish their reputation and good name. Spranger (in Mulyana, 2014) mentions the highest score and the focus of the social value of education is love between humans. The levels of social values lie between individualistic life and someone's attitude who prioritize others first or altruistic. Therefore, good prejudice, sociability, friendliness, compassion and empathy are the keys to success in achieving social values.

4.2 The Role of Parents in the Educational Value

There are differences in the purpose of parents from different socio-economic status of the family in carrying out its role in the educational value. Parents in low and medium socioeconomic status have different roles. The goal of parents to participate in the educational value is to achieve success with the expectation that one day their children is more worthy and diligent in worship. The parents in medium socioeconomic status play a role in order that their children always meet the religious guidance and achieve the success of the world and the hereafter. The parents in medium socioeconomic status play a role in order that their children become an adult

according to their identity.

The different purpose according to Mustari (2014), Badri (2012), Silalahi and Meinarno (2010) is influenced by the expectations of parents to children and the ability of parents in their role. Despite the differences, there is also a difference between the role of father and mother. The six families handed parenting, coaching, and mentoring entirely to the wife for three reasons. First, the husband is the breadwinner and the wife is a great teacher for children at home. Second, husband does not have time for that role meanwhile the wife has many times for the role. Third, husband's level of knowledge is not sufficient to carry out the role. Parson and balles (in Andayani & Koentjoro, 2004); Saiful (2014) stated that there is a distinction of roles or *role differention* where the father is responsible for the family relationship with the world outside the family, while the mother is responsible for the internal needs of the family.

4.3 The Method of Socialization in the Educational Value

Method of socialization values that is often used is the value of advice, storytelling, communication, exemplary, punitive, and awards. Badri (2012) mentions six methods of dissemination that is often used by parents, namely exemplary, storytelling, dialogue, penalties, rewards, and advice. There are several points to be considered by parents namely the time of applying the methods, the way to use the method, and the selection of appropriate methods. It is exemplified that storytelling is a very precise method used when children are under the age of 10 years and it is the right time used to get together or before they sleep. Dialogue method is used when the children are 10 years old and it is conducted when the children and their parents sit together. Advice method is used almost every time and occasion. In addition, it is more often performed when children commit offenses. Exemplary method has been used by parents from young children to adults. It was not only through actions but also words. In addition, it is not only conducted at home but also outside the home. The reward method was started when the children were still baby. The rewards are in the form of objects, utterances, or symbols. Methods of punishment were used by parents when their children are still small, especially when children are lazy for doing worship. Application of punishment starts from the mild to the beatings. However, the alternative punishment of beating is the latest.

It is important to remember that in socializing a value to children, the parents need to pay attention to use the time and method of socialization properly because the success of socialization value is influenced by selected method. Saiful (2014) viewed that mistakes in educating children was caused by methodological weaknesses.

In general, families of different socioeconomic status assumed that the exemplary method is the most effective method of socialization value. Children absorb more information through observation. They are more affected to what they see rather than what they hear. They always keep an eye on the people closest around them and eager to imitate their actions than words.

5. Conclusion

1) The family in different socio-economic status assumed that religious values were the most important priority values to be implanted to the children if compared to other values. Then it was followed by academic value, economic value and social value.

2) The parents in lower and middle socioeconomic status had different roles in educational values. However, there was no different role between the father and the mother in the family with upper socioeconomic status because they are dual career families. The difference between the role of the father and mother are marked with the division of tasks. The father has role as breadwinner to support the family economy, while the mother served as a teacher of children at home and is responsible for the internal needs of the family.

3) The methods of value socialization were used by parents in different socioeconomic status were counsel, storytelling, dialogue, exemplary, punitive, and awards. The use of socialization method is adjusted with the child's moral development.

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