



Education's impact on social mobility: Mediating parental and child class in Indonesia

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ABSTRACT

The interplay between occupational class, social status, and education in Indonesia is shaped by multiple forces, including economic changes, traditional social structures, and the growing significance of education in determining social mobility. This research aims to address the role of education and family background on child's class measured by occupational status. This included measuring the relationship between parents' education and parent's occupational class as the family background determinant. The main data used to test the model was secondary data from the Indonesian Family Life Survey wave 1 to 4, allowing us to analyze the social class of father and child pairs, as the subject of this study, with a sample size of 4,035. Through path analysis, the finding shows the indirect pathway, mediated through education, displays a greater influence than the direct pathway. This suggests that education plays a critical role as a mediator in determining occupational status and social mobility. This finding is key to understand the persistent inequities in educational access in Indonesia, where family background continues to have a strong effect on children's educational and occupational outcomes. It suggests that policy interventions targeting educational equity could significantly reduce the impact of family background and promote social mobility.

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INTRODUCTION

Social class can be defined both traditionally and in contemporary contexts. Traditionally, it is understood through a Marxist lens, where social class relates to a person's role in the means of production, dividing society into owners of production capital and workers. In contemporary terms, social class is often associated with socioeconomic status, encompassing economic position, educational attainment, and occupation relative to others in society (Manstead, 2018). This concept is complex and shaped by

historical, social, and cultural factors, making it dynamic and evolving over time, particularly in response to a nation's changing social, economic, and political conditions (Day, Rickett, & Woolhouse, 2020).

The relationship between social class and occupational status also manifests intergenerationally. The link between parents' and children's occupational statuses has been a significant area of study, revealing patterns of intergenerational occupational mobility. Research suggests that children's occupational success is closely tied to their parents', particularly

their fathers', highlighting the influence of family background on career opportunities. In contemporary labor economics, the impact of family history on job status or vocational decisions is a key topic (Manstead, 2018).

Ensuring equal opportunities for all individuals is a societal goal. Yet, it is argued that true equality of opportunity does not exist if a person's economic standing or occupation is heavily influenced by their parents. Studies by Booth and Becker found that fathers' professions significantly influence their children's career choices, especially for sons, with children often following in their fathers' professional footsteps. Moreover, parents' educational backgrounds directly impact their children's career choices across most occupations, regardless of gender (Becker, 2010; Booth, 2021).

In the Indonesian context, the relationship between parents' occupational status and children's outcomes is shaped by various socioeconomic factors (Arsani, 2020). Parental occupation significantly influences children's career aspirations and opportunities, often determining the available resources and networks. Higher occupational status in parents usually correlates with greater access to educational resources, which in turn enhances children's educational aspirations and influences their career choices. Furthermore, socioeconomic status strongly impacts children's educational achievements, with those from higher socioeconomic backgrounds enjoying better health and nutrition, which are essential for academic success (Jamalludin, 2022).

Parental social class has a significant impact on children's development. Socioeconomic status can shape parenting practices and the resources available to children, with those from higher socioeconomic backgrounds having access to more educational and cultural resources that contribute to their academic and social success (Cano, 2022; Hoff, Laursen, & Tardif, 2002). This connection suggests that children from families with advantageous occupational statuses are more likely to attain higher education levels, improving their future occupational prospects. Parental involvement in education, often facilitated by their occupational status, further enhances children's academic performance and motivation, leading to better career outcomes.

Björklund and Salvanes explored the influence of both nature and nurture on children's futures, noting that while genetic transmission (nature) is significant,

parents also impact their children's academic achievement through environmental factors, such as parenting styles and school choices (Björklund & Salvanes, 2010). The ongoing debate about the relative influence of nature versus nurture continues to attract interest, especially concerning outcomes like educational attainment.

