

# **Education of Children in the Families of Ulama from the Banjar Ethnic Group: Economic and Social Perspectives**

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**Abstract:** The education of children in the families of ulama from the Banjar ethnic group plays a crucial role in shaping the character and future of the younger generation. Ulama families are responsible not only for academic aspects but also for strengthening moral and spiritual values. In the context of the Banjar ethnic group, where traditions and culture are deeply rooted, the role of ulama as educators and spiritual leaders becomes highly significant. This study aims to explore the interaction between economic and social aspects in the education of children in ulama families. The research method used is a descriptive qualitative approach, with the study conducted in the Banjar region. The subjects of the research consist of several ulama families selected based on specific criteria. Data were collected through in-depth interviews with members of ulama families, and data analysis was performed using thematic analysis techniques to identify the main themes that emerged from the interviews. The results indicate that economic and social aspects interact in determining the quality of children's education. Ulama families tend to have a strong structure and prioritize education, despite facing economic challenges. Social and cultural values in the Banjar community, such as community support and local wisdom, positively contribute to children's education. The synergy between good economic conditions and strong social support can enhance the quality of education received by children in ulama families. The conclusion of this study emphasizes the importance of strengthening educational values in ulama families and leveraging community support. Recommendations are provided for ulama families to continue prioritizing children's education, as well as for policymakers to design programs that support children's education in the context of ulama families. Future research is suggested to explore other factors influencing children's education in ulama families and to conduct longitudinal studies to understand the development of education over time.

**Keywords:** Children's Education, Ulama Families, Economic and Social, Banjar Ethnic Group

Abstrak : Pendidikan anak dalam keluarga ulama di Suku Banjar memiliki peran yang sangat penting dalam membentuk karakter dan masa depan generasi muda. Keluarga ulama tidak hanya bertanggung jawab dalam aspek akademis, tetapi juga dalam penguatan nilai-nilai moral dan spiritual. Dalam konteks Suku Banjar, di mana tradisi dan budaya sangat kental, peran ulama sebagai pendidik dan pemimpin spiritual menjadi sangat signifikan. Penelitian ini bertujuan untuk mengeksplorasi interaksi antara aspek ekonomi dan sosial dalam pendidikan anak di keluarga ulama. Metode penelitian yang digunakan adalah pendekatan kualitatif deskriptif, dengan lokasi penelitian di Suku Banjar. Subjek penelitian terdiri dari beberapa keluarga ulama yang dipilih berdasarkan kriteria tertentu. Data dikumpulkan melalui wawancara mendalam dengan anggota keluarga ulama, dan analisis data dilakukan menggunakan teknik analisis tematik untuk mengidentifikasi tema-tema utama yang muncul dari wawancara. Hasil penelitian menunjukkan bahwa aspek ekonomi dan sosial saling berinteraksi dalam menentukan kualitas pendidikan anak. Keluarga ulama cenderung memiliki struktur yang kuat dan memprioritaskan pendidikan, meskipun menghadapi tantangan ekonomi. Nilai-nilai sosial dan budaya di masyarakat Suku Banjar, seperti dukungan komunitas dan kearifan lokal, berkontribusi positif terhadap pendidikan anak. Sinergi antara kondisi ekonomi yang baik dan dukungan sosial yang kuat dapat meningkatkan kualitas pendidikan yang diterima oleh anak-anak dalam keluarga ulama. Kesimpulan dari penelitian ini menekankan pentingnya memperkuat nilai-nilai pendidikan dalam keluarga ulama dan memanfaatkan dukungan dari komunitas. Saran diberikan kepada keluarga ulama untuk terus memprioritaskan pendidikan anak, serta kepada pemangku kebijakan untuk merancang program yang mendukung pendidikan anak dalam konteks keluarga ulama. Penelitian selanjutnya disarankan untuk mengeksplorasi faktor-faktor lain yang mempengaruhi pendidikan anak dalam keluarga ulama, serta melakukan studi longitudinal untuk memahami perkembangan pendidikan dari waktu ke waktu.

Kata Kunci : Pendidikan Anak, Keluarga Ulama, Ekonomi dan Sosial, Suku Banjar

## **Introduction**

Children's education is a fundamental aspect of shaping the character and future of the next generation. In the context of ulama families, education focuses not only on academic aspects but also on the development of spiritual and moral values. Ulama families have the responsibility to educate their children to become individuals who are not only intellectually capable but also possess integrity and good morals. Therefore, education in ulama families is crucial to ensure that religious teachings and noble values can be passed on to the next generation.

