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Expectations of Educational Continuity among Beneficiary Families of the Indonesian Conditional Cash Transfer (PKH): A Case Study in Tabuan Island, Tanggamus Regency

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Abstract

Implemented since 2007, The Indonesian Conditional Cash Transfer (PKH) program aims to alleviate poverty by encouraging education participation among the impoverished. Analyzing the educational expectations of PKH beneficiaries is crucial for program's impact evaluation. Changes in educational expectations indicate the awareness of poor families to invest in education. Moreover, examining socio-economic impacts on educational expectations offers insights into challenges faced by impoverished families. This study, conducted on Tabuan Island in Tanggamus Regency which is a remote area with inadequate educational facilities, investigates the impact of PKH over 15 years by 2022. Using primary data from two groups: PKH beneficiary families (intervention) and non-PKH families (control) – the research quantitatively compares their educational expectations. Further exploration involves logistic regression tests to examine socio-economic factors' influence on the intervention group. Results reveal PKH's positive impact on elevating beneficiary families' educational expectations. The analysis showed significantly higher educational expectations among PKH families compared to non-PKH families, particularly when excluding other educational assistance. PKH beneficiaries are estimated to be 10,269 times more likely to expect their children to graduate from college than non-PKH families. Internet access in the last 3 months, and participation in P2K2 counseling, have a positive impact on the PKH beneficiary families' educational expectations. This highlights the importance of positive educational information and the potential of information technology in supporting their children's education. However, it is concerning that despite having high expectations, families receiving PKH on Tabuan Island face challenges in ensuring their children's access to college education.

Keywords: poverty alleviation; education continuity expectations; the Indonesian Conditional Cash Transfer (PKH); education investment

Introduction

Poverty often leads to limited participation in education, whereas low-quality education perpetuates poverty. Data from the BPS show that the rate of out-of-school children tends to be higher among poor families, especially within the lowest-expenditure group. In 2021, the percentage of out-of-school children in high school within the lowest expenditure group was 31.39% (BPS RI, 2022). The Average Years of Schooling (AYS) in 2021

was also low, at 8.54 years. Many children in the lower-middle expenditure group (poor families) were enrolled in high school, but failed to complete their education; the education completion rate at the high school level is still low, at 65.94% in 2021 (BPS RI, 2021a).

The complexity of poverty issues forms a multidimensional poverty trap (Chambers, 1983). Kartasasmita (1996) also explained that low levels of education and health often contribute to the causes of poverty. Meanwhile, a study conducted by Zamroni (2010) revealed that education-related policies tend to favor and benefit the upper-middle-class population in urban areas with easier access, but are less favorable to the poor population, especially considering the difficulties in accessing education. Extreme poverty diminishes the priority of education for poor families, especially in remote or coastal areas. Constraints in coastal areas, such as limited public service infrastructure, low education levels, seasonal job opportunities, restricted access to clean water, and vulnerable food supply, cause the population to be trapped in multidimensional poverty and create pockets of poverty (Tukiran, 2010).

Therefore, addressing poverty requires a comprehensive approach beyond income improvement, and it is necessary to address the multidimensional aspects of poverty. Investment in education is an effective way to reduce poverty. Education plays a crucial role in alleviating poverty by improving living standards and providing better job opportunities (Hadna & Kartika, 2017). Poverty alleviation efforts that focus only on economic growth can widen inequality and are no longer effective in increasing living standards in developing countries (Tarabini, 2010).

Education investment is considered an investment in human capital that offers potential economic benefits and measurable returns (Gary Becker, 1964 in Unterhalter, 2009). Moreover, education contributes to broader aspects and values of human development that influence freedom, inequality reduction, and social justice (Amartya Sen, 1992 in Unterhalter, 2009). In the era of the Fourth Industrial Revolution and digital transformation, investing in education is crucial for enhancing the quality of human resources. However, poverty often hampers access to higher education, as poor families prioritize the basic need to pursue higher education.

Governments employ strategies, such as Conditional Cash Transfer (CCT) policies, to encourage poor families to invest in education. Family investment in education encompasses both monetary and non-monetary aspects, with non-monetary investments in developing children's cognitive abilities through education being more critical than monetary investments (Li et al., 2021). Therefore, many countries, including Indonesia, implement conditional cash transfer programs, such as the Family Hope Program (*Program Keluarga Harapan/PKH*), to alleviate poverty and improve access to education for the underprivileged population (Kemensos RI, 2021).

The PKH provides cash transfers to extremely poor households, with the condition that they fulfill certain obligations related to improving the education, health, and nutrition of their children. This program is designed to reduce structural poverty by enhancing quality of life through better access to public services, particularly education and children's health (Suharto & Thamrin, 2012). The implementation of PKH policy is also aligned with the Sustainable Development Goals (SDGs), which prioritize inclusive and equitable access to education (Bappenas, 2020). Family investment in education encompasses both monetary and non-monetary aspects, with non-monetary investments in developing children's cognitive abilities through education being more critical than monetary investments (Li et al., 2021).

As a Conditional Cash Transfer (CCT) policy, the PKH adopts two essential approaches for alleviating poverty. First, it provides short-term income support through cash transfers. Second, it breaks the intergenerational cycle of poverty by investing in human capital, particularly in children's education. With higher education, children are expected to have more opportunities for better jobs, leading to improved family welfare (World Bank, 2011). The CCT policy aims to enhance multidimensional well-being and change beneficiaries' behavior in the long term. However, the lack of theoretical foundations in the design and implementation of CCT programs has resulted in limitations in predicting the impact of programs and in understanding why some programs are ineffective. To address this, psychological models and theories have been proposed to provide a more comprehensive understanding of how CCTs can impact family and child educational achievement (Wolf et al., 2013).

Three psychological theories were utilized for this purpose: (a) Self-efficacy theory, which influences an individual's mindset and behavior; (b) Self-determination theory, which involves motivation and internalization of behavior; and (c) bioecological Systems theory, which places development within a broader context. The hypothesis model of CCT policy impact suggests that psychological changes in motivation, norms, and expectations regarding education among parents and children undergoing CCT programs are crucial for improving educational achievement (Wolf et al., 2013).