According to human capital theory, family investment in education accounts for much of the variation in children's educational achievement (Coleman, 1966). Families use a "cost-benefit" framework when making educational investment decisions, viewing education as a critical investment in human capital. However, disadvantaged households often lack the financial means to make adequate educational investments, negatively affecting their children's academic performance (Becker, 2010). Becker stated that education increases a person's productivity, influencing their occupational choices (Schuller & Desjardins, 2011).

A study in Germany found that educational distribution plays a crucial role in vertical social mobility, with educational attainment being a significant factor in both upward mobility and class reproduction (R. Becker, Blossfeld, & Mayer, 2024). Thus, children often pursue career paths similar to their fathers, with educational background influencing these decisions (Becker, 2010). Additionally, a review of social class inequality and social mobility across 39 countries revealed that educational inequality hinders social mobility. The review also noted that family responses to this inequality vary widely across countries (Hertel & Groh-Samberg, 2019). Research, in Indonesia, has shown that family financial status greatly influences children's future earnings, with higher returns associated with tertiary education compared to primary and secondary schooling. Children with parents in higher-status occupations, especially those from mixed-ethnic and urban backgrounds, are more likely to achieve higher earnings (Arsani, 2020).

In Indonesia, education plays a pivotal role in shaping children's future occupational status. Higher educational attainment is associated with better employment opportunities and income levels, with children who attain higher education more likely to secure jobs in sectors offering greater returns, such as public services, compared to lower-return sectors like agriculture. This underscores the importance of investing in education to enhance children's future

labor market outcomes. The educational background of individuals is a significant determinant of their occupational status, highlighting the long-term benefits of educational investments for both families and society (Arifin, 2017; Chang, Hasan, & Hyson, 2013).

An analysis of Indonesia's economic growth and changing occupational structure identified key trends, such as urbanization, increased education levels, and a reduction in government expenditure as a proportion of Gross Domestic Product (GDP) (Booth, 2021). These trends are marked by the growing middle class in Indonesia (Pratomo, Syafitri, & Anindya, 2020). Education remains central to the rise of Indonesia's middle class. The more educated the workforce becomes, the larger the middle class grows, contributing to the country's economic development and social transformation. Given these findings, parents should support and encourage their children's pursuit of higher education, from preschool to tertiary levels (Arsani, 2020).

Several studies have examined the social mobility of income, education, and occupation in Indonesia (Dartanto, Can, Moeis, & Rezki, 2023; Purbowati, 2018). These studies aimed to measure the extent to which an individual's socioeconomic status was influenced by their family background, particularly the father's status. However, there is still a lack of studies in Indonesia that use longitudinal data to demonstrate the role of education in promoting social mobility between parents and their children. Therefore, this study aims to investigate the role of education as a mediating factor between the family background and their children occupational status and how it has implications for policy and development in Indonesia.

RESEARCH METHOD

This study was a secondary data analysis of the longitudinal Indonesian Family Life Survey (IFLS), which had been conducted over five waves of data collection: IFLS 1, IFLS 2, IFLS 3, IFLS 4, and IFLS 5 and conducted in the year of 1993, 1997, 2000, 2007, and 2014 respectively. The IFLS sample size encompassed approximately 30,000 individuals from 13 provinces, representing 83% of the Indonesian population (Strauss, Witoelar, & Sikoki, 2016). The IFLS was part of the RAND Family Life Survey, which collects community data from households in several countries, including Malaysia, Guatemala, and

Indonesia. Specifically, in the Indonesian context, the collected data included economic, educational, and health indicators and other critical socio-demographic variables, including intergenerational mobility (RAND, n.d.).

To examine trends in occupational status, this study utilized data from the most recent wave of the IFLS to establish the social class of the children. Retrospective data from IFLS 4 to IFLS 1 were then combined to determine the social class of the parents, resulting in a final sample of 4,035 individuals. Preliminary analysis revealed that the earliest available data on employment status dates back to 1988, accessible in IFLS1. After data cleaning, the age range of the children who could be included in this study was narrowed to between 25 and 49 years. These individuals were further divided into five birth cohorts: 1965-1969, 1970-1974, 1975-1979, 1980-1984, and 1985-1989.

