

## Parents' Perspectives on the Costs of Education

Arie Widya Murni<sup>1\*</sup>, Suryanti<sup>2</sup>, Wiryanto<sup>3</sup>

<sup>1,2,3</sup> Pendidikan Dasar, Pascasarjana, Universitas Negeri Surabaya, Indonesia  
Jl. Lidah Wetan, Surabaya

<sup>1</sup> Pendidikan Guru Sekolah Dasar, Universitas Nahdlatul Ulama Sidoarjo, Indonesia  
Jl. Lingkar Timur KM 5,5 Rangkah Kidul, Kec. Sidoarjo, Kabupaten Sidoarjo, Jawa Timur  
Email: arie.21011@mhs.unesa.ac.id

*Article received : September 2022; Revision : Desember 2022; Approval : Maret 2023*

**DOI : 10.17977/um025v7i22023p79**

**Abstract:** The research aims to describe the views of parents on the high cost of education. This research uses a descriptive method with a qualitative approach. Data were collected using structured interview guidelines. The research informants were the guardians of students in the Sidoarjo District area, totaling 60 people according to the data requirements needed by the researchers. Data analysis techniques include data collection, data reduction, data presentation, and drawing conclusions. The results showed that the parents in choosing a school considered the facilities, curriculum, service, and quality factors of a school. The high cost of education is not a barrier for parents to continue their child's education because if a child excels and has a strong will, there will always be a way to continue his education to a higher level.

**Keywords:** Education Fees; Parental Views; Education Budget

education is one of the most important factors in creating the next generation of the nation (Yulianti, 2021) because education can educate the life of the nation and form a dignified nation. Education is a need that must be met by every individual. Education is inseparable from all human activities (Nurhuda, 2022). This often causes many problems, but most of the emphasis is related to the high cost of education so that it can make the lower class people scream. As is known, according to the Preamble to the 1945 Constitution, education is the right of every Indonesian and the goal of Indonesia is to educate the lives of its citizens. Therefore, the state must regulate all Indonesians and ensure that every citizen has access to proper education and training. Therefore, the government must automatically strive to ensure that all Indonesian people have access to education without exception.

Regarding Mulyasana (2015), The quality of education is that can carry out the process of maturing the quality of students which is developed by releasing students from stupidity, incompetence, helplessness, sleaze, dishonesty, bad morals, and envy. Based on Sudrajat (2005), The quality of education produces graduates who are competent or proficient both academically and professionally, based on personal and social competence as well as noble life skills. According to the experts above, the notion of quality education is to improve the quality of students by prioritizing morality to produce graduates who are academic and capable of living with high moral values and integrity.

Discussing related to the quality of education, the hope is to get a quality education, not only in terms of the learning process but the outcomes that will later be attached to children are also obtained. Quality education has a lot of benefits, which is an expensive investment (Rida Fironika, 2011) because the investment is long-term. The hope comes from this investment in future profits.

The quality of education comes from a good planning system with good teaching materials and a good management system that will be delivered by good teachers, especially teachers, with quality teaching elements. Good teaching materials are those that are proven to be useful, provide insights that

can be reproduced, provide valuable experience, foster enthusiasm, motivation, and creative thinking, and transform attitudes, thoughts, and behaviors to create more maturity. Students who have studied. A good plan is for students to become human beings with noble morals in the world, achieve security and happiness in the hereafter, have faith, be pious, have a noble character, have a reason, and have a noble character so that they have a good future. It's about preparing and equipping students so they can move forward. Thinking of plans ahead and ready to live well. Good governance is governance that is inclusive, consistent, measurable, and sustainable. The final point is that the quality of education comes from quality teachers. Teachers are people who want to teach students, form a good character for their students, and provide role models as role models for all their students. Teachers not only teach but also are ready to help students with learning disabilities and instill and teach concepts and theories.

The National Education System Law (UU Sisdiknas) states that all citizens can join compulsory education from the age of six (Depdiknas, 2003). The central government and regional governments must ensure that compulsory education is provided free of charge at the minimum basic education level in accordance with Article 46 (1) and that education funding is the joint responsibility of the central, district, and municipal governments. Looking at the description in the National Education System Law, as Indonesian citizens with compulsory education for school-age children, parents can be calm because education issues are fully guaranteed by the government.

