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## Problems of Social, Economic, and Educational – Case in “Kampung Ketupat” (Samarinda City, Indonesia)

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**Abstract:** Environmental changes in an area have shaped the character of the community. A growing culture always determines the economic, social, and environmental development that faces the extent to which per capita welfare can increase. This study tries to concentrate on the description of socio-economic life, the level of education, and the extent to which the condition is with the level of public education. The method is qualitative with the technique of Miles & Huberman (1994). The objectivity of the study lies in ketupat craft-workers in “Kampung Ketupat” (Samarinda Seberang District), where we focused through in-depth interviews during August 2020 - September 2021 with 55 informants. We found that the socio-economic conditions of the craftworkers were still low. Broadly, the educational level of ketupat craftworkers is also low. We can see this from the basic education of those who do not go to school and, on average, only reach the junior high school (SMP) level. There is a tendency that the higher the economic and educational level of children of ketupat craft-workers, can be the key to success amid today’s global competition. The findings have implications for highlighting vital factors such as income, social, and education that could have a significant impact on the revitalization of their well-being.

**Keywords:** interview; ketupat craftsman; welfare; level of education; Samarinda

### 1. Introduction

Basically, development is an activity and an effort that applies to hope for better conditions in the future. The result of development is a process that could not increase the prosperity of the community, especially those who live in rural areas by working as farmers (Yijo et al., 2021). Nurlaila (2020) highlighted that the results of development progress in a country, of course, can be enjoyed by most of the population who have access and capital in certain sectors (especially those living in urban areas) those who classified as poor live in rural areas. The strategy adopted by the Indonesian government is in order to improve the quality of life of the people so that it is more fair and fair economic and social growth (Purnomo & Yuliati, 2003). Reporting from the national economic survey, since 2007, socio-economic indicators have related to various aspects of life, including demographic conditions, health, education, housing, crime, socio-culture, and household welfare.

Indonesia is a country where most of the population lives in rural areas and only a small proportion lives in urban areas. This characterizes that Indonesia is an agricultural country, namely an agricultural country. Purwadi et al. (2019) emphasize that in an agrarian society where life still depends on the results of land production as a means of the major production and has a homogeneous style of livelihood, namely as a farmer.

Education is a conscious effort to contribute human effort capabilities in order to advance activities. Education is an aspect that contributes to human resources which should increase one’s knowledge and abilities in various activities, also expected to open an economical way of thinking in the sense of being able to develop the existing potential to get the maximum results (Lestari et al., 2021).

According to Driyarkara (1981) education is humanizing humans. Implementing education takes place in the family as informal education, in schools as formal education, in the community as non-formal education, and lasts a lifetime.

People who have a low socioeconomic level have a low level of education as well. The community still does not understand the importance of education. They still think that education is not a guarantee for a prosperous life, away from poverty. Assuming that schools are a waste of time and money. Basic education alone does not support ongoing development. There are still many people who fail in completing basic education until completion.

The large number of people who do not complete nine years of basic education in Indonesia mainly occurs in urban areas. One of them happened in “Kampung Ketupat” which is in Samarinda Seberang District. In 2019, there were 654 children of compulsory education age (6-18), but 70 children did not attend school, which means 10.8% of children did not complete nine years of basic education (BPS-Statistics of Samarinda, 2019).

This is not entirely the community’s fault, but the government must also fix it. Therefore, an effort that is oriented towards improving the welfare of the “Kampung Ketupat” community needed through training, counseling, skills, and an increase in the number of job opportunities. Given that in “Kampung Ketupat” the number of jobs is still tiny. So that many people do not have permanent jobs or do not even work at all.

The issues that have described earlier raise several important questions, including the profile of the socio-economic life of the population in “Kampung Ketupat”. Then, what are the level of education and the trend of socio-economic conditions with their level of education? There are five stages in this paper. The first session is an introduction. Second, there is a basic theory that is divided into the concepts of social conditions, economic conditions, and unemployment. In the next session, the method describes the technique or approach used. In the fourth and fifth sessions, we then summarized presentations on findings and discussion in terms of conclusions and vital contributions.

