

THE PROBLEMATICS OF INDONESIAN EDUCATION IN A SOCIOLOGICAL PERSPECTIVE

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ABSTRACT

Education is a fundamental pillar in the development of a nation, as it plays a crucial role in enhancing the quality of human resources. However, in the context of Indonesia, the education system continues to face various complex and multidimensional issues. These problems are not solely related to academic aspects or educational policies, but are also influenced by a range of social, economic, and cultural factors that are evolving within society. This article aims to analyse the educational challenges in Indonesia from the perspective of educational sociology by examining the various social factors that impact the quality and accessibility of education. This research employs a qualitative method with a focus on library research. Data collection techniques involve literature review, which includes reading, analysing, and observing various references. The findings indicate a significant disparity in access to and quality of education between urban and rural areas. Additionally, family economic factors, social conditions within communities, and limitations in educational infrastructure also affect the success of the educational process. From a sociological perspective, education cannot be separated from the social dynamics that develop within society. Therefore, efforts to improve the quality of education in Indonesia require a comprehensive approach that takes into account the various social factors influencing it. This research is expected to contribute to a deeper understanding of educational issues and serve as a basis for formulating more inclusive and equitable educational policies.

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INTRODUCTION

Education plays a pivotal role as a fundamental determinant in enhancing the quality of human resources (HR) within a nation, thereby enabling meaningful contributions to economic, social, and cultural development (Dihe and

Wangdra 2023). Through education, individuals acquire essential knowledge, skills, and character values that are critically needed to navigate and respond to future challenges.

High-quality human resources (HR) constitute a fundamental asset in accelerating development across various sectors and in achieving the vision of *Indonesia Emas 2045* (Direktorat Analisis dan Pengembangan Statistik 2024). Law Number 25 of 2000 concerning the National Development Program (*Program Pembangunan Nasional / PROPENAS*) outlines three major challenges in the field of education in Indonesia: (1) maintaining the achievements that have been attained in educational development; (2) preparing competent human resources capable of competing in the global market; and (3) addressing the implementation of regional autonomy, which requires the national education system to undergo adjustments and transformations in order to promote democratic education processes, accommodate diversity, respond to regional and student needs, and encourage greater community participation (Rozak 2021).

Regional autonomy is a policy that grants authority to local governments to regulate and manage their own regional affairs. Wayong defines regional autonomy as the freedom to maintain and advance specific regional interests, manage their own finances, establish their own regulations, and govern independently (Rozak 2021). Through regional autonomy, local governments are provided with broader opportunities to formulate policies that align with the needs and characteristics of their communities. This authority is expected to enhance the effectiveness of development across various sectors, including education.

In the context of education, regional autonomy enables local governments to play a more active role in improving the quality of education within their respective regions. Local authorities can design programs tailored to the social, economic, and cultural conditions of their communities. Consequently, educational management is no longer centralized solely at the national level; instead, local governments also hold strategic roles in determining policies and strategies to advance education. This policy is expected to facilitate a more equitable distribution of education across different regions in Indonesia.

In an effort to optimize the implementation of regional autonomy in Indonesia, the government has introduced various policies and programs aimed at improving the quality of education. One such initiative is the School Operational Assistance (*Bantuan Operasional Sekolah / BOS*) program, which aims to support school operational costs, thereby enabling the public to access free education. This initiative supports the implementation of the compulsory education program, which seeks to ensure that every Indonesian child has the right to complete basic education. Additionally, efforts to enhance teacher competence have been carried out through various initiatives, such as independent training programs via ASN Berpijar, seminars, general workshops, and other professional development programs.

The aforementioned efforts are aimed at improving the quality of education while expanding access to education for all Indonesian citizens. It is expected that through these policies, the quality of the learning process will improve and that society will have more equitable opportunities to access education. However, in practice, the implementation of these programs still faces numerous challenges that require effective solutions. Empirical conditions indicate that the education system in Indonesia continues to encounter various complex problems. One of the most prominent issues is the unequal distribution of access to education across regions. Differences in geographical conditions, economic capacity, and the availability of educational facilities often contribute to disparities in educational opportunities, particularly for communities residing in remote areas with limited infrastructure.

