

THE INFLUENCE OF FAMILY ECONOMY AND PARENTAL MOTIVATION OF COCONUT FARMERS ON THE CONTINUATION OF CHILDREN'S EDUCATION

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ABSTRACT

The purpose of this study is to determine the influence of motivation and household economics of coconut farmers on the continuation of student knowledge in Amurang sub-district (adjust the research location). The study used a quantitative method by means of a survey through a questionnaire distributed to 40 coconut farmers. Data examination was carried out with multiple linear regression tests using the SPSS program. The research results showed that the motivation unsurhad a significant effect on the continuation of student knowledge with a real value of $0.000 < 0.05$, a calculated t value of $6.173 > t$ table 2.028. The economic unsuralso had a significant effect with a real value of $0.000 < 0.05$, a calculated t value of $4.018 > t$ table 2.028. Simultaneously, motivation and economics had a significant effect on the continuation of student knowledge, indicated by a real value of $0.000 < 0.05$, a calculated F of $1823.238 > F$ table 3.24. The R-squared value was 0.80, meaning 80% of the variation in students' academic progress can be exp lained by motivation and economic variables, with the remaberikutng 20% exp lained by other factors outside this study. Therefore, it can be concluded that the higher the parental motivation and the better the economic condition of the coconut farmer's household, the greater the likelihood of students continuing their education to a higher level.

Keywords: *Family economy, parental motivation, coconut farmers, educational continuity.*

INTRODUCTION

Family economy refers to all forms of economic activities carried out by a family in managing income and expenditures to meet daily life necessities (Nizar et al., 2021). The family economy encompasses aspects of production, consumption, and distribution within the household scope, where the family functions as an economic unit that manages resources to achieve welfare (Yusuf et al., 2019).

Income is all earnings obtained by a family, either in the form of money or services. Every individual has the right to earn a living in an effort to fulfill life necessities, which can drive someone to pursue what they aspire to. For low-income communities, they strive to earn from their work merely to meet daily routine needs. For middle-income families, they are more directed toward fulfilling decent basic needs such as food, clothing, housing, education, and others. High-income and affluent families will satisfy all their desires, including the desire to send their children to higher levels of education (Rahmat, 2012).

Education is a compulsory necessity that must be fulfilled in human life. Article 31 Paragraph (1) of the 1945 Constitution of the Republic of Indonesia states that every citizen has the right to receive an education, and it is further emphasized in Paragraph (3) that the Government shall manage and organize a national education system that increases faith, piety, and noble character in the context of intellectualizing the nation's life, which is regulated by law. The task of intellectualizing the nation's life, as one of Indonesia's national goals, must be pursued by all components of the nation (Zakiy et al., 2024).

When income can meet daily necessities and fulfill other household needs, the family is considered prosperous. To meet daily necessities and other needs, everyone requires a job. Through working, they will generate income.

Educational financing is the responsibility and duty of parents. However, the level of family economy leads to differences regarding motivation in the educational process, as stipulated in Law Number 20 of 2003 concerning the National Education System, Article 54: "Community participation in education includes the participation of individuals, groups, families, professions, entrepreneurs, and community organizations in the implementation and quality control of educational services" (Saprudin, 2022).

According to Darmayanti (2024), parents are the first and primary educators in the family; hence, parents must pay attention and provide motivation so that their children can pursue education successfully. This is because education is a shared responsibility among schools, parents, and the community. Parents serve as the first and primary institution. The way parents educate their children has a major

influence on the children's education. According to Lisa Megawati (2020), regarding the role of parents in children's education, rural communities generally have low education levels and limited capital, making them less capable of stabilizing their economic status. This condition impacts the social and educational conditions of their children. Consequently, for rural communities, education remains an issue that cannot yet be treated as a prioritized basic need.

The level of education also influences parents' motivation to send their children to school, in addition to the parents' income level. This is because the higher the parents' education, the more knowledge and experience they acquire from the education they received; thus, parents can choose better ways to guide and educate their children.