## 2. Review of Literature

### 2.1 Social and Economic Linkages of the Community

Socio-economic conditions are a position that is socially regulated and places a person in a certain position in society, giving that position accompanied by a set of rights and obligations that must be played by the status bearer (eg Irwansyah et al., 2021; Mulyanto & Hans, 2000).

The socio-economic conditions have been evaluated by Basrowi & Juariyah (2010) which includes the condition or position of a person in the surrounding community. On the one hand, Ma (2003) also provides a limitation on socio-economic conditions, which is a position that is socially regulated and places a person in a certain position in the social community. A set of rights and obligations that the status bearer must play accompanies the granting of a position.

The socio-economic conditions of the community marked by mutual acquaintance with one another, association, cooperation, and kinship. The social life of the “Kampung Ketupat” community comprises social interaction, social values, and educational level, while the picture of the economic life of the “Kampung Ketupat” community comprises ownership of the house where they live, the extent of cultivated land or land they own.

Regarding socio-economic conditions, Nurlaila (2020) signals that socio-economic conditions are a link between social status and daily life habits that have entrenched for

individuals or groups where these cultural habits of life usually referred to as cultural activity. Then, in all societies in the world, both simple and complex, the pattern of interaction or the association of life between individuals refers to differences in position and degree or status. The criteria for distinguishing status in a small society are usually very simple because, besides the relatively small number of citizens, it is also people who are high in status that are not so many in number or variety.

Meanwhile, Darma & Darma (2020) argues that the notion of socioeconomic status has the meaning of a situation that shows the financial ability of the family and the material equipment they have, where this condition is of good, adequate, and insufficient standard. The socio-economic review of the population includes social aspects, socio-cultural aspects, and village aspects related to institutions and aspects of job opportunities. We closely related village economic aspects and job opportunities to the problems of the welfare of the Village community. Sufficient food and economic needs for the community will only reached if their household income suffices to cover household needs and the development of their businesses. In relation to farming patterns, differences in a person's status in society determined by the pattern of land tenure, capital, technology, and the size of the landowner (Darma et al., 2020).

Roy et al. (2019) consider that if the socio-economic condition is a position that rationally determines a person in a certain position in society, the granting of that position accompanied by a set of rights and obligations that must played by the status bearer. The characteristics of socio-economic conditions include being more educated, having a social status marked by the level of life, health, work, and self-awareness of the environment. They have a greater level of upward mobility, extensive fields, are more oriented towards the product commercial economy, have a more credit-related attitude, and are more specific jobs.

## 2.2 The Formation of Social Patterns

Ihsan (2003) emphasizes that social conditions are things that can affect individuals, other humans, or us. This means that the social environment also affects children's educational attainment. The social conditions of the community affect the process and outcomes of education.

Dalyono (2005) explained the social conditions that affect individuals in two ways (directly and indirectly). Directly, such as in daily interactions with family, friends, and work. Indirectly through mass media, print, audio, or audiovisual. The social environment is very influential on the process and outcomes of education, namely friends, the neighborhood, and activities in the community.

Ihsan (2003) also identifies the condition of people who have sufficient educational backgrounds, because there are educational institutions and learning resources in the areas they live in so that they have a positive influence on the enthusiasm and learning development of the younger generation. Here, social conditions can also negatively affect education, where this condition becomes a barrier to education. Parents as educators naturally must be able to expect the existing influences, because not all of them can have a good impact. As Linton (2000) views that the social conditions of society have five indicators, including age and sex, occupation, prestige, household groups, and membership in union groups. Of the five indicators, only age and sex not affected by an even educational process, so the four indicators need to be evaluated and improved in order to determine the social benefits for the community.

The benefits in the socio-economic context for the community from an educational program, Ahmed (2001) criticized the improvements starting from income, productivity,

health, nutrition, family life, culture, recreation, and community participation. It aimed the major improvement in income and part of productivity, because it is an economic benefit for the community. Partial improvements in productivity, health, food, family life, culture, recreation, and participation reflected in social benefits.

So that children can get an excellent education, parents must be good at directing their children so that they not affected. If their social conditions do not support it, then the success of education will also not go well (Munandar et al., 2020). Parents play an important role so that in the social environment around we can use them as a support for achieving maximum education.

