

Family Resilience in Facing Social and Educational Challenges Elementary School Children in Rural Communities

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Abstract

This study aims to describe community perceptions of the challenges and support in children's education in Puteng Village, Teriak District, Bengkayang Regency. Using a descriptive quantitative approach, data were obtained through a closed-ended questionnaire distributed to 50 respondents who met the purposive sampling criteria. The results indicate that the majority of the community experiences serious obstacles in social, economic, and infrastructure aspects that affect children's education. Barriers such as an unsupportive social environment, peer pressure, lack of public facilities, difficult road access, and limited parental education are dominant factors that hinder children's learning process. However, strong resilience was also found in families, demonstrated by the high commitment of parents to continue accompanying and motivating children to be enthusiastic about school. Support from the community, traditional leaders, schools, and the government is still relatively low, so cross-sector synergy is needed to create a more inclusive and equitable education system in remote areas.

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1. INTRODUCTION

Primary education is a crucial stage in a child's overall development, encompassing intellectual, emotional, social, and moral growth (Mutawally & Mahzuni, 2023). It is during this period that children acquire foundational skills such as reading, writing, and numeracy, which are essential for their future learning and participation in society (Arum & Sugiyanto, M.Si, 2023). However, achieving quality primary education remains a significant challenge in remote and underdeveloped areas such as Puteng Village, located in Teriak District, Bengkayang Regency, West Kalimantan. Various interrelated factors contribute to this issue, including geographical isolation, inadequate infrastructure, economic limitations, low parental education, and a lack of support from the surrounding social environment (Maulana & Handayani, 2024).

In many cases, families in Puteng Village live far from the nearest schools, with poor road conditions and limited public transportation options further complicating access (Faktor et al., 2024). Economic hardship is another pressing issue; parents often struggle to afford school-related expenses such as uniforms, books, and transportation (Wati et al., 2020). Additionally, the majority of parents in the village have low educational attainment, limiting their ability to help children with homework or provide academic encouragement at home (Cheng & Nasri, 2022). Socially, children may face peer pressure, low expectations from the community, or even discriminatory attitudes due to their residence in a rural area (Sabiq et al., 2022). These conditions collectively create a difficult environment for consistent educational engagement (Yusuf Seputro et al., 2021).

Despite these considerable challenges, the family remains a central pillar in a child's educational journey (Lagantondo et al., 2023). As the primary unit of care, protection, and socialization, the family plays a pivotal role in motivating children to pursue education (Sazali & Setiawan, 2022). In such adverse circumstances, the concept of *family resilience* becomes critically important (Kusnanto, Gudiato & Candra, 2024). Family resilience refers to a family's capacity to endure and adapt to difficulties while maintaining stability and promoting positive outcomes for its members—especially children (Sumarni et al., 2024a).

This study aims to examine how families in Puteng Village develop and maintain resilience in the face of social and educational challenges (Sumarni et al., 2024b). Using a qualitative approach, this research explores the lived experiences of parents, focusing on their efforts, coping strategies, and support systems in ensuring their children continue to attend school and succeed academically (Suharto, 2015). The findings of this study are expected to serve as a valuable reference for policymakers, educators, and community organizations in designing targeted and culturally appropriate educational programs (Irianto & Subandi, 2015). Understanding the resilience of families in remote areas is essential for fostering inclusive, equitable, and sustainable educational development in Indonesia (Gudiato, 2023).

2. RESEARCH METHOD

This research used a qualitative approach with a case study method to deeply understand parents' experiences in supporting their children's education in Puteng Village. Data were collected through a closed-ended questionnaire containing 16 statements related to social support, access to education, and the role of family and the community. Respondents were purposively selected, namely those with school-age children and who had lived in the village for a long time (Kusnanto, Kusnanto; Gudiato et al., 2025). Data were analyzed descriptively and qualitatively using data reduction, data presentation, and conclusion drawing (Indrawan & Jalilah, 2021). The results revealed diverse community perceptions of educational challenges, including limited facilities, social discrimination, and lack of support from the surrounding community. To maintain data validity, the researcher used source triangulation and cross-checking with selected respondents.

3. RESULTS AND DISCUSSION

3.1. Results

This study involved 50 respondents as the primary basis for obtaining information regarding family resilience in facing social and educational challenges of elementary school children in remote communities. The complete data of the respondents—covering age, education, gender, occupation, number of children, and length of residence in Puteng Village—are presented in the following table

Tabel 1. Distribution of Respondents by Age

Age Range	Number of Respondents
20–29 years	6
30–39 years	14
40–49 years	19
50–59 years	10
≥60 years	1
Total	50

Table 1 shows the distribution of respondents based on their age range. The majority of respondents fall within the 40–49 years age group, totaling 19 individuals. This is followed by 14 respondents aged 30–39 years, and 10 respondents aged 50–59 years.

There are 6 respondents in the 20–29 years age range, while the smallest group consists of only 1 respondent aged 60 years or older. The total number of respondents recorded in this table is 50 people, reflecting a diverse age demographic, with a significant concentration in the productive middle-age group.

Tabel 2. Education Level

Education Level	Number of Respondents
No Formal Education	25
Elementary School	8
Junior High School	8
Senior High School	7
Associate Degree (D3)	1
Bachelor's Degree (S1)	1
Total	50

Table 2 presents the distribution of respondents based on their education level. The majority of respondents, totaling 25 individuals, have no formal education, indicating a significant portion of the population with limited access to schooling. 8 respondents each have completed elementary school and junior high school, respectively. Meanwhile, 7 respondents have attained senior high school education. Only 1 respondent holds an associate degree (D3), and another 1 respondent holds a bachelor's degree (S1). The data highlights that most of the community members possess low levels of formal education, which may influence their access to information, employment opportunities, and ability to support their children's education. The total number of respondents in this table is 50.