Motivation is defined as a driving force from within and inside the subject to perform certain activities to achieve a goal. According to Mc. Donald, motivation is an energy change within a person characterized by the emergence of "feeling" and preceded by a response to the existence of a goal (Suparyanto & Rosad, 2015, 2020). Mamentu (2024) explains that student learning motivation is significantly influenced by factors in the school environment and the role of the teacher, where the teacher's role has a strong positive influence on increasing learning motivation.

Parental motivation cannot be separated from various needs and drives existing within an individual that serve as the mover, energy, and influencer of all human actions. Similarly, when parents possess knowledge about the importance of education, they will have the motivation to send their children to school. This is because community support—particularly from parents toward children's education at school—can take various forms, including ideas, labor, financial wealth, as well as skills and knowledge.

Children are a shared responsibility among parents. Therefore, an awareness of the responsibility to continuously educate and nurture children needs to be developed in every parent. Consequently, the education provided is no longer based on mere customs observed by parents, but has been grounded in modern educational ideas in accordance with changing times (Abidin, 2016).

The responsibility of a family cannot be separated from costs, including educational costs. The level of income heavily influences a person's capability to bear the magnitude of educational expenses; it can be argued that an individual's income level is the primary determinant of their capacity to afford education. The income level of parents, in this case coconut farmers, tends to affect the continuity of their children's education, which will be followed by the motivation to send their children to school.

Based on the results of initial observations and informal interviews with village officials and local residents, it was revealed that the continuity of children's education in Ranomea Village, East Amurang District, is still categorized as low. Out of the children of coconut farmers who have completed primary school (SD), a number of them do not continue to junior high school (SMP). Furthermore, among those who successfully completed junior high school, a significant portion do not proceed to senior high school (SMA/SMK). In fact, the number of coconut farmers' children capable of continuing their education to higher education is very small compared to the total number of high school graduates.

This condition indicates a declining trend in the number of students at each higher level of education. This phenomenon is generally associated with the economic limitations of coconut farmer families, whose income is seasonal and uncertain, making it difficult for parents to finance their children's continuing education. Aside from economic factors, a lack of parental motivation is also a primary cause, where many parents assume that higher education is not very important and that children are better off helping their parents work in the coconut plantations. As a result, many children choose to drop out of school or do not continue their education to a higher level.

The continuity of children's education in Ranomea, East Amurang District, remains a problematic issue because a large portion of coconut farmers' children do not continue their education to higher levels. This condition is linked to two main factors: family economy and parental motivation. Most residents in Ranomea earn their living as coconut farmers, meaning that family income is highly dependent on harvest yields and volatile copra prices. This income instability causes many

families to struggle to meet children's educational needs, such as school fees, learning equipment, and transportation costs. In addition, parental motivation to encourage children to pursue higher education varies. Some parents have a strong drive for their children to continue their education, but many others provide minimal support due to limited insights, traditional mindsets, or because they believe children are better off helping with plantation work during difficult economic conditions. The lack of motivation and support from parents impacts the children's lack of enthusiasm to continue their schooling. Therefore, the main problem that arises is the lack of clarity regarding the extent to which the family economic condition and the level of parental motivation of coconut farmers influence the continuity of children's education in Ranomea Village, East Amurang District.

Based on this phenomenon, the author is interested in conducting a research study entitled "**The Influence of Family Economy and Parental Motivation of Coconut Farmers on the Continuation of Children's Education in Ranomea, East Amurang District**".

LITERATURE REVIEW

Family Economy and Its Relevance to Educational Financing

The family economy is fundamentally defined as the management of household financial resources, encompassing income generation and expenditure allocation to satisfy daily livelihood needs (Nizar et al., 2021). From an economic perspective, the household functions as a micro-economic unit responsible for distributing resources to maximize family welfare (Yusuf et al., 2019). According to classic economic stratification, a family's income level dictates its consumption patterns; low-income households allocate their resources strictly for immediate survival needs, whereas high-income households possess the financial surplus required to invest in long-term goals, including higher education (Rahmat, 2012).