Family is the crucial factor in determining the educational attainment level of their children. However, family education does not depend solely on the family itself. Therefore, a certain family lives side by side with other families. The influence of other families cannot rule out, as with other elements in society, all of which are referred to as social conditions (Soekanto, 2002).

Regarding socio-economic conditions, Nurlaila (2020) explains that socio-economic conditions are a link between social status and daily life habits that have cultured for individuals or groups, where this cultural life habit usually called a cultural activity. Then, there are also thoughts that preserve patterns in society that are simple or complex. Life interactions between individuals point to differences in position, and the status criteria for distinguishing status in small societies are usually very simple. Apart from the relatively small number of citizens, there are few people who considered having high status. Meanwhile, Salim (2001) interpreted that socio-economic conditions meant a condition that showed the family's financial ability and material equipment, where these conditions were of a good, sufficient, and insufficient standard.

The socio-economic review of the community includes social aspects, socio-cultural aspects, and village aspects related to institutions and aspects of job opportunities (Mulyarto, 2001). We closely related village economic aspects and job opportunities to the problems of the welfare of the Village community. Sufficient food and economic needs for the community will only reached if their household income suffices to cover household needs and the development of their businesses. Sajogyo (2002) concentrates on community relations with farming patterns, differences in a person's status determined by the pattern of land tenure, capital, technology, and the size of the landowner.

### **2.3 Concept of Community Economic**

Mulyanto & Hans (2000) state that the economic situation is a point or position rationally and establishes a person in a certain position in society. The granting of such a position is accompanied by a set of rights and obligations which must be played by the status bearer (Setyaningrum et al., 2017).

Social aspects and job opportunities are closely related to community welfare issues. Sufficient food and economic needs for the community will only be affordable if household income suffices to cover household needs and the development of their businesses (Mulyarto, 2001).

### **2.4 Urgency of Education**

Education is the effort to advance human character, mind, and body so that they can show the perfection of life through a life that is in harmony with nature and society, can achieve the highest safety and happiness (Ilmi et al., 2020). Soesanto (2002) explains that

education for individuals who come from poor communities opens up new opportunities to find new fields that provide significant results.

Ihsan (2003) defines education in a simple and general way, which is a human effort to cultivate and develop the innate potentials of both physical and spiritual under the values that exist in society and culture.

Education is very important in enhancing national development because national development requires qualified human beings in every way. From this, we can see it how important education is, but not all humans can get an education. This is because the cause is the economy. People whose economies are not well off will find it difficult to get an education. The level of higher education takes a lot of sacrifices (cost, time, energy, and thoughts).

They need school education to achieve quality resources. In a development that leads to the industrialization era, it is necessary to develop a model (system) for the management of human resource development in order to improve the quality and ability of them to enter the workforce under development needs, so it is necessary to determine the quality of work skills at the level of position or production (Tirtarahardja & Sulo, 2000).

It can carry these efforts out through various efforts, including formal education or training. Implementing the “nine years” basic education is one way or efforts made by the government to meet the demands of the world of work. The requirements for the world of work demanded by the world of work are increasing so that with a basic education of nine years, it is certainly better.

The high average level of public education is very important for the nation’s readiness to face global challenges in the future (Tirtarahardja, 2000). High education is difficult to get for children, especially in rural areas. Many factors that cause this, among others, come from parents. On the one hand, Zamroni (2000) presented parental factors that are very dominant in the success of their children’s achievements. So far, various studies have drawn this conclusion. We can categorize parent factors into two sides. First are structural variables, and second, process variables become tools or benchmarks. From the head of this aspect, the background of the economic status, education, occupation, and income of the parents included in the structural variables, while the behavior of the parents in giving attention and help to their children in learning classified as a process variable.

## 2.5 Unemployment<sup>2</sup>

If a person has a low level of education, it will affect the socio-economic conditions of a society, where with low educational conditions, unemployment actually soars.

The unemployment is a term for people who do not work at all, are looking for work, work less than two days a week, or someone who is trying to get a decent job. They cause unemployment because the number of workforce or job seekers not proportional to the number of opportunities available (Wahyuningsih et al., 2020). Unemployment is often a problem in the economy because, with unemployment, people’s productivity and income will decrease, so that it can cause poverty and other social problems.