Previous studies have investigated the impact of the PKH program on education using various indicators such as participation rates, attendance, education expenses, and academic achievements. An impact evaluation conducted by Hadna & Kartika (2017), based on panel data from the SPKP 2007,2009 and 2013 unveiled noteworthy results regarding the effects of the PKH initiative. Specifically, it demonstrated a significant enhancement in primary school student attendance due to PKH interventions. However, the study did not observe a substantial influence on the rates of student participation or their academic achievements at this level. Conversely, at the junior high school tier, PKH exhibited a pronounced impact on both student participation rates and academic achievements. Nevertheless, its influence on student attendance rates remains inconclusive. These outcomes align with parallel research efforts employing data from the Indonesian Family Life Survey (IFLS), suggesting a positive correlation between the PKH program and increased school participation rates among adolescents aged 13-15. Notably, this effect did not extend significantly to children aged 7-12 and 16-18. Additionally, Susastro (2017) substantiates these findings, indicating a discernible rise in household education expenditures attributable to the PKH initiative.

These findings suggest that the relaxation income received through cash transfers directly contributes to investments in education and indirectly influences changes in education expectations within families. However, research on the indirect impact of the PKH program on beneficiaries' attitudes and expectations towards continued education is still limited. Education expectations refer to the hopes and goals individuals have regarding education and have been shown to influence educational investment and achievement. Conversely, data from the Central Statistics Agency (BPS) reveals that numerous families benefiting from the PKH program, potentially grappling with severe poverty, prioritize fulfilling fundamental necessities over educational pursuits. The March 2021 National Socioeconomic Survey (SUSENAS) data corroborates this trend, indicating that a substantial proportion (72.88%) of PKH households predominantly allocate the funds towards sustenance, with only 55.93% earmarking resources for educational purposes (BPS RI, 2021b).

Therefore, it is crucial to understand the role of the PKH policy in shaping the education expectations of its beneficiaries, particularly in coastal areas where extreme poverty is prevalent.

Investigating the impact of the CCT policy on education expectations is highly relevant within the context of poverty alleviation endeavors. Firstly, individuals' aspirations or expectations play a significant role in influencing their future actions and behaviors towards achieving their desired outcomes. Research evidence shows that education expectations have a direct influence on educational investment and achievement. Secondly, if the CCT policy successfully induces behavioral and attitudinal changes among beneficiaries regarding education, it can be expected that investments in education will persist even after the cessation of the cash subsidy program. Thirdly, when parents' education continuation expectations undergo positive transformations, it can improve their children's educational attainment, consequently shaping the children's expectations of the importance of educational investments as they mature (García et al., 2019).

This research holds importance in examining the impact of the PKH policy in coastal and remote areas that serve as pockets of poverty. Should it be established that PKH has positively influenced the education expectations of beneficiary families in such areas, it can be concluded that the implementation of PKH has significantly contributed to poverty reduction in Indonesia. Several logical reasons support this research: Firstly, coastal areas often face constraints related to lack of access and lower quality of education compared to other regions. PKH can provide incentives and financial support to beneficiary families, helping them overcome access barriers and enhance the quality of their children's education. This is expected to influence education continuation expectations in coastal areas. Secondly, the PKH program necessitates the attendance and active participation of beneficiary families in group meetings and counseling activities. Through interactions with PKH facilitators and the information acquired, it is expected that family awareness and understanding regarding the importance of investing in education will increase. This can contribute in shaping positive expectations for education continuation. Lastly, parents play a crucial role in shaping education expectations. By providing cash transfers and assisting with basic needs, PKH can alleviate the financial burden on families and enable parents to prioritize their children's education. Parents with high expectations for education continuation are more likely to provide greater support to their children.

This research will focus on a case study conducted on Tabuan Island, which is a coastal and remote area located in Tanggamus Regency, Lampung Province. Tabuan Island represents the challenges faced by similar coastal and remote areas in Indonesia, where social issues such as poverty and limited access to education hinder development. Therefore, this study aims to provide valuable insights into poverty alleviation efforts in these areas. Additionally, the study will investigate the socio-economic factors that influence education expectations, such as the age, gender, and educational background of the family leader, the number of children receiving support, ownership of educational savings, receipt of other educational assistance, access to information, and participation in counseling programs. By examining these factors, the research aims to provide a comprehensive understanding of the poverty situation and educational expectations among residents in coastal areas. The findings will contribute as an additional reference for evaluating policies related to the implementation of the PKH policy, which has been running for 15 years in 2022.

Methods

This study employs the *Comparative After Only* impact evaluation method to assess the actual impact experienced by beneficiaries due to policy implementation (*ex-post evaluation*) using a case study approach on Tabuan Island. This type of evaluation is conducted by analyzing what happens when the policy is absent (*counterfactual situation*), a control group is created to compare the outcomes with the group receiving the treatment (Khandker et al., 2010). The case study approach is chosen due to the diverse contexts encountered in policy implementation (Martinson & Brien, 2010). Quantitative methods are used to investigate causal relationships between independent and dependent variables (Creswell & Creswell, 2017).

The choice of Tanggamus Regency as the research site stemmed from its notable poverty rate (11.81%) and subpar educational conditions (average schooling years of 7.34). The study is specifically centered on Tabuan Island, a coastal enclave isolated from the mainland, characterized by constrained access to public amenities. The Village Geographic Difficulty Index (IKG) reflects the high access difficulties, with two villages (Kuta Kakhang and Suka Banjar) classified as having high access difficulties (IKG > 50), while two other villages (Sawang Balak and Karang Buah) have moderate access difficulties (IKG = 30-50).