The Banjar ethnic group, one of the ethnic groups in Indonesia, has a rich tradition and culture, where ulama play a central role in community life. Ulama in the Banjar community not only serve as spiritual leaders but also as educators and guides in various aspects of life. They play a role in disseminating knowledge, religious values, and social norms that serve as guidelines for the community. In this context, the education of children in ulama families from the Banjar ethnic group becomes highly relevant, as they are expected to continue the traditions and values taught by the ulama.

Economic and social aspects interact in determining the quality of children's education. Ulama families in the Banjar community often face economic challenges that affect their ability to provide optimal education for their children. Limited economic resources can restrict children's access to formal education, books, and other learning facilities. On the other hand, social aspects, such as community support and social networks, also play a crucial role in supporting children's education. Therefore, it is essential to understand how these two aspects interact and influence children's education in ulama families from the Banjar ethnic group, so that appropriate solutions can be found to improve their educational quality.

## **Methodology**

This study employs a descriptive qualitative approach, aiming to describe and understand the phenomenon of children's education in ulama families from the Banjar ethnic group. This approach allows the researcher to explore the experiences, perspectives, and values held by ulama families regarding children's education. By using this method, the researcher can obtain in-depth and comprehensive data regarding the social and cultural context that influences children's education. The research was conducted in the Banjar region, known for its rich traditions and culture. The subjects of the study consist of several ulama families selected based on specific criteria, such as their length of residence in the area and their involvement in children's education. The selection of subjects aims to obtain diverse perspectives on children's education in the context of ulama families. The data collection technique used in this study is in-depth interviews. Interviews were conducted with members of ulama families, including parents and children, to gather information about their experiences in education. The interview questions were designed to explore various aspects, such as educational values, challenges faced, and support received from the community. The

interviews will be recorded and noted for further analysis. The data obtained from the interviews will be analyzed using thematic analysis techniques. This analysis process includes transcribing interviews, coding data, and identifying the main themes that emerge from the respondents. By using thematic analysis, the researcher can organize the data and draw relevant conclusions regarding children's education in ulama families from the Banjar ethnic group. The results of the analysis will be presented in the form of narratives that describe the main findings of this study.

## **Discussion**

### **A. Concept of Children's Education in the Family**

Children's education in the family is a process that involves teaching, learning, and character development carried out by family members, especially parents. This concept encompasses various aspects, such as formal and informal education, moral values, and social skills. In the context of ulama families, children's education not only focuses on academic aspects but also on strengthening religious and ethical values. Previous research has shown that a supportive family environment can enhance children's motivation and academic achievement.

### **B. Role of Ulama in Education and Socio-Cultural Context**

Ulama play an important role in education and the socio-cultural context of society, especially in the Banjar ethnic group. They serve as educators, spiritual leaders, and connectors between tradition and modernity. Ulama not only teach religious knowledge but also contribute to the social and cultural development of society. In many cases, ulama become role models for the community in terms of morality and ethics, making their influence on children's education highly significant.

### **C. Economic Aspects in Children's Education**

Economic aspects play a crucial role in determining access to and quality of children's education. Families with good economic conditions tend to have more resources to support children's education, such as school fees, books, and learning facilities. Conversely, families with economic limitations often face challenges in providing adequate education. Research shows that economic factors can influence parents' decisions in choosing the type of education and the quality of education their children receive.

### **D. Social and Cultural Conditions of the Banjar Ethnic Group**

The Banjar ethnic group has a rich tradition and culture that influences educational patterns and social interactions within the community. Cultural values, such as mutual cooperation, respect for ulama, and the importance of religious education, are integral parts of daily life. Social conditions, including community support and social networks, also play a role in supporting children's education. Understanding the social and cultural conditions of the Banjar ethnic group is essential for analyzing how these factors influence children's education in ulama families.

## **E. Previous Studies on Children's Education in Ulama Families**

Several previous studies have examined children's education in the context of ulama families, both in Indonesia and other countries. These studies indicate that ulama families often have a unique educational approach that combines academic and spiritual aspects. Additionally, these studies have identified challenges faced by ulama families in educating their children, including economic and social factors. By referring to these studies, this research aims to provide new contributions to the understanding of children's education in ulama families from the Banjar ethnic group.

## **Research Results**

### **A. Overview of Ulama Families in the Banjar Ethnic Group**

#### **1. Family Structure and Economic Conditions**

Ulama families in the Banjar ethnic group generally have a strong and organized family structure. In many cases, these families consist of several generations living together, creating an environment that supports children's education. The role of parents, especially the father as an ulama, is very dominant in educating their children. Ulama families often have varied sources of income, including from religious teaching, lectures, and small businesses such as agriculture or trade. Research shows that stable economic conditions can provide better access to education, such as school fees, books, and other learning facilities. However, while many ulama families have sufficient income, some also face economic challenges, especially in unexpected situations such as natural disasters or economic crises.