However, the current reality is different. Based on the results of the ranking of countries with the most expensive education in the world by Consumer News and Business Channel Indonesia (CNBC) Indonesia, it was found that education in Indonesia can be categorized as an investment in very high education costs, ranking 13th in the world's top. So, with reference to the National Education System Law above, there is a guarantee of costs from the state. It is also necessary to think as early as possible to plan and provide education funding. Cost is a very important factor because education really isn't cheap, even for people with poor financial backgrounds. In fact, since 2005, the government has started disbursing educational funding assistance through the School Operational Assistance Fund (BOS). The next problem is that BOS funds are only used for educational operational costs and cannot replace all personal needs and children's school fees. This is in line with research by Dewi & Indrayani (2021) which found that even though they received BOS funds, many parents still complained about the high costs they had to bear. So that in practice, the BOS funds received were not able to cover the cost of education, especially for the poor.

The high cost of education is not only limited to tertiary institutions, but starts at the levels of Early Childhood Education (PAUD), Elementary Schools (SD), Junior High Schools (SMP), and High Schools (SMA). The current education budget is not cheap compared to the daily income of Indonesian citizens. Therefore, every family must start financial planning as early as possible so that the education provided to their children can continue at the highest level expected. Parents here are fully responsible for ensuring that their children receive a proper education.

Article 50 of the Government Regulation of the Republic of Indonesia concerning Sources of Education Funding (PP 48/2008) stipulates that sources of education financing are determined based on three main principles: equity, relevance, and sustainability. The principle of equity means that the level of education funding by states, local governments, and communities is aligned with their respective capacities. The principle of sufficiency means the availability of sufficient educational resources to finance the implementation of education that meets national education standards. The principle of sustainability states that education funds can be used in a sustainable manner to provide education services that meet national education standards. Referring to this principle, it seems clear that all funding has been regulated and included in the National Education Standards, so awareness to finance education is needed.

Funding in education determines the smooth running of educational activities (Truna & Suryadi, 2013). Institutionalized educational activities definitely need costs. In line with the mandate and aspirations of education in Indonesia, the amendment to the 1945 Constitution means that the government has to budget for education costs. Basically, an increase in the education budget will help people easily

get access to cheap education. However, because it is not the quality of education that is being pursued so that education can be equally felt by all Indonesian people, non-subsidized schools increase costs so that they are directly proportional to the quality of education received, which makes sense.

At the Indonesia Business Forum, the Director General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia, explained that the education budget in units of trillions of rupiah increases every year. The education budget is 542.8 trillion, 2/3 of which are funds allocated to the regions, so those in the center are around 184 trillion, while for the Ministry of Education and Culture, it is 81.5 trillion or around 3% of the State budget (APBN). Meanwhile, the Deputy Chairperson of Commission X DPR RI explained that 70% of the 542.8 trillion went to the regions in the form of general allocation funds (DAU) and special allocation funds (DAK) related to the education function. Supposedly 20% of the APBN can also be added to 20% of the APBD, but in reality, only around 5-10% is budgeted causing the budget to be not distributed properly. So that it is not the quality of education that is pursued but the quantity of education that is pursued. This quantity is charged to government subsidies (BOS) which are sufficient to finance basic operations, not to encourage the quality of education. So the problem that remains is the high cost of education that is felt, especially for the lower and middle economic class.

The cost of education is divided into two parts (Fattah, 2000), namely direct costs or the so-called costs borne by schools, students, and students' families, while indirect costs, namely costs incurred for needs that are directly related to education, such as stationery, uniforms, and fees). Expenses are things that are not directly related to the school, such as medical expenses and consumption expenses, but are incurred to support school operations. Implementation of PP No. 19 of 2005 will have an impact on the need to develop funding standards, including the standardization of educational cost components which include operational costs, capital costs, and labor costs. Operational costs are divided into personnel costs, among which there are components such as salaries, benefits, human resource development, etc. Material cost components include stationery, electricity and services, maintenance, student development, conferences, and curriculum development. will be Investment costs, on the other hand, related to human resources (HR), including components related to training, seminars, workshops, and professional development. There are sources of operational costs and available capital from the government, local governments, foundations, parents, businesses, cooperatives, and other elements of society. Personal expenses, on the other hand, usually come from parents, government support, community support, private support, foundation support, or the school itself, uniforms, courses, internships, outings, tuition, and committee fees. The component indirect costs include transportation costs and pocket money costs. For personal costs, there are sources of funding including parents, government support, community support, private support, and support from affected foundations and schools.