Data released by Statistics Indonesia (*Badan Pusat Statistik / BPS*) in 2024 indicate that the School Participation Rate (*Angka Partisipasi Sekolah / APS*) reached 97.94% at the primary level, 81.73% at the junior secondary level, and 64.32% at the senior secondary level (Direktorat Analisis dan Pengembangan Statistik 2024). These figures suggest that a significant proportion of students do not continue their education to higher levels. Various factors contribute to this condition, including inadequate educational facilities, limited family economic resources, long distances between home and school, and insufficient transportation infrastructure. If these conditions persist, they will have long-term implications for the declining quality of human resources.

Moreover, this issue also has broader socio-economic implications. High dropout rates not only affect individuals but also influence the wider economy. It is estimated that every 1% increase in the dropout rate could reduce the national economy by approximately IDR 12.4 trillion per year (Harriz 2025). This finding underscores that education plays a crucial role not only in improving individual quality of life but also in supporting national economic growth.

In addition to issues of access, the quality of education remains a significant concern. Many schools in remote areas continue to face limitations in educational resources, including shortages of teachers, insufficient school leadership, and inadequate facilities and learning resources. These conditions result in disparities in educational quality, where students in rural or remote areas often receive lower-quality education compared to those in urban settings.

Therefore, more comprehensive and sustainable efforts are required from all stakeholders to address these educational disparities. Both central and local governments must collaborate in designing policies that promote equitable access to education while simultaneously improving educational quality across all regions of Indonesia. Through such coordinated efforts, the national education development goals—namely, the creation of high-quality and competitive human resources—can be optimally achieved.

Educational problems in Indonesia are not solely related to government policies, the availability of facilities, or management systems. These issues are closely related to the social conditions in which education takes place. From the perspective of the sociology of education, educational problems cannot be separated from the broader social context of society. Factors such as family socioeconomic status, parents' educational background, cultural values, and government policies have a significant influence on educational attainment. Children from economically advantaged families tend to have better access to adequate educational facilities compared to those from disadvantaged backgrounds. Similarly, parents' level of education plays a crucial role in shaping children's future success. Parents with higher levels of education are generally more aware of the importance of education and are more likely to support their children through learning motivation, supervision, and the provision of educational needs (Amanullah and Wantini 2024). In contrast, families with lower educational backgrounds often face limitations that hinder their ability to adequately support their children's educational development.

Education within the study of sociology can be understood as a social institution that is intrinsically linked to the value system that has developed within a society (Lestari and Ningsih 2025). The cultural values prevalent in a community significantly influence an individual's educational patterns. In some regions, there is still a prevailing belief that pursuing education at a higher level is not a primary necessity. The culture in certain areas, which compels individuals to enter the workforce at a young age or to migrate to other regions, greatly impacts the decision-making process regarding the continuation of education to higher levels. This situation has also contributed to an increase in dropout rates. Society is deeply intertwined with culture, as culture requires a community to exist, and it is from this relationship that society plays a crucial role in the generation of cultural practices (Ningsih 2020).

Therefore, a sociological approach is essential for understanding educational problems in Indonesia. Educational issues must be analyzed comprehensively by considering the interrelationship between education and the social realities of society. This approach highlights that educational problems do not exist in isolation but are part of a broader social system. Consequently, efforts to improve the quality and equity of education should not only focus on reforming the educational system itself but also on improving the overall social conditions within society. Education, within the framework of the sociology of education, can be understood as a social institution that is inseparable from the system of values that has developed within a society.

From a sociological perspective, it becomes easier to understand the relationship between education and social conditions within a society (Ningsih 2020). The sociological approach emphasises the connections between individuals and groups, as well as how education can play a role in fostering positive social change (Mr and Ningsih 2024). This means that through a sociological approach, one can gain insight into the social factors that either hinder or support educational success. Consequently, policies and programmes that have been designed are expected to be

more targeted and to create an educational system that is more inclusive, equitable, and capable of providing equal opportunities for all segments of society to access quality education.

This article aims to analyze various educational problems in Indonesia through the lens of the sociology of education. By understanding the relationship between social factors and the education system, it is expected that more effective solutions can be identified to improve the quality of education in Indonesia.

