

## ANALYSIS OF EDUCATIONAL STRATA ON THE QUALITY OF LIFE OF THE COMMUNITY

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### ABSTRACT

*Current conditions, including quality of life, lived or faced by an individual or society are influenced by many factors, one of which is the choice in determining the strata or level of education. Quality of life itself is an individual's subjective perspective related to the position and condition he lives, which contains elements of values, culture, religion, expectations, and social systems. This paper seeks to determine the strata of education in relation to the quality of life of the Guardians of Mutiara Bantul Kindergarten, Yogyakarta. The research was conducted using a field approach with quantitative methods. The sampling technique used accidental sampling of 84 respondents. The measurement technique uses the Linkert scale. The results of regression analysis showed that there was a significant and positive relationship between perceptions, interests, and decisions to attend higher school on quality of life. The higher the perceptions, interests, and decisions to attend higher school in a particular educational strata, the higher the level of quality of life. This is in line with the creation of conditions in building one's quality of life with growth becoming through increasing knowledge and skills.*

**Keywords:** *Education Strata, Quality of Life, Perception, Interests, School Decisions*

### ABSTRAK

Kondisi yang saat ini, termasuk di antaranya kualitas hidup, yang dijalani atau dihadapi oleh seorang individu atau masyarakat dipengaruhi oleh banyak faktor, salah satunya adalah pilihan dalam menentukan strata atau tingkat pendidikan. Kualitas hidup sendiri merupakan perspektif subjektif individu terkait dengan posisi dan koondisi yang dijalaninya, dimana di dalamnya memuat unsur nilai, budaya, agama, harapan, dan sistem sosial kemasyarakatan. Tulisan ini berupaya untuk mengetahui strata pendidikan dalam hubungannya dengan kualitas hidup Wali Murid TK Mutiara Bantul, Yogyakarta. Penelitian yang dilakukan menggunakan pendekatan lapangan dengan metode kuantitatif. Teknik pengambilan sampel menggunakan *accidental sampling* sejumlah 84 responden. Teknik pengukuran menggunakan skala *Linkert*. Hasil analisis regresi menunjukkan bahwa terdapat hubungan yang signifikan dan positif antara persepsi, minat, dan keputusan bersekolah lebih tinggi terhadap kualitas hidup. Semakin tinggi persepsi, minat, dan keputusan bersekolah lebih tinggi pada strata pendidikan tertentu, maka semakin tinggi pula tingkat kualitas hidup. Hal ini selaras dengan penciptaan kondisi dalam membangun kualitas hidup seseorang dengan *growth become* melalui peningkatan pengetahuan dan keterampilan.

**Kata kunci:** Strata Pendidikan, Kualitas Hidup, Persepsi, Minat, Keputusan Sekolah

## INTRODUCTION

Education is one of the basic aspects of human life. He plays a role in creating various situations and conditions, both experienced personally by individuals, and socially by a society (Yürekli & Şahin, 2018). In modern times, educational background is one of the main benchmarks in looking at a person's competence (Noer et al., 2022). Competence itself is an individual's provision in living life and achieving certain conditions in life, one of which is the realization of quality of life (Hartati, 2013). With competence, a person is able to maintain his existence in the midst of the times and adapt to change.

Some things that play a role in influencing a person's quality of life are education strata; economic level; family background; opportunities in employment; and national economic conditions (Ngan & Khoi, 2020). Related to the strata of education, people from certain circles often do not get the opportunity to have certain education and skills. As a result, his quality of life is not much different from the general conditions around him (Brilliananda & Wibowo, 2023). In the sociological view, a society can be formed by the same conditions. For this reason, certain conditions (such as low quality of life) will be easily detected through the community, or certain areas ( Yulista, 2023). For example, in schools with a certain quality of education (above average) it will be easy to find parents who are fully aware of the importance of education for children.

Quality of life is the opposite of poverty *culture*, which on almost all sides can be viewed from a financial perspective (Boixadós et al., 2009). That's why quality of life has certain indicators that are opposite to cultural poverty. The indicators of quality of life among are: *first*, Individuals and society are tied to institutions within society itself, one of which is educational institutions. Through active community involvement in educational institutions is clear evidence of public awareness in education (Ruzevicius, 2014). For this reason, in the world of education, an evaluation is needed if there are cases of schools that are in densely populated environments but lack students.

*Second*, the awareness that children are valuable assets or investments. In the perspective of family financial health, children are efforts to maintain or improve family status through social status. Thus, children are expected to be able to obtain education in line with the skills they have for provision in the future (Massam, 2002). Understanding of children's challenges in the future can be communicated through educational channels. *Third*, there is a pattern of values that are upheld and able to implement these values. Individuals with certain values tend to be able to show their existence in an environment

with changing values (Nordenfelt, 1993). As an illustration, the value of awareness on the importance of education will not be easily changed by circumstances.