Specifically, the inclusion criteria for the study subjects representing the children's social class were individuals aged 25-49 years who were employed and had completed education at the levels of primary school, junior high school, senior high school, or higher education, including both degree and non-degree (vocational) programs. The parental social class was determined by linking the father's social class using pidlink data when the respondents were in their late adolescence, between the ages of 15-20 years. The exclusion criteria for this study were incomplete data, whether related to the children or the parents. Given the availability of complete data on the employment status of both parents and children, as well as the educational attainment of the children, we could test the hypothesis regarding how education mediates the parent's and child's social class.

The dependent variable in this study was the child's social class while the independent variables were the father's social class and educational attainment, with the mediation variable was the child's education level. The child's and father's social classes were measured using measurements set by Indonesian Standard Job Classification 2014 (Klasifikasi Baku Jabatan Indonesia/KBJI 2014) which referred to the International Standard Classification of Occupations (ISCO-ILO) (Kementerian Ketenagakerjaan dan Badan Pusat Statistik, 2014). Categorization then was divided into two groups, namely blue collar and white collar. The measurement of the level of education was done into two categories:

(i) low education: individuals who completed elementary or junior high school; and (ii) higher education: individuals who completed high school or pursued higher education (regardless of whether they obtained a degree).

This study focused on the role of education in mediating the family background and children occupational class. Path analysis was used to quantify this mediating effect. It was a common method used to examine mediation effects and the differences in path coefficients (Garson, 2008; Lleras, 2005). This research highlighted the complex interplay between family background, education, and children occupational status. The key steps for conducting a path analysis to examine mediating effects were: (i) establish the path model with the predictor, mediator, and outcome variables (Garson, 2008; Lleras, 2005); (ii) assess the significance of the direct path from the predictor to the outcome; (iii) the direct path was significant, included the mediating variable in the model and used bootstrapping to test the indirect (mediated) effect (Hadi, Abdullah, & Ilham, 2016); and (iv) interpret the results a fully controlling mediating effect occurs when the relationship between the predictor and outcome is reduced to non-significance after including the mediator (Garson, 2008). Figure 1 shows a generic path analytic model

with two (correlated) independent variables and one mediator.

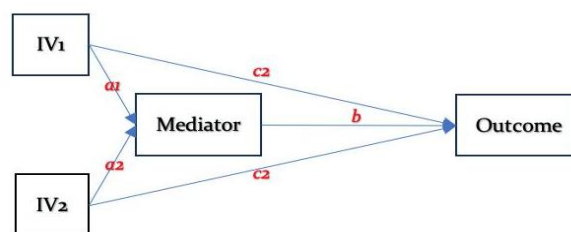


Figure 1. Generic example of a path analysis model

Overall, the key steps were to establish the path model, assess the direct effect, include the mediator, and use bootstrapping to test the indirect (mediated) effect. The beta coefficient represents the strength and direction of the relationship between variables. In mediation analysis, there are two effects: the direct effect (the relationship between the independent variable (IV) and the dependent variable (DV) without considering the mediator) and the indirect effect (the effect of the IV on the DV through the mediator) (Lleras, 2005). If the indirect beta coefficient (effect of the IV on the mediator and the mediator on the DV) is greater than the direct beta coefficient, it is suggested that the mediator played a significant role in explaining the relationship between the IV and DV. The variable could be considered a mediator if this condition is met.