RESEARCH METHOD

This study employs a qualitative approach using a systematic literatur review design. This research specifically examines key strategies to explore and comprehensively understand various educational problems by applying a sociological perspective framework. Through this approach, the study seeks to reveal social dynamics, structural factors, and interactions among individuals and groups that influence the condition and development of education in Indonesia. The use of library research is considered appropriate as it enables the researcher to obtain an in-depth understanding through written sources relevant to the research topic. Consequently, the data analyzed are conceptual and normative in nature, in accordance with the objectives of the study.

The data collection technique used in this study is a literature review, which involves reading, examining, and analyzing various references, such as books on the sociology of education and collections of scientific journals related to educational problems in Indonesia from a sociological perspective. The collected data were then analyzed through several stages: (1) data reduction by selecting and focusing on relevant information; (2) data display by organizing and structuring the findings to facilitate understanding; and (3) conclusion drawing as the final stage to provide an overall interpretation of the analysis conducted.

RESULTS AND DISCUSSION

In this section, the researcher presents the findings obtained during the research process and relates them to relevant theoretical frameworks to achieve a comprehensive analysis. The findings are not merely presented as empirical data; rather, they are critically interpreted to uncover the underlying meanings behind the observed phenomena. Accordingly, the discussion is directed toward revealing the relationship between the educational realities identified in the field and the sociological perspective that serves as the analytical foundation.

The discussion further emphasizes how education is understood as an integral part of the social system, which cannot be separated from broader societal dynamics. Therefore, before examining educational problems in greater depth, it is essential to first understand the concept of education from a sociological perspective as a theoretical foundation. This perspective helps explain the roles, functions, and various challenges of education within a broader social context.

Education from a Sociological Perspective

The sociology of education, according to Ningsih, is a branch of sociology that specifically examines society in relation to the field of education (Ningsih 2020). This field of study focuses on how educational processes occur within a social context, as well as how social factors such as culture, economy, and social structure influence the education system. From a sociological perspective, education is not merely understood as a formal activity that takes place within schools, but as a social institution that plays a strategic role in shaping, maintaining, and even transforming social structures within society.

Education also serves as a primary means for the transmission of cultural values, norms, and patterns of behavior from one generation to the next. According to Vembriarto, the function of transmitting cultural values can be categorized into two forms (Komarudin et al. 2022):

Transmission of knowledge and skills, which includes language, mathematical systems, natural and social sciences, and technological advancements. Observations indicate that in rural communities, for example, a father may teach his child how to use farming tools such as a hoe, ensuring that the child masters agricultural techniques passed down through generations. In contrast, in urban communities, children may learn practical skills such as repairing motorcycles.

Transmission of attitudes, values, and norms, where educational institutions play a crucial role in instilling attitudes, values, and norms within a sociocultural context. In traditional societies, this role is often carried out through institutions such as Islamic boarding schools (*pesantren*), whereas in modern societies, it is implemented through formal and informal schooling, supported by social interaction, teacher role modeling, and the learning environment.

Through these processes, education contributes to maintaining social order and shaping individual identity as part of society. Thus, the sociology of education provides a comprehensive understanding of education not only as a medium for knowledge transfer but also as a social mechanism that plays a role in shaping character, values, social integrity, and individual social identity. Furthermore, education significantly influences social mobility, defined as the process of changing social status through the enhancement of an individual's knowledge and skills.

However, within the study of the sociology of education, several theoretical perspectives argue that the education system does not always function as a means of achieving social equality. In certain contexts, it may instead contribute to the reproduction and reinforcement of existing social inequalities (Triyana 2021). This occurs due to unequal access to educational resources, including disparities in the quality of educational institutions, the availability of learning facilities, and the level of social and cultural support provided by families.

Individuals from higher socio-economic backgrounds tend to have greater opportunities to access high-quality education. In contrast, those from less advantaged backgrounds often face limited access, which reduces their chances of achieving upward social mobility. Consequently, in this context, the education system not only serves as a site of learning but also as a space where social inequalities can be structurally reproduced and sustained.