In rural agrarian contexts—such as coconut farming communities—household income is often seasonal, highly volatile, and heavily dependent on fluctuating commodity prices like copra. This financial instability presents a severe

constraint on educational financing. While formal education is a constitutional right and a public service regulated by national mandates such as Law Number 20 of 2003 concerning the National Education System, the pragmatic burden of direct costs (tuition, uniforms, books) and indirect costs (transportation and opportunity costs) falls heavily upon parents (Saprudin, 2022). Consequently, family economic stability acts as a primary institutional gatekeeper for educational attainment in rural areas.

The Concept of Parental Motivation

Motivation serves as an internal psychological driving force that stimulates, directs, and sustains human behavior toward achieving specific objectives. As conceptualized by Mc. Donald, motivation represents an energetic shift within an individual, characterized by affective responses ("feelings") and preceded by a cognitive orientation toward a desired goal (as cited in Suparyanto & Rosad, 2020). In the realm of education, motivation is not confined solely to the student; parental motivation plays a critical, foundational role. Parents are recognized as the primary and most vital agents of socialization and education within the household (Darmayanti, 2024).

Parental motivation to support higher education is heavily shaped by their own educational backgrounds and social environments. Highly educated parents generally exhibit a modern mindset, possessing a deeper awareness of the strategic value of academic credentials in fostering social mobility and breaking generational poverty cycles. Conversely, parents in traditional rural sectors often hold a more pragmatic or minimal orientation toward formal schooling due to limited exposure and capital (Lisa Megawati, 2020). Despite economic hardships, strong parental motivation can manifest as substantial psychological support, learning supervision, and strategic financial prioritization, which heavily influences a child's academic drive.

Continuity of Children's Education

Educational continuity refers to the sustained, uninterrupted progression of a student through the formal academic hierarchy, moving from primary and secondary education to tertiary or higher education levels. Ensuring the continuity

of education among rural youth is essential for developing human capital that aligns with modern socio-economic transformations (Abidin, 2016).

However, in agricultural communities, educational continuity is highly vulnerable to disruption. The decision to allow a child to continue their schooling or to withdraw them from the school system is often a calculated household choice. When a family faces economic distress, a child is frequently viewed as an immediate economic asset capable of providing labor—such as working in coconut plantations—rather than a long-term human capital investment. Therefore, the survival of a student's academic path past compulsory basic education is highly dependent on the intersection of physical capital (family economy) and psychological capital (parental motivation).

RESEARCH METHOD

This study utilizes a quantitative method with an associative research design. The quantitative approach was selected because it aims to determine the relationship between two independent variables, namely family economy (X1) and parental motivation of coconut farmers (X2), and the dependent variable, which is the continuation of children's education (Y).

The population in this study consists of coconut farmers located in Ranomea Village, Amurang District, totaling 420 heads of households. Sampling in this study was conducted using a purposive quota sampling technique, which involves selecting participants based on specific criteria or characteristics—specifically, heads of households who have children of school age. Based on initial observations, there were approximately 100 individuals who met these sample criteria; thus, the author selected a sample size of 40%, resulting in 40 respondents.

The selection of a sample size of 40 respondents is based on methodological considerations aligned with the purposive quota sampling approach. In this technique, the sample size does not strictly have to follow specific mathematical calculations such as the Slovin or Cochran formulas, but is instead determined based on its suitability with the specific criteria established by the researcher. In this study, the criterion is that the head of the household must be a coconut farmer with

children who are currently of school age. From the observation results, about 100 heads of households met these criteria. This sub-group is considered a relatively homogeneous population because the majority share highly similar socio-economic characteristics as coconut farmers.

According to guidelines by Roscoe (1975), as cited in Sugiyono (2018), a sample size between 30 and 500 participants is appropriate for social research, and for minimum relational analysis testing, a sample size of at least 10 times the number of studied variables is required. By taking into account the homogeneity of the population, field accessibility, and analytical requirements, the researcher established a sample size of 40% of the population that met the criteria. Therefore, a sample size of 40 respondents is deemed adequate and methodologically justifiable.