The study is designed with an experimental approach employing a *Posttest-only Control Group Design*. The strength of this design lies in the randomization in selecting both research groups. Randomization is implemented in selecting both research groups, ensuring equal chances of sample selection and avoiding selection bias. This design facilitates statistical comparison between the two groups and offers time and cost efficiency in research (Anggoro, 2007; Campbell & Stanley, 1963).

Randomization on sample selection was executed through a one-stage cluster sampling method, employing the Local Environmental Unit (Dusun) as the cluster and families as the fundamental unit of analysis. A selection of Dusun was made randomly from the available options, and all eligible families within these Dusun were included in the sample, with their pertinent information collected. The chosen respondents were impoverished families with school-going children aged 6-21 years. Out of the 10 Dusun located on Tabuan Island, 6 Dusun were randomly chosen, and a total of 237 families, meeting the specified criteria, were selected as respondents. These respondents were further categorized into two groups: the intervention group consisting of 137 families receiving support through the PKH program and the control group comprising 100 families not enrolled in PKH.

The research incorporated both primary and secondary data. Primary data was collected through survey methods and questionnaires via direct interviews with respondents. Secondary data was obtained from relevant institutions such as the Central Bureau of Statistics (BPS), Tanggamus District Development Planning Agency (Bapperida), and local village offices. A literature review was also conducted to gather documents relevant to the research topic and aims, sourced from scholarly publications, books, journals, and websites.

Educational Continuity Expectations were assessed based on the expected level of education completion for children. This particular question did not employ a Likert scale but instead captured the expected attainment of formal education, including Elementary School/Equivalent, Middle School/Equivalent, High School (SMA/SMK/Equivalent), Diploma (D1/D2/D3), Undergraduate/D4, and Masters/Doctoral. The level of education expected to be completed by children (Educational Completion Expectations) was determined

by the number of years of education required. For analytical purposes, they were classified as 'Not Graduated from College' and 'Graduated from College.'

Quantitative data analysis techniques were employed in this study, including: (a) Descriptive Analysis, used to describe regional conditions and respondent characteristics, with the results presented in percentage distributions, cross-tabulations, and graphs. (b) Independent Samples T-Test, applied to assess the impact of PKH policy implementation on education continuity expectations by analyzing the significance of differences between the intervention group and the control group. (c) Independence Analysis (Chi-Square Test), used to examine the relationship between family socioeconomic conditions and education continuity expectations. (d) Binary Logistic Regression Analysis, used to analyze the influence of cash transfer of PKH and the socioeconomic factors of beneficiary families on education continuity expectations.

Results and Discussion

Exploring Educational Challenges and Infrastructure on Tabuan Island

Tabuan Island is located in Semaka Bay, Cukuh Balak District, Tanggamus Regency. The island covers a total area of 4,135 hectares and consists of four villages, namely Karang Buah Village (830 hectares), Sawang Balak Village (1,350 hectares), Kuta Kakhang Village (960 hectares), and Suka Banjar Village (995 hectares).

Kuta Kakhang and Suka Banjar villages face high Geographic Difficulty Index (IKG) due to the lack of facilities. All villages are geographically distant from the regency capital and require approximately 3 hours of sea travel. The majority of parents on Tabuan Island have a low level of education, with most having only completed primary school or equivalent education. The lack of facilities and high costs contribute to lower educational attainment. A decade ago, there were no junior or senior high school facilities on Tabuan Island, which led to parents hesitating to send their children to schools on the mainland due to high transportation and living costs.

The availability of basic service infrastructure is visible from the availability of health and education facilities on Tabuan Island. Educational facilities on Tabuan Island include 2 early childhood education (PAUD) units, 3 public elementary schools, 1 public junior high school, and 1 private Islamic senior high school (MA). However, health facilities are limited, with only one auxiliary health center unit located in Sawang Balak Village. The adequacy of educational facilities is evaluated based on the number of classrooms and the student-teacher ratio. Currently, the island has a sufficient number of classrooms to accommodate students at the elementary, junior and senior high school levels, and the student-to-teacher ratio meets the established standards. The ideal standard for student-teacher ratios is 20:1 for both the elementary, middle and high school levels according to Government Regulation.

Table 1. Conditions of Elementary, Middle School and MA Education Facilities available in Tabuan Island, 2023

Educational Facilities	Number of Classrooms	Total number of teachers	The number of students	Student-Teacher Ratio
SD N Sawang Balak	6	9	136	15,1
SD N 1 Karang Buah	6	9	78	8,7
SD N 2 Karang Buah	3	6	20	3,3
Junior High School 'Satu Atap' 2	3	10	95	9,5
MA Islamiyah P. Tabuan *	3	8	93	11,6

Source: RI Ministry of Education and Culture (2023) and (*) Field Data (2023

However, despite these adequate numbers, the quality of educational infrastructure remains a concern. School buildings and supporting facilities require repair and upgrading. Moreover, an issue frequently raised in interviews with impoverished families pertains to teacher absenteeism. Numerous educators holding Civil Servant (PNS) positions are non-residents of the island, contributing to their frequent absence. The challenges of accessing remote regions, adverse weather conditions, and inadequate teacher accommodations often lead to these absences. This concern is substantiated by data from the Analytical and Capacity Development Partnership (CPPS UGM, 2014), revealing that the rate of teacher absenteeism in remote areas of Indonesia (20%) is double the national average (9.4%). Furthermore, research conducted by Hadna and Kartika (2017) emphasized the grievances expressed by households benefiting from the PKH program, citing concerns about teacher absenteeism and dissatisfaction with the quality of educational facilities in elementary and junior high schools.

Similar to other coastal areas, the primary livelihoods for the majority of Tabuan Island's population are farming and fishing. Traditional farming and fishing practices are commonly adopted by the local population. They face economic challenges due to limited income and heavy reliance on agriculture and fisheries sectors. Additionally, the geographical separation from the mainland makes agricultural and fishery products difficult to be marketed at an adequate price, thus exacerbating the issue of poverty on the island.