Education and Poverty

The relationship between education and poverty constitutes one of the most crucial issues in the study of the sociology of education, as both are closely interconnected and mutually influential. This relationship often forms a recurring cycle in which poverty limits individuals' access to adequate education. Poverty is a major contributing factor that creates economic pressures, thereby affecting the quality of education received by individuals. This is particularly evident in rural areas, where patterns of interaction between individuals and groups shape deeply rooted social systems that reinforce the intergenerational cycle of limited access to education (Fitriyani et al. 2025).

Astuti and Hidayat, in their study, reveal that family poverty is closely associated with behaviors such as truancy, juvenile delinquency, and social withdrawal, which function as coping mechanisms in response to conditions perceived as beyond individual control (Wulandari et al. 2025). Families with low economic status often face various constraints, including difficulties in meeting educational needs, limited access to adequate facilities, and a lack of supportive learning environments. As a result, children from such families tend to have fewer opportunities to obtain optimal educational experiences (Wulandari et al. 2025). This condition reduces their chances of improving their quality of life in the future, thereby perpetuating the cycle of poverty and educational disadvantage.

Furthermore, Arsyad argues that education plays a significant role in reducing poverty both directly and indirectly. Directly, education contributes through the provision of skills training for disadvantaged groups, enabling them to enhance productivity and increase income. Indirectly, education improves overall productivity and efficiency within society (Harilinawan et al. 2024). Similarly, De Janvry and Sadoulet assert that education can directly reduce poverty by increasing the productivity of disadvantaged groups and improving their access to better-paying employment opportunities (Harilinawan et al. 2024).

It can be concluded that education is one of the means to enhance the quality of human resources, as through education, an individual's knowledge increases, thereby benefiting the acquisition of various skills that are useful in the workplace and serve as an investment in development (Susanto and Pangesti 2019). The higher the level of education an individual possesses, the better the human resources become, which can positively influence productivity (Cahyani and Muljaningsih 2022)

Educational Inequality Between Rural and Urban Areas

Educational inequality remains a fundamental issue for many countries, including Indonesia, which boasts diverse cultures and geographical locations. This situation is influenced by factors such as poverty and social disparity, necessitating a collective commitment between the government and society through the provision of adequate

educational infrastructure and targeted scholarship programmes that engage various social roles from formal and informal institutions, communities, or media in efforts to enhance educational quality and individual development (Djaguna et al. 2024).

This issue is frequently discussed within the realm of educational sociology, particularly regarding the educational disparities between rural and urban areas. Many schools in remote regions face significant limitations, such as a lack of qualified educators, inadequate educational facilities, and restricted access to technology that remains beyond reach.

In rural areas, numerous schools are yet to have sufficient teaching staff. Some teachers are required to teach in multiple classes due to the limited number of available educators. School facilities, such as dilapidated classrooms and a shortage of learning tools, also warrant attention. Addressing these facility deficits requires the involvement of multiple stakeholders, including a reliance on government assistance that is often difficult to secure. Consequently, schools often have to depend on parental support. However, not all parents can provide the necessary attention to the school in terms of supplying educational facilities.

This situation stands in stark contrast to urban areas, which generally possess better facilities and easier access to technology, allowing for a wider range of learning resources. Typically, urban students have better access to various educational facilities, such as libraries, computer laboratories, or learning technologies that support their education. Furthermore, the number of teachers in urban schools is relatively adequate compared to those in rural schools. Even in cases where there are shortages, school committees tend to act swiftly to find replacement teachers to fill the gaps.

There are also many private school options available that offer superior facilities at a high cost, enabling families with the means to access quality education (Fitriyani et al. 2025). This leads to a disparity in the quality of education received by students in these two regions. Research indicates a significant difference in educational experiences between students in rural and urban areas.

In terms of sustainable education, parents in urban areas are more inclined to ensure their children continue their education to higher levels. Conversely, in rural areas, many parents opt to send their children to urban centres to work and assist in meeting the family's economic needs rather than pursuing higher education. This situation illustrates that social and economic factors also influence the sustainability of education in Indonesia. Therefore, measuring the inequality of opportunities in accessing educational services is crucial so that government policies can be more effectively targeted, ensuring that educational services are genuinely accessible and enjoyed equitably by all members of society (Ayuningtyas 2021).