FINDINGS AND DISCUSSION

The following section presents the results of the multiple linear regression analysis used to test the effects of the independent variables on the dependent variable. Prior to testing the hypotheses, the data were subjected to classical assumption tests to ensure the validity and robustness of the regression model. Subsequently, the regression analysis results are interpreted to explain the direction, magnitude, and statistical significance of the relationships between variables.

A validity test was conducted to determine the extent to which the research instrument used was capable of measuring what it was intended to measure. Based on the testing results, all questionnaire items showed a significance value is 0.000. Since this value is lower than the significance threshold of 0.05, all questionnaire items are declared valid and appropriate for use in this study.

Table 1. Validity and Reliability Test Results

No.	Test	Value	Description
1	Validity	0.000	Valid
2	Reliability	0.994	Reliable (Very High)

Based on the testing results, all questionnaire items showed a significance value is 0.000. Since this value is lower than the significance threshold of 0.05, all questionnaire items are declared valid and appropriate for use in this study.

The reliability test results indicate that the internal consistency value (Cronbach's Alpha) is 0.965. This value demonstrates that the research instrument possesses a very high level of reliability; therefore, it can be concluded that the questionnaire used in this study is highly reliable.

Table 2. Variable Tabulation: Continuation of Children's Education (Y)

Variable	Item Code	Statement	Total Score	Average	Std. Dev	Category
Continuation of Children's Education	KP1	Education is perceived as important for the child's future	168	4.20	0.55	Excellent
Continuation of Children's Education	KP2	Parents are able to support the costs of the child's education	154	3.85	0.68	Good
Continuation of Children's Education	KP3	Children are encouraged to continue their education to a higher level	164	4.10	0.60	Excellent
Continuation of Children's Education	KP4	Parents consistently finance the child's education	151	3.78	0.70	Good
Continuation of Children's Education	KP5	Education is a top priority within the family	162	4.05	0.59	Excellent
Continuation of Children's Education	KP6	Parents provide non-material support (motivation and attention)	167	4.18	0.56	Excellent

Variable	Item Code	Statement	Total Score	Average	Std. Dev	Category
Continuation of Children's Education	KP7	Children have adequate access to educational facilities	146	3.65	0.72	Good
Continuation of Children's Education	KP8	Parents hold high educational aspirations/expectations for the child	169	4.22	0.54	Excellent

Table 3. Variable Tabulation: Parental Motivation (X2)

Variable	Item Code	Statement	Total Score	Average	Std. Dev	Category
Parental Motivation	MO1	Parents encourage the child to stay in school	166	4.15	0.62	Excellent
Parental Motivation	MO2	Parents supervise the child's learning activities	156	3.90	0.65	Good
Parental Motivation	MO3	Parents frequently communicate regarding the importance of education	162	4.05	0.60	Excellent
Parental Motivation	MO4	Parents provide a good role model/example regarding education	155	3.88	0.67	Good
Parental Motivation	MO5	Parents are willing to make sacrifices for the child's education	165	4.12	0.58	Excellent
Parental Motivation	MO6	Parents consistently motivate the child	158	3.95	0.63	Good

Variable	Item Code	Statement	Total Score	Average	Std. Dev	Category
Parental Motivation	MO7	Parents help when the child experiences learning difficulties	160	4.00	0.61	Excellent
Parental Motivation	MO8	Parents give appreciation/praise for the child's achievements	167	4.18	0.57	Excellent

Based on the Children's Educational Continuity table above, it can be observed that the educational continuity variable has an average value of 4.00, placing it within the good to excellent category. This finding indicates that, in general, the respondents' children have adequate opportunities and support to pursue their education to a higher level. Nevertheless, indicators regarding the capability to afford educational costs and access to educational facilities show relatively lower values compared to other indicators, reflecting the fluctuating nature of the farming household economy.