Education for children is an important factor that is needed. If everyone needs the education to improve his own quality. Idris (2010) states that quality education requires undeniable costs. Cost is an important part, because it can facilitate all aspects of the educational process and by itself is the main thing that is most needed in the implementation of education. Of course, the awareness that education is an investment in human resources whose goal is clear to children has a price. So without fees, education will not work.

Parents' awareness in prioritizing the best education for their children makes cost no longer an inhibiting factor because education is actually a parent's obligation to their children. In life, you definitely need knowledge and knowledge itself, one of which is obtained through the learning process. So do not be surprised if there is an expression that humans live positioned by their knowledge. There are various views that underlie investment in education as a plan for parents to prepare the best for their children so that good hopes will be picked up in the future and it is in this investment process that parents also play a role as the main source of funding. Others believe that we should spend money to ensure that our children receive the highest quality education. Therefore, this study aims to explain the view of parents on the high cost of their children's education.

## RESEARCH METHODOLOGY

This type of research is descriptive qualitative. The use of this descriptive method is applied in research to describe the results of various data sources obtained through analysis of existing data in the field at the time of the research so that it will produce data collected to seek knowledge and problems that will become research material either applicable to the general public or generalizations.

Informants in this study are people or actors who really know and are directly involved in research problems. Research informants were selected according to the data requirements needed by the researchers. The research informants were the parents of students in Sidoarjo Regency area, totaling 60 people using an interview guide which was used to facilitate the interview process with informants, in addition to assistive devices such as cellphones used to record activities and voice recorders from interviews with informants.. Jenis data yang digunakan oleh peneliti terdiri atas dua sumber. The first source is primary data obtained directly through oral or interviews, as well as secondary data obtained through national and international journals.

Triangulation of the theory contained in various journal sources is carried out by looking at the comparison of data obtained from field interviews with theories related to the topic of this research study. Furthermore, the research data obtained was analyzed using a qualitative research model by Miles & Huberman (2007) which includes data collection, data reduction, data presentation, and drawing conclusions.

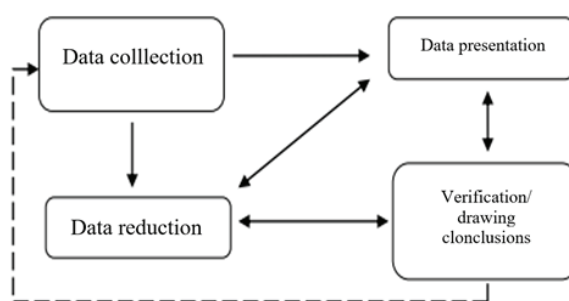


Figure 1. Data Analysis Models

(Source: Miles & Huberman, 2007)

## RESEARCH RESULTS AND DISCUSSION

The results of the research were carried out in Sidoarjo District, Sidoarjo Regency to parents of students through direct structured interviews. This research was conducted to describe the parents' views of current educational costs. Parents of students were chosen as research informants because parents are the biggest contributor to education besides the government.

The education budget is 2/3 of 542.8 trillion, namely funds allocated to the regions, so that the central government is around 184 trillion, while for the Ministry of Education and Culture, it is 81.5 trillion or around 3% of the APBN. Meanwhile, the Deputy Chairperson of Commission X DPR RI explained that 70% of the 542.8 trillion went to the regions in the form of general allocation funds (DAU) and special allocation funds (DAK) related to the education function. Supposedly 20% of the APBN can also be added to 20% of the APBD, but in reality, only around 5-10% is budgeted causing the budget to be not distributed properly. So it does not pursue the quality of education, but the quantity of education. This quantity is charged to government subsidies (BOS) which are sufficient to finance basic operations, not to encourage the quality of education. Based on research findings from Atmaja et al., (2016) it is stated that amount of education costs are used for the purposes of paying the salaries of teachers and education staff at around 75% -80% and the rest is for non-salary needs, namely the implementation and needs of the educational process. The costs required to study are very large, the higher the level of education taken, the higher the cost of education required.

Based on the results of interviews with parents regarding educational views as parents explained that education is an important factor that must be given to each of their children from an early age to form good personality and scientific character. This is influenced by the existence of education that occurs in Indonesia which is increasingly advanced. Parents are more selective in choosing schools by considering the availability of adequate facilities for the needs and development of their children. Surya (2004) explains that the physical condition of learning facilities has an important role in the learning process. Conditions of learning places in schools indirectly affect the efficiency of student learning outcomes. Better physical conditions owned by an educational institution can benefit students to explore knowledge and study in an orderly and conducive manner.