Table 1. The Operational Definition of the Study

Variables	Variable	Definition	Category
Independent	Children' Social Class	It is a categorization of social structure based on hierarchical aspects which are used as the basis for forming occupational classes by applying socioeconomic status measures.	Blue Collar (Managers/high-level officials, Professionals, Routine non-manual workers (administration and trade); White Collar (Routine non-manual workers (sales and service), Small owners, craftsmen, Farmers, Technicians, Supervisors, Skilled manual workers, and Semi- and unskilled manual workers)
	Family Background: Fathers' Social Class	It is a categorization of social structure based on hierarchical aspects which are used as the basis for forming occupational classes by applying socioeconomic status measures.	Blue Collar (Managers/high-level officials, Professionals, Routine non-manual workers (administration and trade); White Collar (Routine non-manual workers (sales and service), Small owners, craftsmen, Farmers, Technicians, Supervisors, Skilled manual workers, and Semi- and unskilled manual workers)
Dependent	Family Background: Educational Level	It is the highest level of higher education that has ever been taken, whether a degree program (bachelor's) or non-degree (vocational).	Low Education (Elementary School-Middle School); High Education (High School-Higher education both degree and non-degree)
	Children' Educational Level	It is the highest level of higher education that has ever been taken, whether a degree program (bachelor's) or non-degree (vocational).	Low Education (Elementary School-Middle School); High Education (High School-Higher education both degree and non-degree)

RESULT AND DISCUSSION

Characteristic of Respondent

This study analyzed data from Indonesia Family Life Survey (IFLS) wave 4 as the baseline for getting occupational class of child and father pairs. The data showed the demographic and socioeconomic makeup of the respondents, highlighting generational differences in education, occupation, and income between fathers and their children. Based on the characteristics of the child, most were born from the birth cohort group 1980-1984 (30.8%). Child respondents were predominantly male (59.4%), married (86.4%), residing in urban areas (54.6%), with higher level of education (53.7%), working as blue collar (57.1%), and at 4 quantiles of income (25.7%). In the view of the province of residence, the percentage of respondents was almost similar from provinces within Java and outside Java (53.5% vs 46.5). Meanwhile, the father was having lower level of education (78.3%), working as blue collar (86.7%), and at 4 quantiles of income (22.5%).

From the data description, it could be concluded that there were several generational differences, including 1) a larger percentage of children had higher education compared to their fathers, who mostly had lower levels of education; 2) while both generations were predominantly blue-collar workers, children showed slightly more diversity in socioeconomic status, indicated by their income distribution and education; and 3) more children lived in urban areas compared to their fathers, suggesting generational shifts in migration patterns or urbanization. This data emphasized significant generational shifts, especially in education and urban living, likely contributing to social mobility patterns. The following table presents the characteristics of respondents in this study.

Research Findings

The main result of this study found that children's education was a mediating factor between family background and child's occupational status. The relationship between each tested variable could be seen from the result of the beta coefficient value and the p-value. The difference in beta coefficients indicates the strength and the significance of the mediation effect, i.e., how strong the relationship between the independent and dependent variables is influenced by the mediating variable (Lleras, 2005).

Table 3 presents the statistical significance of the direct and indirect effects, and the path was represented in Figure 2.

Table 2. Characteristics of Respondents

Item	Frequency people	Proportion %
Children birth cohort (n=4126)		
1965-1969	329	8.0
1970-1974	577	14.0
1975-1979	754	18.3
1980-1984	1271	30.8
1985-1989	1195	29.0
Occupation class (n=4126)		
Blue collar	2293	57.1
White collar	1833	42.9
Education level (n=4035)		
Primary-junior school	1870	46.3
High school-Higher education	2165	53.7
Sex (n=4126)		
female	1677	40.6
male	2449	59.4
Residential (n=3145)		
Rural	1427	45.4
Urban	1718	54.6
Marital status (n=4126)		
Unmarried	563	13.6
Married	3563	86.4
Province (n=3145)		
Outside java	1462	46.5
Java	1683	53.5
Income quantiles (n=2463)		
1 (poorest)	457	18.6
2	530	21.5
3	457	18.6
4	634	25.7
5 (richest)	385	15.6
Fathers		
Occupation class (n=4126)		
Blue collar	3577	86.7
White collar	549	13.3
Educational level (n=4035)		
Primary-junior school	1038	78.3
High school-higher education	287	21.7
Income quantiles		
1 (poorest)	210	19.5
2	236	21.9
3	172	16.0
4	243	22.5
5 (richest)	217	20.1

Overall, the model specified in this paper explained that the beta coefficients of indirect effect of fathers' occupational class and child's class ($B=3.455$; $p=0.000$) with child's education as variable intervening ($B=2.413$; $p=0.000$) were greater than the beta coefficient between fathers' occupational class and children's occupational class ($B=1.487$; $p=0.000$). This implied that children's education level mediates the

relationship between fathers' occupational class and children's occupational class.