The Parental Motivation variable table shows an average value of 4.03, which falls into the excellent category. This demonstrates that most of the respondent parents possess high levels of encouragement, attention, and involvement toward their children's education. The item with the highest score is found in the indicator for providing appreciation for children's achievements, whereas the lowest score lies in the supervision of learning activities, though it still remains within the good category.

A normality test was conducted to determine whether the residual data are normally distributed. The results of the normality test using the Kolmogorov-Smirnov method indicate a significance value is 0.200. Since this significance value is greater than 0.05, it can be concluded that the residual data are normally distributed.

Table 4. Normality Test Results

Method	Significance (Sig.)	Description
Kolmogorov-Smirnov	0.200	Normally Distributed Data

Table 5. Multiple Linear Regression Coefficients

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	381,546	99,295		3,843	,000		
	Income	,115	,019	,605	6,173	,000	,028	35,355
	Motivations	7,444	1,853	,394	4,018	,000	,028	35,355

a. Dependent Variable: Educational Continuity

First Hypothesis Testing (H1)

The significance value for the effect of X1 on Y is $0.000 < 0.05$, and the t-statistic value is $6.173 > t\text{-table } 2.028$. Therefore, it can be concluded that H1 is accepted, meaning that Income (X1) has a significant effect on the Continuation of Children's Education (Y).

Second Hypothesis Testing (H2)

The significance value for the effect of X2 on Y is $0.000 < 0.05$, and the t-statistic value is $4.018 > t\text{-table } 2.028$. Therefore, it can be concluded that H2 is accepted, meaning that Motivation (X2) has a significant effect on the Continuation of Children's Education (Y).

Table 6. The Effect of Parental Motivation on the Continuation of Children's Education

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1076239.630	2	538119.815	1823.238	.000 ^b
Residual	10920.370	37	295.145		
Total	1087160.000	39			

- a. Dependent Variable: Educational Continuity
- b. Predictors: (Constant), Motivation, Income

Third Hypothesis Testing (H3)

The significance value for the simultaneous effect X1 and X2 on Y is $0.000 < 0.05$, and the calculated F-value is $1823.238 > F\text{-table } 3.24$. Therefore, it can be concluded that H3 is accepted, meaning that Income (X1) and Motivation (X2) simultaneously exert a significant effect on the Continuation of Children's Education (Y).

Table 7. Table of the Simultaneous Effect of Family Economy and Parental Motivation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,850 ^a	,800	,889	17,180
a. Predictors: (Constant), Motivation, Income				

Based on the table above, the R Square value is found to be 0.800. This indicates that the simultaneous effect of independent variables X1 and X2 on the dependent variable Y accounts for 80%, while the remaining 20% is influenced by other variables not included in this study.

The regression analysis results show that the income variable has a positive and statistically significant effect (Sig. < 0.05). This means that the higher the household income of coconut farmers, the greater the opportunity for their children to pursue education to a higher level. This finding is consistent with the theory of educational economics, which posits that family financial capacity is a dominant factor in determining the continuity of children's education. In coconut farmer households, income is derived from copra yields or side businesses; thus, the more stable the income, the greater the allocation for children's educational expenses that can be fulfilled. Therefore, the first hypothesis (H1), stating that income has a significant effect on the continuation of children's education, is accepted.

The motivation variable also exhibits a positive and statistically significant effect (Sig. < 0.05). The positive regression coefficient indicates that higher parental motivation (in terms of awareness, desire, and determination to educate children as highly as possible) increases the likelihood of children continuing their education. The motivation of coconut farmer parents is reflected not only through verbal encouragement but also through their efforts to seek additional income to ensure

that their children's educational needs remain fulfilled. Consequently, the second hypothesis (H2), stating that motivation has a significant effect on the continuation of children's education, is accepted.

The simultaneous test (F-test) indicates that income and motivation together exert a significant effect on the continuation of children's education (Sig. < 0.05). The coefficient of determination (R^2) of 80% (referring to the test results table) explains that the income and motivation variables are capable of explaining a substantial percentage of the variation in children's educational continuity, whereas the remainder is influenced by other unexamined factors (such as the social environment, school quality, or student internal factors). Therefore, the third hypothesis (H3), stating that income and motivation simultaneously exert a significant effect on the continuation of children's education, is accepted.