We can calculate other unemployment rates by comparing the number of unemployed people with the total workforce expressed in percent (%). The absence of unemployment income must reduce its consumption expenditure, which causes a decrease in the level of prosperity and welfare of the people in the village. Prolonged unemployment can also have a negative psychological effect on families and those who experience it (Wijaya et al., 2021).

Unemployment rates that are too high can also cause political, security, and social chaos, thus disrupting economic growth and development. Types of unemployment based on Mankiw's (1985) thought include frictional unemployment, structural unemployment, seasonal unemployment, and cyclical unemployment.

First, frictional unemployment is temporary unemployment caused by time constraints, information, and geographical conditions between job applicants and job application openers. Second, structural unemployment, where is the condition of the unemployed who are looking for work, unable to meet the requirements determined by job creation. The more advanced a regional and national economy is, can increase the need for human resources that are of better quality than before. Third, seasonal unemployment, which is unemployment because of fluctuations in a short-term economic reality that causes someone to be unemployed, for example, daily laborers with low wages cannot work, because of the Covid-19 outbreak. Fourth, cyclical is unemployed because of the fluctuating effects of the economic cycle, so that the demand for labor is lower than the supply of labor.

### 3. Methods

#### 3.1 Data Techniques and Data Components

This study set and focuses on “Kampung Ketupat” which is in Samarinda Seberang District, Samarinda City (Indonesia). With a qualitative approach based on the analytical design of Miles & Huberman (1994). We carry the time allocation out from August 2021 to September 2021. Primary data and interviews support the objectivity limitation with 55 informants. As well known, the minimum sample size for qualitative studies is 30 samples (e.g. Rahmaddian et al., 2021).

The data collected through the method of documentation, participatory observation, and measured interviews. To support that, the equipment we need includes writing tools, questionnaires, voice recorders, and mobile phones. After the data has been collected, it needs to be filtered and validated first, and then it planned after the interview process. The data analysis process requires four steps, namely data interpretation, data selection, filtering or data reduction, and summarizing conclusions (Arikunto, 2002).

#### 3.2 Study Range

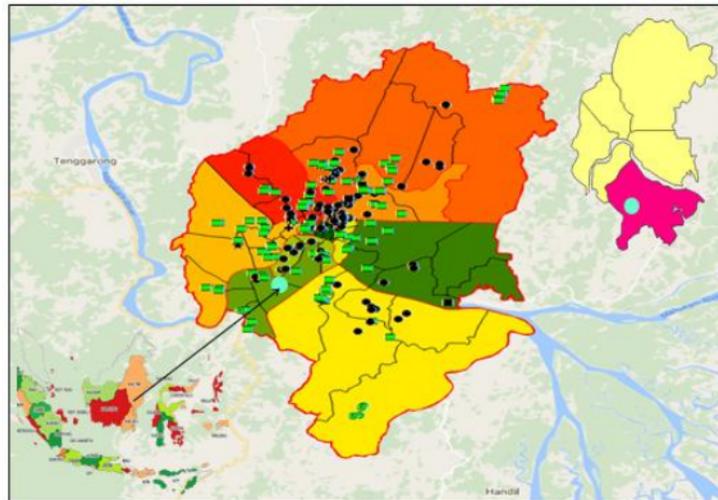
“Kampung Ketupat” is the area in Kelurahan Masjid (Samarinda Seberang District, Samarinda City). We classify this area as a lowland area on the coast of the Mahakam river. The distance between “Kampung Ketupat” and the district government center is about 5 km.

The shape of the houses in the community in “Kampung Ketupat” is still classified as semi-permanent. It made the average house building of wood. From our observations, the demographic composition of “Kampung Ketupat” is 267 people, of which there are 55 households (KK). Most of the people are Bugis and Banjar tribes who are migrants. The kinship system there is still relatively close and can have seen from an outrageous sense of cooperation, for example in compactly cleaning the field and jointly building a house (sambatan). They still adhere to the principles of cooperation. In addition, they are fully aware of the importance of living in groups, because it upheld these qualities in order to increase kinship.

