

Empowering Futures: The Role of Job Satisfaction Among Marginalized Female Workers in Supporting Children's Education and Community Participation

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ABSTRACT

This study explores the impact of job satisfaction among female garment workers on their children's educational continuity, focusing on the role of community involvement in supporting education. A qualitative approach was employed, utilizing focus group discussions, interviews, and document analysis to gather data. Thematic analysis was conducted to identify patterns and derive conclusions. Findings reveal that while female garment workers express job satisfaction due to the income it provides for family needs and education costs, barriers persist in advancing their children's education. Economic constraints, cultural norms prioritizing boys' education, and limited access to resources inhibit aspirations for secondary and higher education. Additionally, the extensive work hours of mothers reduce their engagement in children's education. Community participation is minimal, affected by cultural attitudes, economic limitations, and ineffective policy implementation. This results in inadequate support for educational infrastructure, such as study rooms, libraries, and sports facilities. The interplay between job satisfaction and systemic barriers illustrates a paradox where income supports basic educational needs but fails to foster long-term educational aspirations. The lack of collective community action exacerbates the situation. To address these challenges, collaboration among companies, governments, and communities is essential. Initiatives such as targeted CSR funding, scholarships, and the development of educational infrastructure can mitigate barriers and improve educational outcomes for children of female garment workers.

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1. INTRODUCTION

Employee job satisfaction has been a focal point in numerous studies, primarily examining its impact on work performance and overall well-being. Job satisfaction refers to the positive or negative attitudes individuals hold toward their job, influencing not only workplace productivity but also family dynamics and well-being (Maryati et al., 2024; Ruqia Fatima et al., 2024; Vincent, 2024). Dissatisfaction typically emerges when employees lack enthusiasm, loyalty, dedication, and responsibility in fulfilling their duties. These feelings of satisfaction or dissatisfaction extend beyond the workplace, shaping various aspects of family life, including consumption patterns, children's education, social engagements, and recreational activities (Chaudhary, 2022; Cvjetkovic, 2022). For instance, dissatisfaction stemming from low income often hampers an employee's ability to meet their children's educational expenses or even basic family consumption needs. This economic strain frequently drives individuals to seek supplementary sources of income to bridge the gap.

The relationship between parental income levels and children's education is well-established and has been extensively studied (Aisyah, 2024; Li, 2024; Markussen & Røed, 2023). Children from affluent families tend to face fewer challenges in meeting educational needs, such as covering costs, accessing learning resources, and affording additional support like tutoring. Conversely, children from less fortunate families often struggle economically, risking setbacks or even dropping out of school. Despite this, some achieve success in higher education and prestigious careers, supported by non-economic factors like family aspirations, motivation, and disciplined study habits (Takashiro & Clarke, 2020; Trowler et al., 2019). However, a research gap exists in exploring how job satisfaction among low-income female garment workers influences social and economic dynamics, particularly in supporting children's education and community participation. Most studies focus on macro-level contributions of the garment sector, overlooking individual challenges faced by women as breadwinners and caregivers (Amriyati et al., 2023; Buchori et al., 2024; Saleh et al., 2023; Wicaksono et al., 2024). This study addresses this gap by examining interactions between job satisfaction, women's empowerment, and community development at the micro level.

Based on this, this study aims to focus on children from marginalized families in supporting educational resilience. The study object is directed at female workers in the garment industry sector with relatively low educational backgrounds, skills, and incomes. The income level obtained is below the regional/county minimum wage, which was recorded at 4.6 million rupiah in 2023 (*Daftar UMR Bogor 2023, Kota Bogor Dan Kabupaten Bogor Halaman All - Kompas.Com*, 2023). Some female workers surveyed in the field tend to say that this wage is not sufficient to meet the family's decent living needs, so in this study, it can be categorized as a marginalized condition. There are at least three statuses of female worker involvement in this sector: (1) single female workers who have never been married and work to meet their own and their family's needs, (2) women who have been married, have children, and are single parents, working to meet their own and their children's needs, and (3) married women with a complete family, working to help support the family income.

Female garment workers are the focus of this research because the garment sector plays a significant role in the economy of the region where the study is located, often being one of the main sources of employment for women from marginalized groups. However, they face complex challenges, such as low wages, long working hours, limited access to education and training, and gender discrimination in the workplace. This condition not only affects their well-being but also has implications for their ability to support children's education and contribute to their communities. By exploring job satisfaction in this context, this study aims to provide relevant insights to overcome these challenges and empower women garment workers as an important pillar in community development.

However, the study is only directed at women who have been married and have children attending elementary and junior high school. This limitation aligns with the study's objective of understanding how female workers' job satisfaction affects their children's educational resilience. Job satisfaction is related to the work environment situation and conditions, with indicators such as employment contracts, fixed and additional income levels, maternity and menstrual leave rights, health insurance, physical workspaces,

safety and comfort levels, and working relationships. Children's educational resilience is related to the continuity of education, including indicators such as parental educational aspirations, children's future goals, learning attention, support for learning facilities, children's interest and motivation in education, and efforts in hard work, discipline, and time allocation.

Additionally, given that most of the women's daily time is spent working, the study also seeks to understand the community's involvement in supporting the educational process of children in their surroundings. The indicators used to form the aspect of community involvement include attention and supervision of the environment, provision of facilities and infrastructure that can support the children's learning process, support for learning facilities (books, teaching aids, learning media, to the provision of digital technology and internet access), sports facilities and children's playgrounds, and small village libraries.