In addition, similar results were also analyzed where children's education level was a mediator between father's educational attainment and children's class. The beta coefficient of fathers' educational level with children's education level ($B=19.304$; $p=0.000$) while between children's education level and children's occupational class ($B=3.455$; $p=0.000$) were greater than the beta coefficient between fathers' education level and children's occupational class ($B=1.487$; $p=0.016$). This suggests that children's education level mediates the relationship between father's education level and children's occupational class, similar to how it mediated between father's occupational class and children's occupational class. Essentially, a father's education strongly influences the child's educational attainment, which in turn has a stronger effect on the child's occupational class than the direct influence of the father's education level on the child's occupational class. In detail, this could be seen in Figure 2.

Thus, the effect of a father's occupational class on the child's occupational class is not direct but largely

operates through the child's educational attainment. In other words, education serves as the key mechanism for social mobility. Even if a father's direct influence on the child's social class is limited, his role in enabling access to education greatly enhances the child's chances of achieving a higher social class. This dynamic reflects the importance of education in breaking or perpetuating social class cycles in Indonesia, where education can significantly shape the socio-economic outcomes of future generations (Amalia & Sugiharti, 2020; Muttaqin, 2018a).

Education plays a crucial role in shaping socio-economic outcomes in Indonesia, significantly influencing the ability of individuals to break or perpetuate social class cycles. The social return to education is notably higher for those with advanced degrees, with a long-term return estimated at 11.84% for higher education graduates, underscoring the importance of educational attainment in enhancing economic productivity and income levels (Raya, 2008). Further examination using share of certain educational level of labor force provides a strong tendency that the pattern of the return to education is higher for higher level of education.

Table 3. Direct and Bootstrap Indirect Effects in the Multiple Mediation Models for Child's Occupational Class.

Direct effects	Path	Coeff.	SE	p value
Father's Education → Child's Education	a_1	19.304	.294	0.000
Father's Education → Child's Class	c_1	1.487	.158	0.016
Father's Class → Child's Education	a_2	2.413	.218	0.000
Father's Class → Child's Class	c_2	2.160	.170	0.000
Child's Education → Child's Class	b	3.455	.130	0.000
Indirect Effect	Path	Boots.		
Father's Education → Child's Education → Child's Class	$a_1 \times b$	66.695		
Father's Class → Child's Education → Child's Class	$a_2 \times b$	8.337		
Total indirect effect		75.032		

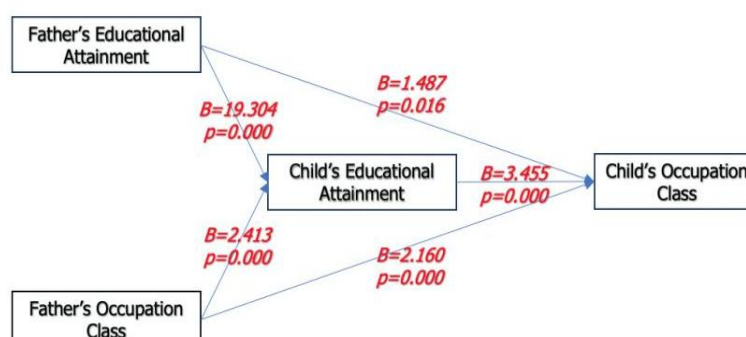


Figure 2. The Relationship between family background, child's education and child class in Indonesia

This relationship is further evidenced by the positive correlation between the educational composition of the labor force and district per capita Gross Regional Domestic Product (GRDP), indicating that higher levels of education contribute to greater economic output per person (Siregar et al., 2020). Therefore, investing in education can lead to greater economic growth and development at the regional level in Indonesia.