If broken down according to the age hierarchy in “Kampung Ketupat”, 267 people or 19.99% with an age interval of 27–40 years, which is the highest number. Those aged 16–19

years are 502 people (8.41%). Referring to this composition, we can say that the population in “Kampung Ketupat” included in the young or productive age group.

In the religion category, most of them are Muslim. The education level of the population in “Kampung Ketupat” is still low because of the low socio-economic conditions. Broadly, they are not yet fully aware of the importance of education for their children. There are 2,157 people (43.44%) in “Kampung Ketupat” with primary school education (SD), while those with university graduates (Bachelor) totaled 30 people or 0.60%. For the academy graduate level, there are 65 people or about 1.30%, high school (SMA) 965 people or 19.43%, and 1745 people (35.14%) from junior high school (SMP) graduates. Meanwhile, their education with special religious education is 1079 people (89.91%), certified by taking courses totaling 120 people (10%), and there are also those who have attended special schools (SLB) totaling 1 or 0 people, and 08% many people there attend special religious education because of its strategic location with the influential Al-Hikmah Islamic boarding school. In addition, the heredity of their parents also supported this (mostly Muslims). That way, most of the “Kampung Ketupat” community’s education is low-educated. *Figure 1* demonstrates the sampling location.



**Fig. 1.** Map of Sample Points  
*Source:* Created by own.

Monograph data on “Kampung Ketupat” in 2019 shows that the livelihoods of the “Kampung Ketupat” community are “ketupat” craftworkers who are in line with the level of education, so access to find work is quite difficult and only relies on skills to do business in the informal sector. There are no special factories based on “ketupat” crafts, and this is their initiative to start the business. There are also those who work as farmers, including 2034 people (57.03%). Interestingly, 1532 other people scattered in various fields, such as soldiers and police (0.05%), 56 people or 1.57% as government employees, 65 teachers (1.82%), 1156 farm laborers (32.41%), 105 or 2.97% of people work as craftworkers, small traders amounting to 156 people (4.37%), and 1.59% (57 people) from other professions. Because this area is a rice field location, the people who work as farmers are quite dominant.

“Kampung Ketupat” has several educational facilities and infrastructure, such as a kindergarten (TK), a religious education park (TPA), an elementary school (SD), in a fast-paced cottage. We intend the existence of educational facilities to people who want to continue their education level and parents will have a broad view of the importance of education. The absence of facilities such as junior high schools (SMA) is a major factor in their children not continuing their education at a higher level. Apart from the long-distance traveled by SMA, this also caused by inadequate transportation. Public transportation is still difficult to find, and even then only at certain times. After that, those who wanted to travel far could not.

Relations between the community in “Kampung Ketupat” and other areas are well-maintained because they need transportation help, such as motorbikes and cars. To channel their daily activities, they have established organizations such as women’s empowerment and welfare (PKK) with 26 members from homemakers, 22 special farmer professional organizations with 594 members, and the village community security institution (LKMD). One of the well-developed women’s organizations in “Kampung Ketupat” is PKK. They trained the group of homemakers to make skills, for example, from beads, so that they could help improve their family’s economy and did not always depend on the harvest. The process as a farmer cannot fully expect, because sometimes their rice fields affected by flooding, drought because of the dry season, and part of their rice fields have not optimally adopted the irrigation system.

#### 4. Findings

Based on observations in the field, we got <sup>2</sup> data on the social and economic conditions of the community. Of the 55 informants, as rural communities, the major source of meeting their economic needs is in the agricultural sector. In fact, the results of open interviews with village officials, their agricultural landowners who work as farmers in “Kampung Ketupat”, on an average only ride. People, who on average do not have their own agricultural land, automatically give rise to unequal social and economic conditions.