The Impact of PKH assistance on Expectations of Educational Continuity among Beneficiary Families

Education continuity expectations for poor families on Tabuan Island is quite high. This is evident from a significant proportion of parents in both groups who have high expectations for their children to graduate from college. The average number of years of education that children are expected to complete is also more than 14 years, indicating that poor families on Tabuan Island expect their children to at least achieve a diploma-level education. In other words, these families have higher expectations for their children's educational journey after completing senior secondary education. They expect their children to continue their education to a higher level, exceeding the

average length of education in Indonesia, which usually ends at junior high school level or equivalent (8.54 years). Furthermore, it outperforms the findings of Susastro's study (2017), which revealed that PKH assistance did not effectively enhance high school enrollment among Indonesian children aged 16-18 years.

There are slight differences between PKH beneficiary families and non-PKH families in educational expectations. The average number of years of education that children are expected to complete in PKH beneficiary families (14.56) are higher than those in non-PKH families (14.31). Nevertheless, these differences cannot be considered statistically significant. Statistical testing revealed there is no significant difference between the two groups in the average number of years of education expected for their children. This does not imply that PKH cash transfers have no impact on the educational expectations of beneficiaries. The data indicates that both groups have high expectations for continuing education. Probably, the impact of cash transfers PKH has not been observed due to the influence of other educational assistance programs, such as the 'Kartu Indonesia Pintar' (KIP), which have been received by both groups.

To better assess the impact of PKH assistance, researchers conducted a comparative analysis of expectations for continuing education between PKH beneficiary families and non-PKH families who had not received KIP assistance in the past 12 months. The test results reveal the average number of years of education expected for children in PKH beneficiary families are significantly higher than non-PKH families. Similar results were obtained in the Chi-Square test, which indicated significant differences between PKH beneficiary families and non-PKH families in level of educational completion expectations. Therefore, it can be concluded that PKH assistance has an impact on the expectations for continuing education among beneficiary families. Further details can be found in the following table:

Table 2. Differences in Education Continuity Expectations between PKH Beneficiary Families and Non-PKH Families on Tabuan Island in 2023

Description	Whole Family Sample			Sample Families that Did Not Receive KIP		
	PKH Families	Non PKH	Significance of Difference	PKH Families	Non PKH	Significance of Difference
Number of Samples (*n*)	137	100		47	52	
The average expected number of years of education for children.	14.56	14.31	Kolmogorov Smirnov Z = 0.947 p-value = 0.331*	14.34	12.87	Kolmogorov Smirnov Z = 2.055 p-value = 0.00**
Expected Education Level						
Did not graduate from college	35 (25.5%)	38 (38.0%)	X^2_{count} = 3.642 p-value = 0.056*	14 (29.8%)	37 71.2%)	X^2_{count} = 15.298 p-value = 0.00**
College graduate	102 (74.5%)	62 (62.0%)		33 (70.2%)	15 (28.8%)	

Note: The hypothesis used is,
H_0 = There is no significant difference between PKH beneficiary families and non-PKH families
H_1 = There is a significant (higher) difference in PKH beneficiary families compared to non-PKH families
The decision to reject H_0 if the p-value < 0.05
*p-value >0.05 (Accept H_0) **p-value <0.05 (Reject H_0)

Source: Results of Primary Data Processing (2023)

In the beginning, the parents of PKH beneficiaries enrolled their children in school because they were motivated by the prospect of receiving financial assistance through PKH. This externally motivated behavior gradually becomes internalized, transforming into intrinsic motivation and voluntary behavior that becomes inherited in poor families (Wolf et al., 2013). One aspect of this intrinsic motivation is reflected in the increased expectations for educational continuity among parents and children. This finding aligns with the research conducted by García et al., (2019) in Colombia, which examined the impact of the *Familias en Acción* (FA) program, a conditional cash transfer (CCT) policy similar to PKH in Indonesia. The results demonstrated a positive impact of the program on parents' educational expectations, with an average 11 percent increase in their aspirations for their children to pursue higher education.

Parents' educational expectations play a crucial role in determining the educational journey of their children, particularly in impoverished conditions. It is hoped that the shift in expectations among PKH beneficiary families will foster an increase in educational attainment for their children. A higher level of education can subsequently influence the child's perception of the importance of investing in education as they become adults and start families, leading to multi-generational improvements. This represents the primary objective of the PKH policy: to break the cycle of poverty due to impoverished living behavior.

The Influence of Cash Transfers from PKH on Education Continuity Expectations

Expectations for continuing education, assessed based on level of educational completion expectations, were selected for further analysis to explore the correlation and influence of the socio-economic conditions of impoverished families in Tabuan Island and the PKH cash assistance. This variable reflects respondents' spontaneous answers regarding their hopes for their children's educational achievements. These responses were considered to represent genuine expectations, as they were expressed sincerely, taking into account the realities, beliefs, and parental abilities. Educational expectations are assumed more realistic when they are based on reasonable expectations within a specific context, considering the existing potentials and limitations (Dockery et al., 2022).

Statistical analysis using Binary Logistic Regression was conducted, with the dummy variable Graduated from College=1 and Not Graduated from College=0. The Socio-economic factors presumed to be related to expectations for continuing education include gender, age, education level of the family leader and, education level of the mother, number of children being supported, ownership of savings/assets for education, internet access in the last 3 months, relatives providing assistance, and acceptance of PKH cash transfer. Bivariate analysis, specifically the Chi-Square independence test, was conducted to assess the correlation between the independent variables and the expected level of education. Only the variables that

showed a statistically significant correlation were included in the subsequent Binary Logistic Regression analysis. Further details can be found in the following table:

Table 3. Summary of the Chi Square Independence Test Results between Independent Variables and Variable of Expected Level of Education Completion