The effect of education on the probability of employment is that individuals with higher educational qualifications are more likely to secure jobs, thereby improving their socio-economic status (Booth, 2021). The concept of human capital accumulation highlights how education equips individuals with the necessary skills and knowledge to thrive economically, which is particularly vital in the context of Indonesia's diverse socio-economic landscape (Becker, 2010). Improving access to education, particularly in underserved regions, can help unlock the potential of Indonesia's human capital and support more balanced and inclusive economic growth. Developing vocational and higher education programs that align with the needs of the labor market can enhance the competitiveness of Indonesia's workforce and support the country's economic development goals. The accumulation of human capital, through investments in education and skill development, is a key determinant of regional economic growth in Indonesia, alongside physical capital accumulation (Becker, 2010; Purbowati, 2018).

On the other side, the finding indicates that while father's educational attainment has a positive effect on children's educational outcomes in Indonesia, socioeconomic inequality in access to and quality of education remains a significant challenge in the country, with various factors contributing to this inequality (Dartanto et al., 2023). It shows that fathers' higher educational attainment was associated with higher educational attainment of their children. It also suggests that socioeconomic inequality in education access and quality is a significant issue in Indonesia. Family factors, including parents' education level, are determinants of unequal access to and quality of education in the country. Socioeconomic inequality is evident in the school enrollment of children of migrant fathers (Coleman, 1966).

On top of that, father's occupational class and educational attainment can significantly impact children's educational outcomes and contribute to

educational inequality in Indonesia (Muttaqin, 2018b). Father's occupational class is a strong determinant of unequal access to and quality of education in Indonesia. Children from lower occupational classes often have less access to high-quality education. Fathers' involvement in their children's education, including their occupational class, can affect the educational attainment of their children. Children of fathers with higher occupational status and educational levels tend to have better educational outcomes. Fathers' education level, which is related to their occupational class, can have a direct impact on their children's educational and labor market outcomes. Higher paternal education is associated with better educational and economic outcomes for children (Jamalludin, 2022). The type of high school attended by children, which can be influenced by family socioeconomic status and parental occupation, also affects labor market outcomes in Indonesia. Children from higher occupational classes are more likely to attend higher-quality schools.

In summary, father's occupational class and educational attainment are significant determinants of educational inequality in Indonesia (Arsani, 2020). Children from higher occupational classes and with more educated fathers tend to have better access to quality education and improved educational and labor market outcomes. This perpetuates intergenerational cycles of inequality, as family socioeconomic status shapes children's educational and economic opportunities (Booth, 2021). Investing in education is crucial for promoting upward mobility and breaking these cycles of poverty and inequality in Indonesia (Arifin, 2017). Addressing the link between father's occupational class and children's educational outcomes is essential for fostering more equitable access to quality education and shaping the socioeconomic fabric of future generations (Bjorklund & Salvanes, 2010). Investing in education is indeed a critical lever for driving social mobility and reducing entrenched inequalities in Indonesia. Addressing the intergenerational transmission of educational and economic status is an important policy priority (R. Becker et al., 2024).

Research Implication

The situation aligns with previous research, suggesting that increasing the number of students completing secondary and postsecondary education in

institutions equipped to provide essential skills for the modern economy is crucial in helping ambitious Indonesians rise from poverty into the middle class (Pratomo et al., 2020). This will equip them for better employment opportunities, particularly in formal service sector jobs that offer higher wages, helping them transition from the poor into the middle class. Additionally, a comprehensive social safety net is essential to protect individuals from the impact of major economic shocks, as nearly 40% of middle-class individuals are at risk of slipping back into lower-class status (The World Bank, 2019).