*Several people with low income are Mr. Mustaqim, who work as farmers. He never went to school, so he cannot read and write. Besides that, Mr. Mustaqim also provided information that it is difficult to meet the needs of daily life, let alone send their children to school. At the moment, I have four children, and the first child is only a junior high school graduate because going to high school is costly. The cost of daily living in “Kampung Ketupat” is high because it is a rural area. Access to the rocky road is only partially on the asphalt, so the means of transportation are difficult, and getting into the village becomes obstructed. Almost the same as Mustaqim’s opinion, Ali is a farmer who also stated the same thing.*

*The yields in the rice fields are unreliable because their fields do not yet have irrigation. So the welfare of the community in “Kampung Ketupat” is low, this opinion reinforced by the Head of the Kelurahan (Mrs. Nurlina) who said that residents prefer their children work helping their parents in the fields or helping other work, rather than going to school. So it is not surprising, in “Kampung Ketupat” children who supposed to go to school, instead work to help support their families.*

As in remote areas of the city, the people of “Kampung Ketupat” mostly work in the agricultural sector, so that the lifestyle of the farming community is more characteristic of village life. Social stratification as existing in agrarian societies, as stated by Aslan et al. (2019) from his investigation, it also appears to have happened in this village. Most of the poor in Indonesia live in rural areas or areas that are not considered by the government. “Kampung Ketupat” also included. We can observe this from the number of poor families who receive impress underdeveloped villages (IDT), direct cash help (BLT), and health insurance programs (JPS) for poor families. This village is among the most receiving help compared to other villages in its sub-district scope.

As for the type of work, they are mostly farmers. Some others are trading, farm labor, rickshaw pullers, carpentry, and some household work. Art-nuanced work also exists, such as an aisle craftworker, but they cannot really on this type of work upon because it depends on demand.

Most of the farmers only own fields and some of them only cultivate other people’s land or hitchhike. The most suitable plants in this village are cassava, coconut, banana, and rice. The hard tree planted by farmers is a sengon wood.

The level of community education in “Kampung Ketupat” is still relatively low. Previously, there was no 9 years “compulsory education” program, children rarely continued to junior high school. Children who could not have accepted in public junior high schools choose not to go to school, private schools are very expensive. They prefer to migrate and become assistants in big cities such as Balikpapan, Tarakan, and Bontang. After the “compulsory education” program established, the School Principal and Village Head recommended each child continue to junior high school. So far, every year there are 200 elementary school graduates and 75% of them have continued to junior high school. However, there are also some girls who choose to sew courses. In addition, to directly use their skills for work, they are also not too expensive. They sent most of them who have passed the sewing course to cities in East Kalimantan Province to be employed in convection factories. Such conditions can help improve the economic standard of his family. From the results of work, it can increase the cost of living and help with the education costs of their younger siblings, sometimes even from the proceeds of migrating to buy fields or fields.

In 2008, it held a free school program for people who cannot read and write, but this program did not work well because they did not have the will and motivation to learn. They also choose to go to the fields or to the fields to complete the work of a community member who does not support the government program. The low level of education in society has resulted in people being unable to read and write. This also affects their children, who end up not completing their education at a higher level. Most of their children have only graduated from junior high school. Another observation that discusses the level of community education in “Kampung Ketupat” can categorized as low.

*We also talked with the head of "Kampung Ketupat" (Mr. Harun), it was known that the people with low education only reached the elementary and junior high school levels, although there were a small number of people who reached high school or university.*

The population in “Kampung Ketupat”, which is the most dominant at the SD level, is 2,228 people (36.12%). The reasons for the factors that cause it are the lack of facilities and infrastructure to support education in the village and also most of the population aged between

49–54 years. Interestingly, those of productive age cannot continue their education because of economic motives. We can conclude that the level of education in “Kampung Ketupat” is middle to low or low. In fact, education is the most important and fundamental thing to increase individual knowledge. At present, the process of fair development requires the participation of an educated population in order to avoid social and economic problems.

Education is the effort to create human character, mind, and body in order to show the perfection of life in harmony with nature and society and to achieve the highest happiness. Community participation in “Kampung Ketupat” in the education of children aged 6–18 years is still very low. They still think it is better for children to help their parents earn a living or to help work in the fields. The parties most responsible for children’s education are parents because they are the primary educators by nature. Here, the factors associated with the level of education of the socioeconomic status of the parents.



**Fig. 2.** Ketupat Craftsman Activities  
*Source:* Field investigation (2021).

Education in the community is not a top priority. The community still finds it difficult to pay for their children’s schooling. Instead of school fees, it is better to buy rice fields or fields because something can enjoy directly the results without thinking about future prospects. With various levels of education, the dominant community still views education as a taboo matter. Parents’ knowledge is very important for that. *Figure 2* presents homemakers who are also looking for a side income to support their families.