Independent Variables and Categories		Expected level of education completion				p-values
		Not Graduated from College		Graduated from College		
Gender of the family leader	- Man	46	*46.5%*	47	*1.0%*	0.235
	- Woman	5	*5.1%*	1	*47.5%*	
Age of the family leader	- ≤50 years	16	*16.2%*	7	*7.1%*	**0.082****
	- >50 years	35	*35.4%*	41	*41.4%*	
Education level of the family leader	≤ Junior High School	50	*50.5%*	33	*33.3%*	**0.001***
	> Junior High School	1	*1.0%*	15	*15.2%*	
Education level of the mother	≤ Junior High School	45	*46.9%*	42	*43.8%*	0.484
	> Junior High School	3	*3.1%*	6	*6.3%*	
Number of children under financial support	- 1-2 children	37	*37.4%*	33	*33.3%*	0.846
	- > Two children	14	*14.1%*	15	*15.2%*	
Ownership of savings/assets for education	- None	20	*20.2%*	3	*3.0%*	**0.001***
	- Have	31	*31.3%*	45	*45.5%*	
Internet access in the last 3 months	- No	23	*23.2%*	19	*19.2%*	0.725
	- Yes	28	*28.3%*	29	*29.2%*	
Relatives providing assistance	- There isn't any	19	19.2%	13	13.1%	0.386
	- There is	32	32.3%	35	35.4%	
Acceptance of PKH Assistance	- Non PKH	37	37.4%	15	15.2%	**0.001***
	- PKH beneficiaries	14	14.1%	33	33.3%	

*p-value < 0.05 **p-value < 0.1

Source: Results of Primary Data Processing (2023)

According to the test results, several independent variables showed a significant correlation with expected level of education completion for children at a 95% confidence level. These variables include education level of the family leader, ownership of savings/ assets for education, and acceptance of PKH cash transfer. Additionally, the age of the family leader was found to have a significant correlation with the expected education level for children, with a confidence level of 90%. However, other variables did not demonstrate a correlation relationship and were therefore excluded from the Binary Logistic Regression analysis.

To assess the effect of PKH cash transfer on changes in expectations for continuing education, the analysis was conducted in two stages. The initial phase involved the exclusion of the PKH assistance acceptance variable, while in the subsequent stage, this specific variable was included for analysis. Then the results of the two analyses were compared to determine the significance of PKH assistance in influencing expectations for continuing education. This was done by comparing the **Nagelkerke R Square** and the obtained **Odds Ratio**. If there is a change of more than 10 percent, it can be concluded that PKH assistance has a significant effect on expectations for continuing education.

Table 4. Summary of Logistic Regression Analysis Results, Changes in Odds Ratio and Changes in the Value of the Coefficient of Determination between Stage 1 and Stage 2

Variable	Stage 1 (Without Var. PKH)			Stage 2 (With Var. PKH)			ΔOR Percent |OR2-OR1|
	Coef (B)	*Sig*	*OR1 Exp(B)*	Coef (B)	*Sig*	*OR2 Exp(B)*	
Constant	-2.664	**0.001**	0.070	-4.436	**0.000**	0.012	82,86
Age of the family leader	0.759	0.185	2.136	0.940	0.154	2.561	19.90
Education level of the family leader	3.070	**0.007**	21.550	2.652	**0.022**	14.178	34,21
Have education savings	2.082	**0.003**	8.022	2.855	**0.000**	17.378	116.63
Acceptance of PKH Assistance	-	-	-	2.329	**0.000**	10.269	
Coef. Determine	**Stage 1**			**Stage 2**			**Percent Change**
Nagelkerke R-Square	0.379			0.539			42,21
Overall Percentage	70.7			79.8			

Source: Results of Primary Data Processing (2023)

According to the summarized analysis table above, the independent variables that have been partially proven to have a significant impact on education continuity expectations are: the education level of the head of the family leader, ownership of savings/assets for education, and acceptance of PKH assistance (p-value <0.05). The influence of PKH assistance on expectations for continuing education is considered significant, as evidenced by the positive changes in the Nagelkerke R Square value. Initially, without considering the PKH assistance variable, the Nagelkerke R Square value of 0.379 indicated that the independent variables accounted for 37.9 percent of the variation in the dependent variable. However, when the PKH assistance variable was included in the second-stage analysis, the Nagelkerke R Square value increased to 0.539, indicating a substantial improvement in the ability of the independent variables to explain the dependent variable, accounting for 53.9 percent of the variation. The observed change of 42.21 percent shows a significant impact of PKH assistance on expectations for continuing education.

The impact of PKH assistance on the dependent variable can also be observed by examining the changes in *Odds Ratio* or Exp (B) of other independent variables when the variable acceptance of PKH assistance is included in the analysis model. The percentage change exceeding 10 percent further supports the notion that PKH assistance acts as a moderating variable for other independent variables in influencing expectations for continuing education. Additionally, the partial Odds Ratio value for acceptance of PKH assistance is 10.269, indicating that families as PKH beneficiaries are expected to be 10.269 times more likely to expect their children to graduate from college compared to non-PKH families. Moreover, based on the output 'classification table' in the second stage, the overall percentage value is 79.8, showing that the research model's accuracy in predicting education continuity expectations is 79.8 percent.

The Influence of Socio-Economic Factors on Education Continuity Expectations among PKH Beneficiary Families

The mechanism for providing PKH assistance as a CCT policy requires beneficiaries to attend Family Capacity Building Meetings (P2K2) sessions conducted by PKH facilitators. These sessions provide learning and information on child care and education, which expose parents to new ideas and increase their awareness of the importance of education. This, in turn, influences their preferences and encourages investment in human capital. Families that have been participating in the program for a longer period have access to more information and knowledge, leading to higher awareness and expectations regarding their children's education compared to recently enrolled families. Therefore, the independent variables were expanded to include the duration of PKH acceptance and participation in P2K2 coaching, in addition to other socio-economic factors that are believed to influence education continuity expectations.