Several parents explained that when given the choice of which school to choose, 75% of the parents chose their favorite private school as the choice in determining their child's school. The reason was that they wanted assistance from the school for their children. Routine and periodic assistance from the school so that children can monitor all their activities properly. This agrees with the opinion of Nurpratiwiningsih & Ervina (2022) that every child has different characteristics, so the teacher must pay attention to each individual before carrying out learning. When there are students who experience difficulties in understanding learning, the teacher must be more agile in overcoming these problems by involving the student's guardians so that the development of students that occurs in school can be known by parents.

The religious curriculum factor is one of the criteria that parents pay attention to. This is based on the reason that balanced scientific and religious content will greatly assist in the formation of children's character. The religious curriculum factor is important because children need to be based on religion before later developing general knowledge. Most parents of students think that private schools are more concerned with children's development compared to public schools. Based on the results of the interviews, it really needs to be based on religion before they develop general knowledge.

The problem of the high cost of education is also experienced by parents in the Sidoarjo regency. Cost is one of the constraining factors in choosing a proper school for children because most of them are aiming for good facilities and quality, so they have to spend a lot of money to get out of the high level of competitive costs. Affordable fees can make it easier for parents to send their children to school, if it's too expensive the parents will find it difficult. The affordability of school funding is relative to everyone.

Based on the facts, it shows that the education system in Indonesia, for school needs, is still largely borne by the government so the amount of the education budget is very limited amidst unfavorable economic development. Another factor is the lack of government attention to the development of education (Hasibuan et al., 2021). Thus, one of the government policies that are an alternative solution to the problem of minimal education costs is by allowing educational institutions or schools to withdraw funds from the community that comes from parents or donations from other communities. The use of school education financial resources is part of how to allocate educational costs that have been obtained in institutions (Lestari, 2019).

The results of the study show that the high cost of education does not become a problem for parents if the high costs are comparable to adequate facilities. Parents think that the costs incurred can meet the needs of their children in the learning process. This is relevant to what was conveyed by Dewi & Indrayani (2021) that the need for educational expenses should be paid for by parents, moreover, the current educational paradigm is a requirement that must be met and is important for the continuity of the educational process. Indirectly, the cost of education is directly proportional to the quality, and the quality of the learning process of children at school (Sanjiwani, 2012).

Parents also agree that the amount of education costs incurred is directly proportional to the educational services and facilities that their children get. It can be stated that if the education costs incurred are in the high category, the better the completeness of the facilities provided by the school as part of supporting the learning process at school. Astri (2011) mentioned that the community considers that good quality education always requires high costs. In addition, they agree that the higher the cost of education incurred, the better the service obtained from the school or education staff.

Parents are aware of the importance of education without encouragement or coercion from anyone. Parents realize the importance of education for children so they do not mind and make various efforts to provide maximum educational funding for their children's education costs with the aim that children can develop themselves and have good attitudes, knowledge, and skills. This is related to the results of Dewi & Indrayani (2021) mentioned that education is a valuable and mandatory investment for a better future for children according to their expectations.

The necessary educational funding is intended as an educational operational cost that can support the grade and quality of education that is right on target (Masditou, 2017). In this case, education has an important role in developing character (inwardness, character), mind (intellect), and a child's body. These three parts cannot be separated so that they can become the provision for children in the future to achieve perfection in life (Nurabadi, 2019).

In general, parents choose a school by considering the facilities, curriculum, services, and quality of the school. Cost is not a big deal for parents who want a better quality of education for their children. Expensive education is not a barrier for someone to continue studying because if a person can get good performance and has a strong will, there will always be an easy way to continue school to a higher level.

## CONCLUSION

The conclusions of this study explain that the high cost of education is not a factor inhibiting parents from sending their children to dream schools with favorite labels, because this favorite meaning definitely has a special meaning. The tendency for parents to prefer their favorite private schools for various reasons, namely paying more attention and caring for the development of children in their schools. Besides, the facilities, curriculum, service, and quality of a school are considered by parents in choosing a school for their children. Parents do not mind spending so many costs on their children's education and try to meet their needs because parents expect their children to receive good grades and quality education so that one day they can become qualified individuals.