Another evaluation lies in the number of their children not at school during study hours. The surrounding environment has created a paradigm that is against the principle of sustainability. Children who help their parents to earn a living also contribute to the lack of opportunities for them to get an education. Parents prefer to invite their children to become farmers with limited capital, tools, and yields rather than going to school, which does not mean that they will get a decent job. This obstacle means a lot to their child’s future. Especially with the increasingly fierce competition for jobs and ultimately making them eliminated from the potential workforce intensity.



**Fig. 3.** Area of "Kampung Ketupat"  
*Source:* Field investigation (2021).

If this perception develops, they can find it out that parents will tend not to pay attention to their child's education. As a result, the aim of education to catch up with other nations will be difficult to achieve. They also hampered the motivation of children who will continue to various levels of study. In releasing fatigue after helping their parents to work, children prefer to play (see *Figure 3*).

The average perception of informants regarding the need for education is still low, which shows that the human resources in "Kampung Pendidikan" are not optimal. When an individual or a group of humans assesses, something is in tune with being bad too (Satiadarma, 2001). The attitude of the informants towards education is a manifestation of the perception of the well-being of the role of education, which raises the attitude of not caring about this problem, which affects the psychology of their children. Poor awareness and indifference to improving the quality of individual life through education are also found elsewhere.

## **5. Discussions**

The economic and social aspects of society have a tremendous influence on the success of the education generation. We closely related good learning outcomes and high or low educational attainment of children to these conditions.

Socio-economic conditions include employment, education, and per capita income. Parents' educational experiences and other dimensions also influence children's learning achievement (Dalyono, 2005).

Apart from being influenced by income, other factors that influence socio-economic conditions are consumption and expenditure, in which income distribution, household composition, and environmental demands are vital milestones (Ritonga, 2003). The household composition in question is many family members, which causes greater fulfillment of needs, including the proportion of spending on education. Indeed, the post is definitely costly. If the

number of dependents is small, then the fulfillment of needs will maximize, so that children's education will guarantee continuity. The socio-economic conditions of the community determine the level of education attained. If this situation is ideal, they will find it easier to provide opportunities for their children to go to school with excellent support.

The family factor is the intrinsic motivation in determining the level of education, but the social environment is a factor that cannot underestimated. Soekanto (2001) highlights that family education is not solely dependent on the internal itself, because they live side by side with other families. External influences are unavoidable, as are other elements in the community culture which locally have a significant influence on decision making.

Parents as educators must be able to sort out a good social environment for the continuity of education for their children by being able to act wisely in a less supportive social environment. Therefore, the social environment closely related to educational processes and outcomes. They are completely unaware of the urgency of advancing science through improvements in the education sector. The socio-economic conditions in the community affect their survival and their education is facing fierce competition.

## **6. Conclusions, Limitations, and Suggestions**

This study ambition to review the socio-economic conditions and level of education in "Kampung Ketupat" (Samarinda City, Indonesia). Referring to the research and social results of experiments with informants in the field, we need to conclude three points that apply to the objectives of the study. So far, the socio-economic conditions of the "Kampung Ketupat" community classified as low. We can see this from the houses they live in are still permanent, semi-permanent, and non-permanent. Another fact-based on their principal occupation is that the majority are labor farmers. The level of education is also low. Local government management of the revitalization of school buildings has no real impact, so that many of the local communities do not attend school and the dominant one only completes basic education. There is a tendency between the socio-economic conditions and the level of education, the higher the socioeconomic level, the higher the children's education level, and vice versa.

The weakness of this study lies in the minimal observation time because of the threat of an infectious virus (Covid-19). This needs to be considered for future researchers to explore informants' problems beyond the social, economic, and educational aspects. An extra effort to focus on is the uneven sample size. You should not only concentrate on the head of the family, but also on the wives and their children who can interview in-depth. Complex problems appear to emerge if all elements (objects) of the study can consulted.