Quality of life can be described through the possibility that a person can become several conditions, namely: *being* (awareness of oneself and his responsibilities until later in life); *belonging* (suitability to the surrounding environment); and *become* (there is a picture of the future that will be lived tomorrow) (Novianti et al., 2020). Each of these conditions has 3 (three) sub-dominants. *Being* has sub-dominance: *physical being* (personal health, hygiene, physical appearance); *Psychological Being* (adjustment, self-control, cognition, feelings); and *Spiritual Being* (values and beliefs). *Belonging* has sub-dominance: *physical belonging*; *social belonging* (communication relationships, acceptance, rejection); and *community belonging* (access to resources such as education, health services, community activities, etc.). While *become* has sub-dominant: *practical become* (access to activities or daily activities); *leisure become* (leisure activities, such as recreation, socializing etc.); and *growth become* (increased knowledge and skills) (Union, 2017). Thus it can be said that through the conditions of *being*, *belonging*, and *become*, *individuals can be judged in terms of quality of life*.

Quality of life by WHO is defined as an individual's subjective perspective related to the position and conditions they live, which contains elements of values, culture, religion, expectations, and social systems (Cai et al., 2021). This subjectivity does not allow the conditions of quality of life to be universally applicable. WHO also states that there are 4 (four) dimensions of quality of life, namely: physical health (comfort and work capacity); psychological health (the image of others of themselves, and the cognitive processes of the individual); social relationships (personal, social support and relationships with partners); and environment (income, freedom, living environment, etc.) ( Sayidah et al., 2019). This shows that the quality of life is not necessarily influenced within the individual, but is also influenced by factors outside the individual.

Quality of life can be affected by micro and macro factors. Micro is related to individual interactions with family and social society, including: genetic/biological factors; health status; mature personality and self-concept; satisfaction of social relations; social experience; and lifestyle. While macro factors are related to the wider community, including: social support systems; health services; community institutions (MSMEs, educational institutions, etc.); and financial guarantees (Handini et al., 2019). In the course

of man, these macro and micro factors can continue to develop. For example, the existence of technology that has now become a major part of human life.

The degree to which a person is able to enjoy all the important things in his life is also the realm of the definition of quality of life (Schalock et al., 2008). In this case, a person feels able to remain in control of the situation and is able to adapt to changes in environmental conditions (Sayidah et al., 2019). Another definition of quality of life is the condition of a person's feeling satisfied with his life in general. He is able to identify his life, live, and is able to exercise control over his decisions (Idris, 2019). Another opinion says that the quality of life is in harmony with 8 (eight) conditions, namely: material welfare; physical; mental and emotional; interpersonal relationships; social; fulfillment of individual rights; capable of self-determination; and able to grow and develop in line with individual needs (Yunusa et al., 2022). In the end, various notions of quality of life can be united through various keywords, namely: satisfaction, happiness, and well-being. In addition, it can also be understood that the quality of life is subjective and broad in its description.

One of the main things that plays a role in achieving quality of life is through education (Suranto, 2023). As a conscious effort in achieving certain goals, the education that a person undergoes, both formal and non-formal in reality plays a role in determining the quality of life, one of which is the possibility of financial maturity and excellent health (Baihaqqy et al., 2020). In other words, education has a role in building the quality of life of individuals (Damaiyanti & Fitriani, 2017). Based on this description, this paper aims to determine people's perceptions of education strata in relation to quality of life.

## **METHOD RESEARCH**

The research methodology used in this study is with a field approach, which means that researchers make direct observations of research objects in the school environment. This research uses quantitative methods, which means the data collected will be analyzed statistically. The data collection techniques used in this study were interviews, observations, and questionnaires. Interviews are used to obtain information from respondents directly, while observation is used to observe behavior or activities in the school environment. Questionnaires are used to collect data from larger numbers of respondents. The sampling technique used in this study was accidental sampling, which means respondents were selected by chance or incidentally. The number of respondents

taken was 84 people, all of whom were parents of students of TK Mutiara Bantul, Yogyakarta. The measurement technique used in this study is the Likert scale. This scale is used to measure respondents' perceptions, attitudes, and opinions about a social phenomenon. The Likert scale consists of statements answered by respondents with the answer choices provided, such as strongly agree, agree, neutral, disagree, and strongly disagree.

## RESULTS AND DISCUSSION

Quality of life has a broad scope, considering that it is influenced by physical and psychological health; social relationships; beliefs; etc. (Cai et al., 2021). Thus it is not easy to pin down a definition of quality of life, given that this can be the subjectivity of each individual. Meanwhile, it can be said that one of the efforts in achieving quality of life is to achieve a certain educational condition. Education in this case can be in the form of strata or levels of education, also means certain competencies obtained through education (Vionalita & Kusumaningtiar, 2017). The subjectivity of quality of life underlies that quality of life starts from the individual.