It would also be preferable in a society where everyone had equal opportunities in the labor market. Efforts to enhance equal opportunity, volunteerism, and philanthropy could help address these challenges and promote more sustainable development in Indonesia's diverse society. In 2014, the Omnibus Law made changes to several existing laws, including the Law No. 23 of 2014 on Regional Government, which impacted the authority of local governments in environmental protection and management, but has not yet regulated the job creation or job expansion (Mahy, 2022; Neta, Evendia, & Firmansyah, 2022). When an individual's current employment or financial standing can be attributed to the characteristics of their parents, it is argued that not all individuals are created equal. However, Indonesia's employment development occasionally encounters dynamics. The Omnibus Law on Job Creation was introduced in 2020 as part of the government's regulatory reform policy to streamline and harmonize various laws and regulations in Indonesia (Neta et al., 2022). It aimed to create or expand employment opportunities in Indonesia, which was stagnant at the 73rd position globally in terms of ease of doing business (Mahy, 2022). Thus, in 2014, the result has shown that father's employment influences his children's career choices in both direct and indirect way (through education). Children are likely to choose the same line as their fathers (Becker, 2010; Jamalludin, 2022).

Additionally, from the side of the politics of education policy that has been a subject of much debate and discussion in Indonesia, the designated curriculum development and education system have been influenced by various political and ideological factors over the years (Alhamuddin et al., 2020). After the 1965 coup, the Indonesian government implemented counter-strategies to address the influence of communist ideologies in the education

system. This included measures to promote Islamic religious education and reduce the presence of communist-influenced content. During the New Order era (1966-1998), the government sought to consolidate its control over the education system and curriculum. However, the education reforms of this period were also shaped by broader economic and political developments, such as the need to address the economic crisis in the 1960s. Since the fall of the New Order regime in 1998, Indonesia has undertaken various education reforms aimed at promoting equity, decentralization, and improved quality (Alhamuddin et al., 2020).

The Indonesian government has implemented various policies and reforms to promote equity in education. It reflects the policies of the Government of Indonesia and the Ministry of Education, which have focused on improving the quality of education and learning opportunities (Alhamuddin et al., 2020). Additionally, while Indonesia has made progress in promoting gender equity in education, more work is needed to achieve true equity in international negotiations and development (Denboba, 2015). Next is decentralization of education in Indonesia. It has had mixed results with variations in the level of development, aggregate education activities, and the distribution of education across different regions (Desimaria & Rahayu, 2022). Multicultural education is not a priority in the market-driven curriculum. These reforms have sought to address longstanding issues such as regional disparities in educational access and outcomes.

The rise of the middle class in Indonesia has also influenced the concept of equity in education. The education policy of the late colonial era has had lasting impacts on the distribution of political power and access to education (Alhamuddin et al., 2020). Overall, the findings indicate that Indonesia has made efforts to reform its education policies to promote equity, but challenges remain in terms of political influence, regional disparities, and the prioritization of equity in the education system. The evolution of education policy in Indonesia from 1965 to the present has been marked by a complex interplay of political, ideological, and economic factors, as the government has sought to shape the education system to align with its broader goals and priorities.

As a result, these are several responses on how the implications for policy development in Indonesia are crucial. Firstly, investing in education by increasing the

access to quality education, especially for disadvantaged groups, improving educational infrastructure, resources, and teaching quality in underserved areas, and providing financial assistance and scholarships to enable children from low-income families to attend school. Secondly, the intergenerational transmission of status can be addressed through policy implementation that breaks the link between fathers' socioeconomic status and children's educational and economic outcomes. This includes providing targeted support and interventions for children from low-income and low-education backgrounds, promoting social mobility through programs that enhance educational and career opportunities for marginalized groups. Lastly, as the holistic approach, Indonesia can adopt a comprehensive, multi-pronged strategy that addresses both educational and broader socioeconomic factors, coordinate efforts across different government agencies and stakeholders (education, labor, social welfare, etc.), ensure policies are evidence-based and tailored to the specific challenges and context of Indonesia, and by investing in education and addressing the intergenerational transmission of status, policymakers in Indonesia can work towards creating a more equitable and socially mobile society. This is crucial for fostering sustainable development and improving the long-term well-being of future generations. A holistic, evidence-based approach is essential for designing effective policies that can truly drive social mobility and reduce entrenched inequalities in Indonesia.