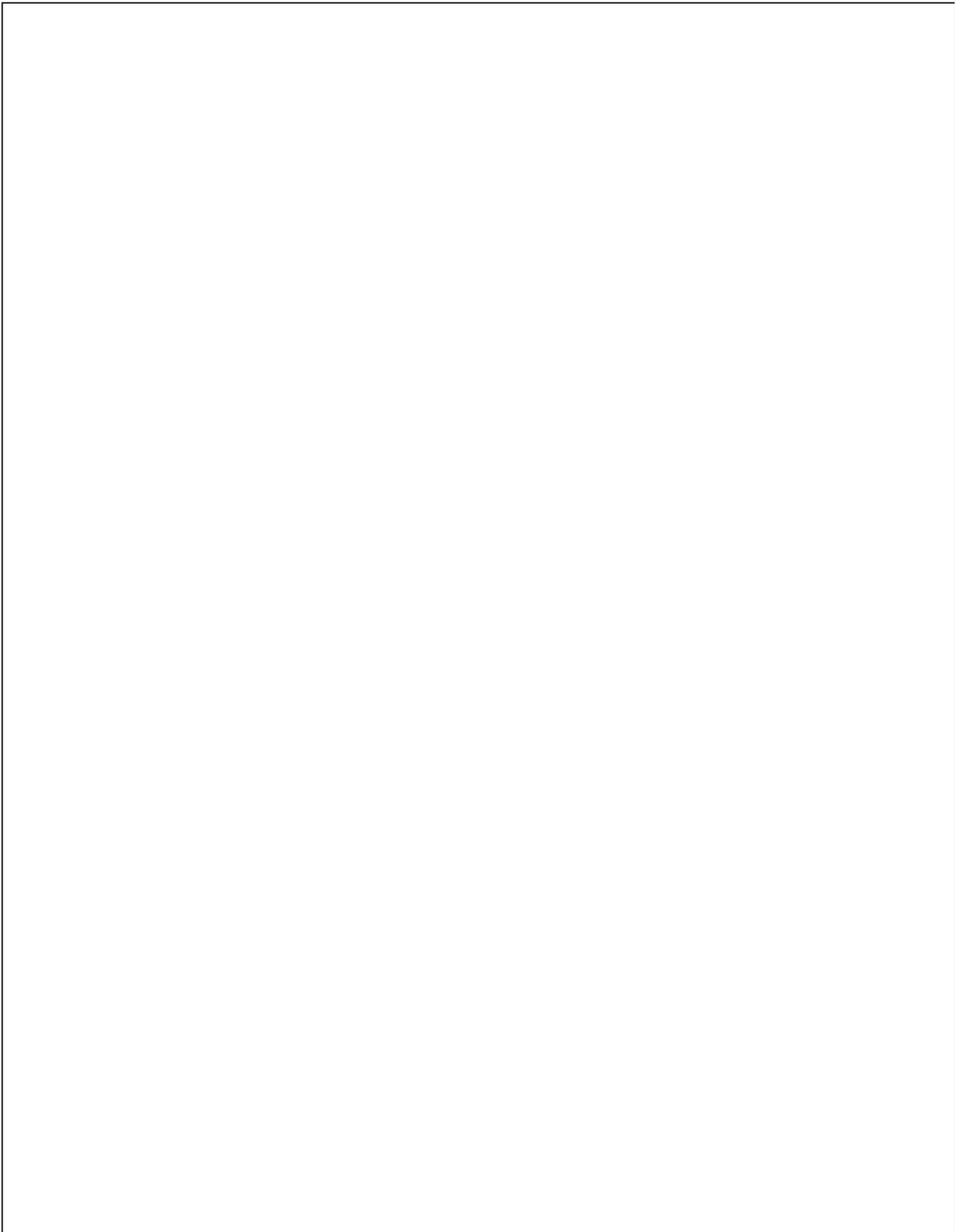
The implications that can applied to reduce the problems that have reviewed need to receive a significant contribution from the local government. We expect them to develop and improve the welfare of the "Kampung Ketupat" community through capital help or by opening job opportunities. Outreach for people who have low education, giving awareness of the importance of education, which leads to consistent innovation, creativity, and productivity.

## **Disclosure of Interest**

The author(s) declare that there is no conflict of interest in this paper.

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