Table 5. Results Summary of the Chi Square Independence Test between Independent Variables and Variable of Education level completion expected in PKH Beneficiary Families

Independent Variables and Categories		*Chi-Square value*	*p-values*
Gender of the family leader	- Man - Woman	10.904	**0.001***
Age of the family leader	- ≤50 years - >50 years	2.789	**0.095****
Education level of the family leader	- ≤ Junior High School - > Junior High School	8.422	**0.004***
Education level of the mother	- ≤ Junior High School - > Junior High School	0.357	0.550
Number of children under financial support	- 1-2 children - > Two children	0.018	0.894
Ownership of Savings/Assets for Education	- Don't have - Have	28.254	**0.000***
Acceptance of Other Education Assistance (KIP)	- Didn't accept KIP - Accept KIP	0.379	0.538
Internet access in the last 3 months	- No - Yes	6.896	**0.009***
Relatives providing assistance	- There isn't any - There is	0.000	1.00
Duration of PKH acceptance	- < 5 years - ≥5 years	0.899	0.343
Participation in P2K2 counseling	- Less Participation - Good Participation	5.438	**0.020***

*p-value < 0.05 **p-value < 0.1

Source: Results of Primary Data Processing (2023)

Before assessing the influence of socio-economic factors on education continuity expectations, an initial analysis examines the relationship between socio-economic factors as the independent variables and the expected level of education for children as dependent variables. Based on statistical tests, socio-economic factors which at the 95% confidence level are significantly related to education continuity expectations in PKH beneficiary families are Gender of the family leader, Education level of the family leader, Ownership of savings/assets for education, Internet access in the last 3 months, and Participation in P2K2 counseling**.** The age of the family leader is also found to be associated at a 90% confidence level. For more details, please refer to the summary table of bivariate tests using the chi-square test above. Only the independent variables that show a significant relationship with the dependent variable are selected for testing their influence using logistic regression analysis.

Logistic Regression Analysis was carried out using the *Backward LR method* in order to obtain the best model. The overall percentage value in the output classification table indicates the model's predictive accuracy for the response variable. A higher percentage reflects a better prediction accuracy. The results of the analysis get an *overall percentage value* of 81.8, indicating that the established model, has a prediction accuracy of 81.8 percent for education continuity expectations of PKH beneficiary families. The Socio-economic factors included in the model have been shown to be able to predict expectations for continuing education, namely gender and education level of the family leader, ownership of savings/assets for education, access to the internet in the last 3 months and participation in P2K2 counseling.

Table 6. Summary of Logistic Regression Analysis Results between Independent Variables and Education Level Variables that are expected to be completed at KPM PKH on Tabuan Island in 2023 (*Variables in the Equation: Step 2*)

Variable	B	SE	Wald	df	Sig.	Exp(B)
Gender of the family leader	19.554	6135.329	0.000	1	0.997	310729399.67
Education level of the family leader	34.257	8913.168	0.000	1	0.997	754766362346718.9
Ownership of Savings/Assets for Education	1.911	0.534	12.794	1	0.000	6.759
Internet access in the last 3 months	1.026	0.505	4.136	1	0.042	2.790
Participation in P2K2 counseling	1.491	0.533	7.814	1	0.005	4.440
Constant	-21.137	6135329	0.000	1	0.997	0.000

Source: Results of Primary Data Processing (2023)

In order to gain a simpler understanding of the socio-economic factors that influence the education continuity expectations PKH beneficiary families, they are grouped into three factors, namely:

a. Factor of Family Leader

In this study, it was found that PKH beneficiary families with fathers who have good educational backgrounds (more than junior high school) tend to have higher expectations for their children's education, particularly aiming for tertiary education. Parents view their children's education as an investment that can lead to better future opportunities. These expectations influence how resources are allocated within the family. The preferences of parents, in this case the family leader, towards investment in education have an important role in allocating resources in a family (Pratikto, 2018). The educational level of the family leader and his partner is one of the factors that influence family planning (Iskandar, 2008).

Indonesian culture places the father as the backbone as well as a role model for the family. The presence of a father is still considered important in shaping expectations for children's educational attainment. The results of the study show that PKH beneficiary families led by a woman, particularly widows, tend to have lower expectations for their children's education. This finding is consistent with a study conducted in Australia by Dockery et al. (2022), which showed that single parents, especially single mothers, generally have lower expectations regarding their children's educational achievements.

To summarize, the educational background of the father and the family's socio-economic circumstances have an impact on their expectations for their children's education. Fathers, in particular, are seen as influential figures in shaping these expectations, while the gender of the family leader also plays a role in determining the level of expectations for educational attainment.

b. Factor of Family Economic

Economic conditions play a significant role in shaping individuals' perceptions of the future, including parents' expectations for their children's education. Parents from higher socioeconomic backgrounds, as indicated by factors such as education, employment status, and wealth/assets, typically have higher aspirations and expectations regarding their children's educational attainment (Dockery et al., 2022).

In this study, the economic condition of PKH beneficiaries is described through the ownership of assets for education, as data collection revealed that none of the PKH beneficiary families had specific savings allocated for education. This highlights that, despite having high educational expectations, there is a lack of financial planning to actualize these expectations. Conditions of poverty and uncertainty of family income cause basic needs to take precedence over saving for the future. In addition, the location of remote areas and far from financial institutions is also a factor in the low motivation in financial saving. PKH beneficiaries remain highly dependent on cash assistance, without actively pursuing asset development or savings for a better future. This also suggests that PKH beneficiaries with limited assets tend to have lower educational expectations.

c. Factor of Information Received

Residing in remote areas or with lack of access presents obstacles to individuals, as it frequently contributes to poverty and hinder their ability to access vital facilities, services, and information. Positive information regarding education has a significant impact on education continuity expectations. The lack of information regarding the returns on educational investments, positive externalities of education, or scholarships for poor children can prevent individuals from pursuing higher education (García et al., 2019).

In the present digital era, where information can be widely accessed through various digital platforms and the internet, the scarcity of educational information should no longer be a prevailing issue. However, for some people who live in remote areas and lack resources, information gaps still exist. As in the case of Tabuan Island where the research was conducted, limited cellular and internet networks, no gadgets, and low levels of knowledge are the reasons some families cannot access the internet. Families with internet access are assumed to have better information than families without internet access.