#### **2. Role of Ulama in Families and Society**

Ulama in the Banjar ethnic group not only serve as educators within the family but also as spiritual and social leaders in the community. They have the responsibility to teach religious and moral values to children and provide guidance to community members. This role is crucial in shaping children's character and behavior. Additionally, ulama are often involved in social activities, such as organizing religious events and educational programs, which strengthen the relationship between families and the community. Research shows that ulama have a significant influence in shaping educational values in society, which in turn impacts children's motivation and academic achievement.

### **B. Economic Aspects in Children's Education**

#### **1. Family Economic Sources and Their Influence on Children's Education**

The economic sources of ulama families often come from religious activities, such as teaching in pesantren, giving lectures, and running small businesses. Income from these activities can vary depending on the location and popularity of the ulama. Research shows that families with stable economic sources tend to have better access to quality education. They can afford formal education in better schools and provide necessary books and learning tools. However, some families face economic difficulties that can hinder their ability to provide adequate education for their children.

## 2. Family Spending Priorities for Education

Ulama families generally prioritize spending on their children's education. They recognize that education is a long-term investment that will yield benefits in the future. This spending includes school fees, books, and extracurricular activities. Research shows that families that prioritize education tend to have children who perform better in school. Additionally, many ulama families also strive to provide good religious education by sending their children to pesantren or other religious educational institutions.

## 3. Economic Barriers and How to Overcome Them

Although many ulama families strive to provide good education, they also face various economic barriers. Some families may struggle to meet basic needs, which can disrupt children's education. Research shows that community support, such as assistance from neighbors or social organizations, can help overcome these barriers. Additionally, some ulama families seek additional sources of income, such as starting small businesses or receiving donations from the community, to ensure that their children receive a decent education.

### **C. Social Aspects in Children's Education**

#### 1. Social and Cultural Values Supporting Children's Education

Social and cultural values in the Banjar ethnic group, such as mutual cooperation, respect, and reverence for ulama, strongly support children's education. A positive social environment can enhance children's motivation to learn. Research shows that children who grow up in supportive educational environments tend to be more motivated to learn and achieve. Furthermore, cultural values that emphasize the importance of education also contribute to the community's awareness of the significance of education.

#### 2. Influence of Social Environment and the Ulama Community

The social environment in the Banjar ethnic group is greatly influenced by the presence of ulama. The ulama community often serves as a center for social and educational activities, where children can learn not only from their parents but also from other community members. Research shows that good social interactions between children and community members can enhance the quality of education. Activities such as religious study sessions, discussions, and training organized by ulama also provide opportunities for children to learn and grow.

#### 3. Role of Tradition and Local Wisdom in Education

Traditions and local wisdom in the Banjar ethnic group significantly contribute to children's education. Local wisdom, such as folklore and traditional values, is often taught to children as part of informal education. Research shows that local wisdom can serve as a source of inspiration in the educational process, helping children understand their cultural identity and develop pride in their heritage. Additionally, traditions that emphasize education encourage the community to value education as part of daily life.

## **D. Interaction of Economic and Social Aspects in Children's Education**

### **1. Synergy Between Economic Conditions and Social Factors**

The interaction between economic conditions and social factors is crucial in determining the quality of children's education. Research shows that the synergy between these two aspects can enhance access to and quality of education. Families with good economic conditions tend to be more capable of providing quality education, while social support from the community can help overcome existing limitations. For example, in situations where families face economic difficulties, community support can help children continue to receive a decent education.

### **2. Impact of the Combination of Economic and Social Aspects on Educational Quality**

The combination of economic and social aspects can significantly impact the quality of children's education. Research shows that strong social support can mitigate the negative effects of economic limitations. Families with good social networks, such as friends, neighbors, and community members, tend to be better able to overcome challenges faced in children's education. Additionally, children who grow up in supportive social environments and have access to adequate educational resources tend to achieve better academic performance.

## **Conclusion and Recommendations**

Economic and social aspects significantly interact in determining the quality of children's education in ulama families from the Banjar ethnic group. Ulama families have a strong structure and prioritize education despite facing economic constraints, with supportive social and cultural values. The implications of this research highlight the importance of strengthening educational values in ulama families and maximizing community support to create a conducive learning environment.

Ulama families are advised to continue prioritizing children's education by providing financial resources and moral support, as well as actively engaging in educational community roles. Policymakers should design programs that enhance access to education and strengthen the social community's role in the education of ulama families. Future research can delve into other influencing factors, such as the impact of technology and changing social dynamics, as well as utilize longitudinal studies to observe long-term educational developments.

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