Strategies to Reduce Educational Inequality Between Rural and Urban Areas

Strategies to reduce educational disparities between rural and urban areas are crucial to examine within the context of equitable educational development. Disparities arise not only from differences in the availability of educational facilities and infrastructure but also encompass the quality of educators, access to learning resources, and the supportive social environment that can influence learning outcomes. This situation indicates that education has not yet fully reached all layers of society equally, particularly in rural areas. Therefore, sustainable strategic planning efforts are essential to bridge the gap, ensuring that everyone, regardless of their regional background, has equal opportunities to access quality education. Below are several strategies that can be implemented to reduce educational disparities between rural and urban areas according to Calista et al. (2024).

Enhancement of Educational Facilities and Infrastructure

The equitable distribution of educational facilities needs to be improved, particularly in rural areas, through the construction and renovation of schools, provision of internet access, and dedicated budget support to create a more conducive learning environment.

Equitable Distribution of Quality Teachers:

The distribution of teachers must be more balanced by providing incentives, special programmes for remote areas, and ongoing training to ensure that the quality of education in both villages and cities does not differ significantly.

Utilisation of Educational Technology:

The use of technology such as e-learning and online learning needs to be developed, accompanied by training for teachers so that technology can be optimally utilised in the learning process.

Inclusive and Culturally-Based Education:

Education should be adapted to local social and cultural conditions, involving the community and instilling values of togetherness to reduce disparities.

Fair Policies and Budgeting:

The government needs to create more flexible and equitable policies, including allocating larger funds for underdeveloped areas and conducting regular policy evaluations.

Collaboration Among Various Stakeholders:

Efforts to reduce educational disparities require collaboration among government, private sector, educational institutions, and the community to collectively enhance the quality of education across all regions.

DISCUSSION

The findings of this study indicate that the various educational problems in Indonesia cannot be understood in a partial manner if viewed solely from the perspective of educational policy. In essence, the issues that arise within the education sector reflect broader social conditions, encompassing economic, cultural, and societal dynamics as a whole. Therefore, the analysis of education requires a more comprehensive approach in order to reveal the interconnections between formulated policies and the realities observed in practice.

From the perspective of the sociology of education, the education system is regarded as an integral part of the social structure, which does not operate in isolation but interacts with various other social institutions, such as the family, the economic system, and culture. These interactions result in educational problems that are often closely linked to social inequalities within society. One clear manifestation of such inequality can be observed in the disparities in access to education between urban and rural areas, where regions with more advanced economic development tend to have more complete educational facilities and better-qualified teaching personnel compared to less developed areas.

In addition, family economic conditions exert a highly significant influence on children's educational outcomes. Children from economically advantaged families generally have greater opportunities to access quality education, including admission to reputable schools, better learning facilities, and supportive environments. In contrast, children from economically disadvantaged families often face multiple constraints that hinder their educational progress. Therefore, efforts to improve the quality of education in Indonesia must be carried out comprehensively by involving multiple stakeholders, including the government, society, and educational institutions, and supported by inclusive and equitable policies aimed at reducing existing educational disparities.

CONCLUSION

Education in Indonesia is currently confronted with various complex and multidimensional challenges, which are not only related to the internal aspects of the education system itself but are also significantly influenced by the dynamics of social factors within society. From the perspective of the sociology of education, it can be understood that the quality of and access to education are closely associated with economic conditions, social structures, and persistent regional development disparities, which in turn create unequal educational opportunities for individuals.

Therefore, efforts to improve the quality of education in Indonesia cannot be carried out in a partial manner but require a comprehensive and integrated approach involving multiple stakeholders. In this regard, the government plays a strategic role in formulating and implementing more inclusive and equitable educational policies, particularly in expanding access to education in remote areas and among disadvantaged communities, so that existing disparities can be gradually reduced.

Through sustained synergy and collaboration among the government, society, and educational institutions, it is expected that the education system in Indonesia will develop in a more equitable and high-quality direction.

Furthermore, the education system is expected to provide equal opportunities for all citizens to access proper education, thereby ultimately contributing to the overall improvement of human resource quality.

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