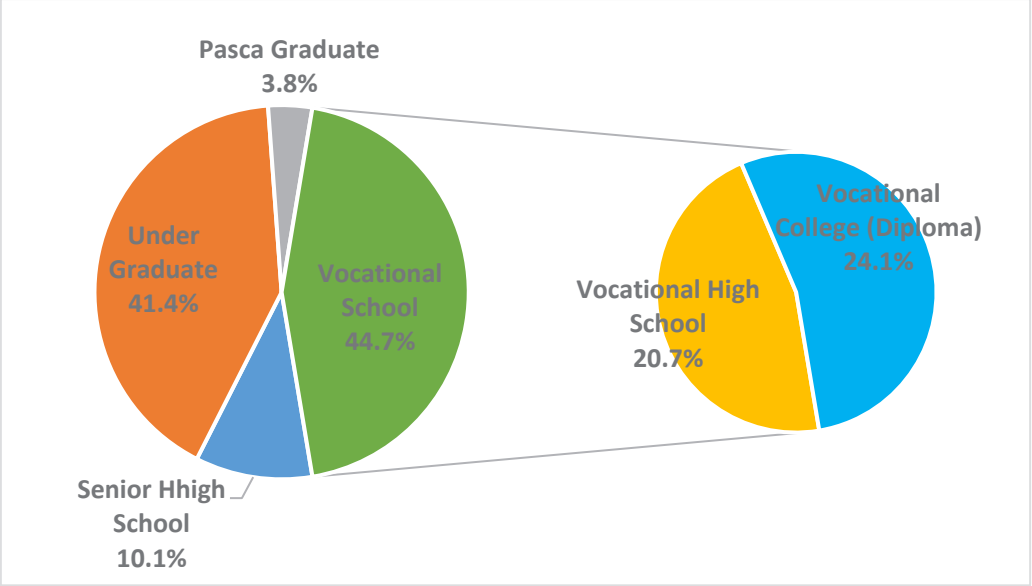
On the other hand, the limited amount of positive information regarding education experienced by poor families is also attributed to the lack of successful education examples in their social environment. Low expectations towards education may be a result of exposure to a disadvantaged social environment with limited positive role models (Duflo, 2012 in García et al., 2019). In the context of the PKH policy, beneficiary families are required to participate in the Family Capacity Building Meetings (P2K2) as a structured intervention to facilitate behavior change provided by PKH facilitators. This obligation enhances the interaction with PKH facilitators, leading to a flow of new information and insights. This interaction helps PKH beneficiary families to be aware and understand the importance of investing in education, which can potentially improve their expectations for the continuation of their children's education. This study found that PKH beneficiary families who had internet access in the last 3 months and actively participated in P2K2 counseling tended to have high expectations for their children's educational achievements.

Expectations at Vocational Schools

Investing in education is usually accompanied by expectations of future returns (Unterhalter, 2009). A family may choose to invest in education to enhance income potential and other benefits in the future (Tilak, 2002 in Hadna & Kartika, 2017). However, for impoverished communities, the anticipated returns from education often revolve around economic benefits, such as improved well-being through better job opportunities and wages.

Therefore, educational expectations in poor families are often focused on short educational levels that can provide job opportunities soon after completion. This is evident in research findings that highlight the high expectations for vocational schools (*Sekolah Menengah Kejuruan or SMK)*. In Pulau Tabuan, 44.7 percent of impoverished families expect their children to complete education at vocational schools, namely 20.7 percent at the SMK level and 24.1 percent at the Diploma level (D1/D2/D3).

These findings align with the results of a survey by the Ministry of Education and Culture in 2021, which indicates an increased interest in vocational education among the general population, both at the vocational high school (SMK) and vocational college levels. The reasons for this trend are because vocational schools have good job prospects or can work immediately after graduation, a wide range of program choices, and relatively shorter duration of education (Ministry of Education and Culture of the Republic of Indonesia, 2021).



Source: Results of Primary Data Processing (2023)

Figure 1. Percentage of Education Levels Expected to Complete by Children in Poor Families (PKH & Non PKH Families) on Tabuan Island

Unrealized Expectations

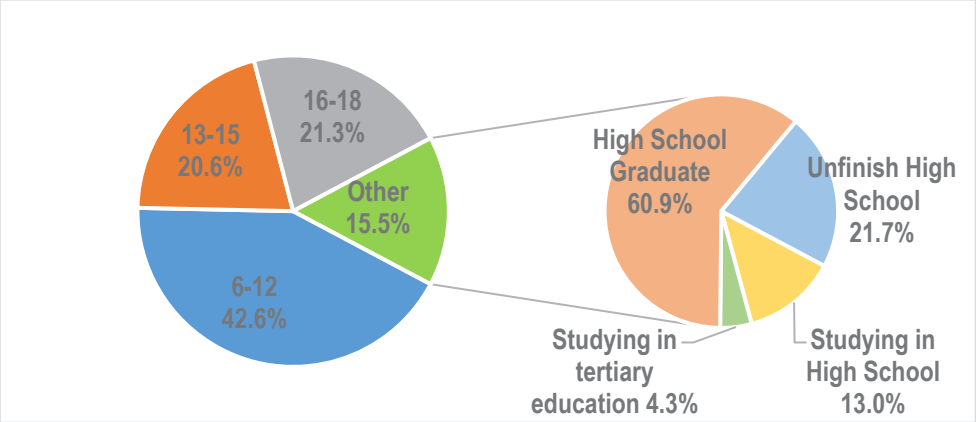
The data obtained shows that as many as 93.7 percent of PKH beneficiary children on Tabuan Island aged 6-12 years attended elementary school. Meanwhile, for children aged 13-18 years who received PKH, 90.2 percent attended junior high school, and 8.2 percent attended elementary or high school. Meanwhile, school enrollment declined for PKH beneficiary children aged 16-18 years, only 88.9 percent attended school right at the high school level and there were 6.3 percent of children who dropped out of school. Limited access to educational facilities at the high school level is thought to be one of the reasons for the low enrollment at the senior high school level compared to other levels. Until now the facilities available on Tabuan Island are only 1 unit of private Madrasah Aliyah, so the education costs required are higher if they want to continue their education to high school or vocational school outside Tabuan Island. Details are presented in the following table:

Table 7. Percentage of School Participation of Children who Receive PKH by Age Group on Tabuan Island in 2023

Child age	Never been to school	Studying in school		Drop out
		According to level	Not matching level	
6-12	1.6%	93.7%	4.8%	0
13-15	0	90.2%	8.2%	1.6%
16-18	0	88.9%	4.8%	6.3%

Source: Results of Primary Data Processing (2023)

The high expectation of continuing education in PM PKH beneficiary families is evident in the large number of those who expect their children to graduate from tertiary education, which is as much as 74.5 percent. However, these high expectations have not been followed by the participation of children who continue their education to tertiary institutions (diploma or bachelor's degree). Out of a number of PKH beneficiary children who should have continued their education to tertiary institutions, only 4.3 percent actually continued on to tertiary level. There are 60.9 percent of children who have graduated from high school/equivalent but do not continue on to tertiary education, and there are even 21.7 percent who do not complete high school, as shown in the following figure:



Source: Results of Primary Data Processing (2023)

Figure 2. Percentage Diagram of PKH Beneficiary Children on Tabuan Island Who Should Continue in Higher Education, 2023

The factor that might explain the discrepancy between expectations and reality is the socio-economic conditions experienced. Children who cannot continue their studies on to tertiary education generally still have siblings or other family members who are studying at lower levels of education. The limited financial ability of the family to educate all their children forces parents to be unable to fulfill their hopes.

This condition also influences the decisions made by children to discontinue their education. Even if they may have good academic potential and motivation to continue to higher education, they feel hindered by the family's financial constraints in funding expensive education. Children from economically disadvantaged families are aware of the obstacles they face in achieving success on par with children from more privileged backgrounds (Destin & Oyserman, 2009 in Boxer et al., 2011). The lack of parental support and the limited presence of successful educational role models in their social environment lead them to choose not to pursue further education. Instead, they prefer to work to help meet their family's financial needs. The percentage of PKH beneficiary children who should continue their tertiary education with working status is 91 percent, and the majority are informal workers in the agriculture and fisheries sectors.

When high educational expectations persistently encounter obstacles in their realization, it can lead to a decline in confidence and motivation, ultimately resulting in lowered expectations. This unexpected feedback is particularly evident

in poor beneficiary families. The low participation of PKH beneficiary children in higher education is evidence that the dream of breaking the cycle of poverty through educational investment in poor families still faces significant challenges.

Conclusions

The results of the case study conducted on Tabuan Island provide insights into the effectiveness of the PKH policy in coastal and remote areas. This overview draws conclusions and offers practical implications providing valuable input and recommendations that can be applied to other remote areas with similar challenges or characteristics.

Breaking the cycle of poverty through human resources improvement among poor communities is a formidable task that requires a high level of commitment, as the results may only become evident after several generations. This study proves that the Program Keluarga Harapan (PKH) as a CCT policy implemented by the government to alleviate poverty has a positive impact on enhancing the education continuity expectations among beneficiary families compared to non-PKH families in Tabuan Island. Poor families who receive PKH have a 10 times greater chance of expectations for higher education. This difference becomes significant when the comparison excludes the education assistance provided by KIP. The positive change in expectations for continuous education among the poor communities is a signal that the goal is nearing attainment. Therefore, continuing the PKH policy as a poverty alleviation program is a decision that should be taken by the government, while making various improvements for a more effective program.

For PKH beneficiary families on Tabuan Island, besides the PKH assistance, the internet access in the last 3 months and their participation in P2K2 counseling also significantly affect education continuity expectations. This reflects the crucial role of positive information related education in determining the change in educational expectations among poor PKH beneficiary families. For poor communities in remote areas, counseling sessions conducted by PKH facilitators are a channel to gain new insights and positive information regarding their children's education. Therefore, improvements in the facilitation program through P2K2 are necessary to enhance the effectiveness of the PKH policy, such as:

- Implementing a community cadres program to serve as PKH facilitation partners, providing an alternative solution for facilitators in remote areas who face challenges in conducting regular meetings due to limited access and high operational costs. The community cadres program is expected to increase the continuity and snowball effect of the coaching program within the local community.
- It is deemed necessary to design P2K2 coaching classes specifically tailored for PKH recipient children, especially those aged 13-18, as positive information about education is not only needed by parents but also by children from PKH recipient families. Therefore, besides motivation and coaching regarding the importance of education, these classes should also address digital literacy and adolescent health. P2K2 classes for PKH recipient children can be coordinated with local government programs such as adolescent health centers (Posyandu Remaja).

The government needs to respond positively to the imbalanced distribution of secondary education facilities and the strong interest of poor communities in vocational schools. In the specific context of Tabuan Island, it is crucial for the Tanggamus Regency

and Lampung Province governments to establish a vocational high school (SMK) within the island with vocational specifications that align with the main potentials of the island, specifically agriculture and fisheries. This will ensure that the educational offerings cater to the needs and characteristics of the local population.

This research has not addressed gender preferences, which can influence the participation and educational expectations of parents for their sons and daughters. Gender-related issues often pose challenges for poor families in making decisions regarding the allocation of household resources. Thus, further research is needed to compare educational expectations based on gender preferences.

It is important to note that this research is a case study with limited coverage in terms of the area and sample size. Therefore, the findings cannot be generalized. Conducting similar studies with broader coverage and larger samples would provide more comprehensive and generalizable information regarding the impact of PKH policies in different regions. Additionally, it is crucial for future research to compare the effects of PKH policies between urban and rural areas.

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