Nevertheless, this study has several limitations. Firstly, in IFLS, the data that can be used to access children's social class is limited from the ages of 24-49 because after the age of 49, much of the required data for parents is missing. Secondly, the method used to measure the relationship between variables uses relatively simple analysis (path analysis), there may be a newer method to assess the pattern of this relationship. On the other hand, this study also has several strengths, including the use of IFLS longitudinal data, which can provide a picture of changes in social class between parents and children. This study has also discussed existing policies in Indonesia. The results of the study provide valuable input for policy makers regarding equality of access to education and job creation as a series of graduate absorption. Because Indonesia is an archipelagic country with high demographic dynamics, strategic

policies are needed that can balance local wealth with global demands.

CONCLUSION AND SUGGESTION

In this study, the family background, including father's occupational class and father's educational level, has a significant effect on children's occupational status. Yet, the impact is more prominent when it comes to education. This shows the reality that parental educational and occupational ambitions for their child, have an impact on educational achievement in Indonesia. Father's education has a higher impact on children education than father's occupational class. Indonesian school construction programs that increased access to education had long-term and intergenerational effects, benefiting both fathers and their children's educational outcomes.

Meanwhile, the impact of a father's education on his children's occupational status is notably significant, often overshadowing the influence of children's education on their future occupations. Research indicates that paternal education plays a critical role in determining long-term child nutrition outcomes, which in turn affects children's overall well-being and future opportunities. This suggests that a father's educational attainment not only shapes his own occupational status but also sets a foundation for his children's success. Moreover, the socioeconomic status of parents, including their educational levels, significantly affects children's educational and occupational outcomes. The father's job status is also a crucial determinant of children's future employment opportunities and social mobility. In the context of Indonesia, these factors collectively highlight that the educational background of fathers is a more powerful predictor of occupational status than the educational achievements of their children. This dynamic underscore the importance of addressing educational disparities among parents to enhance social mobility and improve the occupational prospects of future generations in Indonesia.

A strong focus on human investment through the provision of quality education is a crucial public policy priority for developing human capital and promoting inclusive and sustainable development in Indonesia. Indonesian government should also allocate its education spending to increase the attainment of higher education level, establishing the next generations better than previous generations.

Moreover, the dynamic conditions of recent employment development require employment governance and quality human resource competence. To prioritize human capital investment through quality education and help break the cycle of intergenerational inequality in Indonesia, the government could consider the following approaches, including expanding access to early childhood education. This can help ensure all children, regardless of socioeconomic background, have a strong educational foundation from an early age. The second approach to consider is to enhance the quality of primary and secondary education by increasing funding and resources for schools, especially in underserved communities. The next approach is to provide additional academic and social support for students from disadvantaged backgrounds. Increasing vocational and technical training is necessary to expand access to high-quality vocational and technical training programs that equip students with in-demand skills for the job market. This can create more pathways for upward mobility, especially for students who may not pursue a traditional university education. The fourth approach is by offering affordable higher education. Making higher education more accessible and affordable, such as through increasing public university enrolment capacity, providing need-based scholarships and financial aid, developing partnerships with private institutions to expand educational opportunities. Lastly, fostering collaboration and stakeholder engagement, including educators, employers, and community organizations, is needed to ensure the education system is responsive to the evolving needs of the labor market and local communities. Implementing these policies can contribute to the long-term sustainable development of Indonesia by cultivating a highly skilled, adaptable, and productive workforce that can drive economic growth and social progress. The government's commitment to these priorities can have a transformative impact on the country's human development trajectory.

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