## REFERENCES

- Astri, H. (2011). Dampak Sosial Komersialisasi Pendidikan Tinggi Di Indonesia. *Kajian: Menjembatani Teori Dan Persoalan Masyarakat Dalam Perumusan Kebijakan*, 16(3), 599–626. <https://doi.org/10.22212/kajian.v16i3.537>
- Atmaja, T. E. R., Harun, C. Z., & Ibrahim, S. (2016). Analisis Penetapan Standar Biaya Pendidikan. *Jurnal Administrasi Pendidikan*, 4(1), 119–128. <http://jurnal.untan.ac.id/index.php/jpdpb/article/view/8167/8148>
- Depdiknas. (2003). *Undang-Undang Republik Indonesia Tahun 2003 tentang Sistem Pendidikan Nasional*. Departemen Pendidikan Nasional.
- Dewi, P. Y. A., & Indrayani, L. (2021). Persepsi Orang Tua Siswa Terhadap Biaya Pendidikan. *Ekuitas: Jurnal Pendidikan Ekonomi*, 9(1), 69–78. <https://doi.org/10.23887/ekuitas.v9i1.27034>
- Fattah. (2000). *Ekonomi dan Pembiayaan Pendidikan*. Remaja Rosdakarya.
- Hasibuan, L., Anwar Us, K., & Pendi, H. Z. (2021). Pengelolaan Biaya Pendidikan: Kajian Studi Pustaka. *Jurnal Literasiologi*, 5(2), 1–14. <https://doi.org/10.47783/literasiologi.v5i2.213>
- Idris, R. (2010). Apbn Pendidikan Dan Mahalnya Biaya Pendidikan. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 13(1), 92–110. <https://doi.org/10.24252/lp.2010v13n1a7>
- Lestari, M. I. (2019). Sistem Pengelolaan Keuangan Program Pendidikan Gratis Di Pesantren. *JMSP (Jurnal Manajemen Dan Supervisi Pendidikan)*, 3(3), 115–123. <https://doi.org/10.17977/um025v3i32019p115>
- Masditou. (2017). Manajemen Pembiayaan Pendidikan Menuju Pendidikan yang Bermutu. *Ansiru PAI*, 1(2), 119–145.
- Miles, & Huberman. (2007). *Analisis Data Kualitatif*. Universitas Indonesia Press.
- Mulyasana, D. (2015). *Pendidikan Bermutu dan Berdaya Saing*. Remaja Rosdakarya.
- Nurabadi, A. (2019). Pendidikan Karakter Berbasis Budaya Dan Lingkungan Sekolah. *JMSP (Jurnal Manajemen Dan Supervisi Pendidikan)*, 3(2), 92–99. <https://doi.org/10.17977/um025v3i22019p092>

- Nurhuda, H. (2022). Masalah-Masalah Pendidikan Nasional; Faktor-Faktor dan Solusi yang Ditawarkan. *DIRASAH: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 5(2), 127–137. <https://doi.org/10.51476/dirasah.v5i2.406>
- Nurpratiwiningsih, L., & Ervina, D. (2022). Manajemen Pengelolaan Kelas Sekolah Dasar Pada Masa Pandemi. *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 8(1), 8–15. <https://doi.org/10.26740/jrpd.v8n1.p8-15>
- Rida Fironika, K. (2011). Pembiayaan Pendidikan di Indonesia. *Jurnal Ilmiah Pendidikan Dasar*, 26(1), 43–64. <https://doi.org/10.30659/pendas.2.1.43-64>
- Sanjiwani, I. A. E. (2012). Analisis Biaya Pendidikan Dan Dampaknya Terhadap Kualitas Proses Pembelajaran Dan Aspirasi Pendidikan Siswa (Studi Tentang Persepsi Para Siswa Sma Dwijendra Denpasar Tahun Pelajaran 2011/2012). *Jurnal Administrasi Pendidikan*, 3(2), 1–16. <https://doi.org/10.23887/japi.v3i2.459>
- Sudrajat, H. (2005). *Manajemen Peningkatan Mutu Berbasis Sekolah*. Cipta Lekas.
- Surya, M. (2004). *Psikologi Pembelajaran dan Pengajaran*. Pustaka Bani Quraisy.
- Truna, D. S., & Suryadi, R. A. (2013). *Paradigma Pendidikan Berkualitas*. Pustaka Setia.
- Yulianti, Y. (2021). Pentingnya Pendidikan Karakter Untuk Membangun Generasi Emas Indonesia. *CERMIN: Jurnal Penelitian*, 5(1), 28–35. [https://doi.org/10.36841/cermin\\_unars.v5i1.969](https://doi.org/10.36841/cermin_unars.v5i1.969)