Based on the t-test results, the family economy variable has a positive regression coefficient with a t-value is 6.173 and a significance is 0.000 (< 0.05). This indicates that the family economy significantly affects the continuation of children's education. The magnitude of the family economy's effect can be observed from the beta value of 0.605, which means that every one-unit increase in the family economy will increase children's educational continuity by 60.5%. The t-test results also show that the parental motivation variable has a t-value of 4.018 with a significance of 0.000 (< 0.05). The beta value of 0.394 indicates that parental motivation contributes a 39.4% effect toward the continuation of children's education. Furthermore, the F-test results show a calculated F-value is 1823.238 with a significance is 0.000 (< 0.05). The coefficient of determination (R^2) is 0.80 demonstrates that family economy and parental motivation simultaneously contribute an 80% effect to the continuation of children's education, while the remaining 20% is influenced by other factors outside this study.

The findings of this study are reinforced by several previous research results. A study conducted by Rambey (2022) indicates that family economic conditions significantly affect the level of children's education in Sihaborgoan Barumun Village. Better family economic conditions lead to higher opportunities for children to continue their education. This finding aligns with the author's

research results, which show that the household income of coconut farmers has a significant effect on the continuation of children's education in Ranomea. Furthermore, a study by Hasbiullah (2016) reveals that farmers' income has a positive relationship with children's education, with correlation values indicating a significant effect of income on the family's capacity to finance education. This supports the finding that economic factors are primary determinants of children's educational sustainability in farming families. Additionally, research by Irawati (2024) found that the role of parents, particularly as motivators and facilitators, makes an important contribution to children's educational success. A lack of motivation and parental involvement was proven to be a barrier to educational continuity. These findings support the results of this study, indicating that the motivation of coconut farmer parents significantly affects the continuation of children's education. Therefore, these three studies consistently support the premise that economic factors and parental motivation are crucial determinants of children's educational sustainability, particularly within farming families.

The results of this study show that family economy and parental motivation significantly affect the continuation of children's education. This finding is in line with research by Raya (2022), which states that family economic conditions have a significant effect on children's education levels. The similarity in these results indicates that family economic capacity is a dominant factor in determining the sustainability of children's education, both in the study area of Rambey (2022) and in Ranomea Village, East Amurang District. Furthermore, the results of this study also support research by Wea (2016), which found a positive relationship between farmers' income and the educational costs of school-aged children. In this study, coconut farmers' income is proven to significantly affect children's educational continuity, demonstrating that an increase in income will expand opportunities for children to pursue their education to higher levels. Moreover, research by Irawati (2024) found that the participation and motivation of farming parents are highly related to children's educational success. The findings of this study reinforce that premise, where parental motivation has a significant effect on the continuation of children's education. Consequently, the results of this study are consistent with prior

research and further confirm that economic factors and parental motivation are primary determinants of children's educational sustainability in farming households.

CONCLUSION

Based on the results of data analysis and discussion conducted regarding "The Relationship Between Economy, Parental Motivation of Coconut Farmers, and the Continuation of Children's Education", it can be concluded that coconut farmers' income significantly affects the continuation of children's education. Higher household income for farmers leads to a greater family capacity to finance children's schooling up to higher levels. Additionally, parental motivation is also proven to have a crucial effect on children's educational continuity. Parents with strong motivation will strive to meet their children's educational needs, either by managing household finances efficiently or by seeking additional earnings. Simultaneously, income and motivation significantly affect the continuation of children's education, where income provides financial backing, while motivation acts as the primary driving force for children to remain in school. The research results also demonstrate that the variation in children's educational continuity can be explained by these two factors at 80% ($R^2 = 0.80$), while the remaining 20% is influenced by other factors outside this study, such as the social environment, student interest, and school quality.

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