Tabel 3. Gender

Gender	Number of Respondents
Male	30
Female	20
Total	50

Table 3 displays the gender distribution of the respondents. Out of a total of 50 respondents, 30 are male and 20 are female. This indicates that male respondents make up the majority, accounting for 60% of the sample, while female respondents represent 40%. The gender composition of the respondents may influence perspectives and experiences related to family resilience, especially in how social and educational challenges are managed within households in the rural community.

Tabel 4. Occupation

Occupation	Number of Respondents
Farmer	29
Housewife	14
Private Sector	5
Civil Servant (PNS)	2
Total	50

Table 4 presents the occupational distribution of the respondents. The majority of respondents, totaling 29 individuals, work as farmers, reflecting the rural and agrarian nature of the community. 14 respondents are housewives, indicating a significant number of women who focus on domestic responsibilities. Meanwhile, 5 respondents are employed in the private sector, and 2 respondents are civil servants (PNS). This data shows that most families in the village rely on agriculture as their primary source of

livelihood, which may also influence their socio-economic status and capacity to support their children's education.

Tabel 5. Number of Children

Number of Children	Number of Respondents
1–2 children	14
3–4 children	24
≥5 children	12
Total	50

Table 5 illustrates the distribution of respondents based on the number of children they have. The majority of respondents, totaling 24 individuals, have 3 to 4 children, indicating that medium-sized families are the most common in this community. 14 respondents have 1 to 2 children, while 12 respondents have 5 or more children, reflecting a portion of the population with larger family sizes. These variations in family size may affect the families' ability to meet educational and social needs, especially in areas with limited access to resources and support services.

Tabel 6. Length of Residence in the Village

Years of Residence	Number of Respondents
≤20 years	5
21–40 years	21
>40 years	24
Total	50

Table 6 shows the distribution of respondents based on how long they have lived in the village. A total of 24 respondents have lived in the village for more than 40 years, indicating strong roots and long-term settlement in the community. 21 respondents have resided in the village for 21 to 40 years, while only 5 respondents have lived there for 20 years or less. This data suggests that the majority of respondents are long-term residents, which may contribute to deeper knowledge of local social dynamics and stronger community ties—factors that can influence family resilience in addressing social and educational challenges.

3.2. Discussion

Based on the questionnaire data involving 50 respondents from Puteng Village, several key findings were identified regarding the challenges of children's education in remote rural areas. The majority of respondents have low educational backgrounds—mostly elementary school graduates or with no formal education—and work as farmers or housewives. This reflects limited economic capacity and educational literacy, which influence parents' perceptions and involvement in their children's education. More than 80% of the respondents agreed that the social environment does not adequately support their children's education, and many stated that their children often face peer pressure. This indicates that the surrounding social conditions are not conducive to encouraging learning among children.

In addition, over half of the respondents acknowledged experiencing discrimination due to living in a remote area, and they reported that limited public facilities—such as poor road access, long distances to school, and lack of learning infrastructure—pose significant challenges (Lagantondo et al., 2023). Another common issue is parents' difficulty in supporting their children's learning process due to their own limited education, as well as the financial strain of meeting school-related expenses. Despite

these challenges, there are positive aspects. Nearly all respondents expressed strong moral and emotional support for their children (Agustin, 2022). They consistently look for ways to motivate their children to stay in school, accompany them during difficult times, and maintain family harmony. This shows a strong awareness and commitment to education, even under limited circumstances.

On the external side, support from the community and institutions is still perceived as lacking. The majority of respondents felt that community leaders, schools, and government entities have not been actively involved in providing meaningful assistance for their children's education. In conclusion, the main educational challenges in Puteng Village stem from structural factors such as accessibility, economic hardship, and low educational literacy. However, these are counterbalanced by strong family commitment and motivation to support children's educational progress.

4. CONCLUSION

The analysis of the questionnaire responses from 50 residents of Puteng Village reveals a multifaceted set of challenges that significantly affect children's access to quality education. The majority of respondents come from low educational backgrounds, with many having never attended school or only completed primary education. Most are employed in agriculture or are full-time housewives, which reflects limited income and exposure to educational resources. One of the most prominent issues is the unsupportive social environment. A large proportion of parents believe that their community does not foster a positive atmosphere for children's education. Peer pressure and social stigma related to living in a remote village are also cited as obstacles faced by children. Infrastructure-related challenges—such as limited public facilities, damaged roads, and the considerable distance to schools—compound the problem. Many parents reported difficulties in helping their children with schoolwork due to their own educational limitations. Additionally, economic constraints hinder their ability to provide school supplies and other necessary support. Despite these structural difficulties, the data indicates that families demonstrate strong internal support mechanisms. Most parents are actively involved in motivating their children, finding ways to encourage them to continue school, and maintaining familial harmony even under pressure. However, external support—whether from schools, local leaders, or government programs—is perceived as minimal or inconsistent. In summary, while there is strong familial motivation to pursue education, broader systemic issues such as infrastructure, poverty, and social exclusion continue to obstruct educational development. Sustainable improvement will require integrated efforts from government, schools, and community leaders to complement the resilience already shown by families.

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