Multiple regression analysis performed in testing hypotheses can be explained as follows:

**Table 1.** Multiple Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics
	B	Std. Error	Beta			Tolerance
<b>(Constant)</b>	3.740	1.044		3.588	.001	
<b>PERCEPTION</b>	.247	.100	.287	2.443	.002	.482
<b>INTEREST</b>	.241	.105	.264	2.272	.001	.506
<b>DECISION</b>	.205	.098	.234	2.210	.003	.514

Based on the table mentioned above, it can be explained that perception increases the quality of life by 0.247. Meanwhile, the increase in interest in attending school to reach certain educational strata correlated with an increase in quality of life by 0.241. While the decision to attend higher school will also increase the quality of life by 0.205.

The Multicollinearity Test shows that there are no symptoms of multicollinearity between variables, as described as follows:

**Table 2.** Multicollinearity Test  
 Coefficients<sup>a</sup>

Model	Colinearity Statistics
	VIF
(Constant)	
PERCEPTION	2.072
INTEREST	1.980
DECISION	1.928

The *Variance Inflation Factor* (VIF) value indicates that all variables in this study are smaller than 10.

The Heterokedasticity Test is performed to test whether a regression model occurs heterokedasticity phenomenon. The heterokedasticity test performed shows a pattern of dots that spread randomly and does not show a specific pattern. This spread occurs in the distribution seen on the upper and lower sides of the number 0 (zero) on the Y axis. This shows that there is no deviation from the classical assumption of heterokedasticity. Thus the regression performed accepts the hypothesis of homoscedasticity.

The Normality Test is performed to test whether the variables in the study are normally distributed or not. This test is carried out by paying attention to the pattern of points on the *Normal P-Plot of Regression Standardized Residual*. The results of the Normality Test show that all data is normally distributed which can be seen from the distribution of data around the diagonal line. This also shows that the regression model in this study meets the assumption of normality.

A t-test is performed to test the hypothesis. Based on the analysis of SPSS data, it can be explained that: *first*, the results of the perception test have a calculated significance value of 0.003 or less than 0.05 with a calculated t of  $3.570 > t$  table of 1.6638, which can be interpreted that the perception hypothesis of educational strata has a significant influence on the quality of life. This is in line with the opinion that the education strata affect the quality of life, which is characterized by financial maturity (Rusmayadi & Herman, 2019). Another opinion says that the quality of life can also be seen from the element of easy access to a healthy lifestyle (Iri et al., 2017). Both theories base themselves on the quality of life starting with oneself.

*Second*, the results of the interest test have a calculated significance value of 0.001 or less than 0.05 with a calculated t of  $2.450 > t$  table of 1.6638, which can be interpreted

that the interest hypothesis has a significant influence on the quality of HIDP. The higher the interest in achieving a certain educational strata, the higher the quality of life. To achieve a certain condition in the quality of life, a high awareness of an individual is needed through an interest in continuing to learn, both formal and non-formal education paths. This is an effort to continue to hone and forge oneself into a person whose quality is not only seen in a personal perspective, but also meaningful for the closest environment, namely the family (Haraldstad et al., 2019). Continuous from the first point, the quality of life in this theory begins to lead to the individual environment. In other words, quality of life is no longer measured internally by individuals, but also by external.

*Third*, the results of the decision test have a calculated significance value of 0.004 or less than 0.05 with a calculated t of 2.257 > t table of 1.6638, which can be interpreted that the decision hypothesis has a significant influence. The quality of life in this case is also determined by the decision to reach a certain strata of education. From an early age a child will be motivated to study harder in order to achieve a goal. This also applies to the decision to continue education. Not infrequently someone prefers career and family in order to pursue further education. This condition cannot be blamed considering that the decision on the education strata falls on each individual (DS, 2003).

The coefficient of determination as a determinant of how much variables determine each other can be explained as follows:

**Table 3.** Coefficient of Determination Model Summary<sup>b</sup>

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>Durbin-Watson</b>
<b>1</b>	.685	.482	.630	1.00125	1.999

The Coefficient of Determination shows a number of 0.630, which means that 63% of quality of life variables can be explained by 3 (three) variables, namely: perceptions, interests, and decisions to attend higher school in certain educational strata. While the remaining 0.37 or 37% was determined by other variables not proposed in this study.

This study shows that there are 3 (three) sub-domains in the education strata in relation to achieving quality of life, namely: perceptions of the importance of education strata, interests, and decisions to pursue further education as an effort to achieve certain educational strata. Ultimately, any expectation of quality of life depends on each person's personal and personal circumstances. Both education strata and quality of life are choices.

The achievement of one of them is basically also one of the human goals to achieve a certain degree, until in the end a person is able to put himself in an ideal position for himself and for the closest environment / family.

## CONCLUSION

The hypothesis test conducted shows that there is a positive and significant relationship between perceptions, interests, and decisions to attend school in certain educational strata with quality of life. In other words, respondents in this study showed the same perception, that the higher the perception of the education strata, the more it will affect the quality of life. Similarly, the interest and decision to go to school in achieving certain educational strata. The higher the interest and decision to continue education, the higher the expectation of achieving quality of life. In the concept of quality of life, there are conditions that can be created by individuals in achieving quality of life, namely by *growth become through* increasing knowledge and skills. And this is obtained through the educational process, both through increasing educational strata and strengthening experience, all of which require a lot of energy.

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