2. METHODS

This paper is a case study of several female workers working in the garment industry, using a qualitative autobiographical approach (Islam & Kusakabe, 2024). The cases of these female workers were selected purposively and randomly, especially those who were married and had children attending elementary and junior high schools. This means that every female worker who met these criteria had the opportunity to be selected as a sample whose data and information were collected according to the focus of the research.

The study was conducted in four garment industry companies located in the Bogor Regency, West Java. Data and information were collected through focus group discussions (FGDs) and interviews. These activities were carried out by gathering the sample respondents in one place over several days, followed by FGDs and interviews during a specific period. To ensure that data and information were obtained systematically and neatly, the FGDs and interviews were guided by a prepared and structured guideline. In addition to collecting data and information about the respondents' autobiographies and their families, three other aspects of data and information were collected through FGDs and interviews: job satisfaction, continuity of children's education, and community involvement.

Participants in this study were identified based on specific criteria relevant to the research objectives. Initially, the researcher purposively selected female workers in the garment industry who were married and had children attending elementary or secondary school, ensuring that they had relevant experiences related to how their work impacted their children's education. These criteria were essential for gathering in-depth information about the relationship between job satisfaction and the continuity of children's education. After selecting female workers who met these purposive criteria, random selection was then applied within the group to ensure diversity in the sample. This approach aimed to capture a broad range of experiences and perspectives, making the data more representative and valid for the study.

Autobiographical narratives were collected through in-depth interviews, where participants were asked to tell about their life experiences that were relevant to the focus of the research. This process was guided by semi-structured questions to ensure that the narratives remained focused but still provided space for participants to share freely. The collected data were analyzed using thematic analysis techniques, which involve coding data to identify patterns, key themes, and relationships that are relevant to the research topic. This approach helped to gain in-depth insights into participants' experiences in the research context.

Job Satisfaction Aspect: The data and information collected pertain to the level of job satisfaction regarding work, including the situation and condition of the work environment. This includes employment agreements/contracts, working hours, regular and incidental income levels (overtime, bonuses, religious allowances, etc.), employee leave rights, maternity and menstrual leave, social and health insurance, work safety and comfort, and work relationships.

Continuity of Children's Education Aspect: The data and information collected relating to the continuity of children's education, covering parental aspirations, children's educational goals, views and

attitudes towards the role of education, support and attention to the children's educational process, children's interest and motivation, hard work, discipline, time management, and so on.

Community Involvement Aspect: The data and information regarding community involvement relate to participation in the children's educational process in their surroundings, including environmental care and supervision, the provision of learning spaces for children, the provision of learning facilities, the availability of sports facilities, playgrounds, artistic activity spaces, and more, as well as the provision of individual, village, and social organization libraries.

This study is descriptive and analytical in nature. It presents all findings from the field, identifies discoveries, and then qualitatively analyzes these findings based on causal relationships, previous research, theoretical enrichment, concepts, opinions found in relevant literature, journals, papers, documentation, and field observations. From the analysis and conclusions drawn, several recommendations will be proposed related to efforts to solve the problems faced by female workers, the community, and the government.

In this study, member checks were also used to ensure that the researchers' interpretations of the data aligned with the participants' experiences. This was done by providing participants with summaries of the interviews or discussions for their confirmation. Participants were given the opportunity to add, correct, or comment on these interpretations. This approach not only enhanced the credibility of the research findings but also ensured that the participants' perspectives were accurately represented in the analysis.

As for data saturation, in addition to observing recurring response patterns, the researchers also considered variations in participant characteristics, such as employment status, educational background, and family situations. By ensuring that diverse perspectives were represented in the data, the researchers confirmed that the collected information adequately captured the complexity of the phenomenon under study. This process provided a strong foundation for in-depth analysis and valid conclusions.

3. FINDINGS AND DISCUSSION

3.1. Respondent Identity

This study is based on the cases of five female workers in the garment manufacturing industry, identified by the initials An, In, Ny, Pt, and Ss. All five are married, living with their husbands, and have children currently attending elementary and middle school. The study aims to gather data and information by exploring the personal and family situations of these workers, as well as their opinions on aspects related to job satisfaction, the continuity of their children's education, and their knowledge of community involvement in supporting the educational process of children in their neighborhood.

Efforts to collect data and information were made by arranging meetings at a specific location. Below, the identities of the respondents and their views related to the aspects studied will be presented.

1) *An* (40 years old)

She is originally from Palembang and currently lives with her husband and five children. She has resided in Bogor Regency for 25 years, following her husband's work as a street food vendor, a job he has held for over 15 years. She has been working in the garment industry for nearly 10 years, motivated by the need to supplement her husband's low and inconsistent income. Her work history includes roles such as collar and button assembler, seamstress, and now, she works as a product quality supervisor.

2) *In* (47 years old)

She is from the Betawi ethnic group and lives with her husband and three children—the eldest being a daughter and the other two sons. Her current husband is her third, and he works as a laborer unloading sand, earning a meager income of around IDR 3,000 per truck. On a good day, he might unload up to three trucks at the depot, though this work is not consistent. Due to the low and uncertain income, she also works at a garment company, hoping to supplement her husband's income and meet the family's basic needs. Her educational background includes attending the second year of Madrasah Tsanawiyah (equivalent to junior high school), after

which she was married off by her parents. She has no children with her current husband, while her two children are from her first and second marriages.

3) *Ny (36 years old)*

She is originally from Tasikmalaya and currently lives with her husband and their 12-year-old son. She has been married for approximately 15 years, having followed her husband, who works as an employee at a restaurant. Ny decided to work in the garment industry due to her husband's income being insufficient to meet the family's needs. Armed with a junior high school diploma and some basic sewing skills, she applied for a job at a garment company near her home. She has been working there for almost seven years, primarily as a clothing seamstress.

4) *Pt (41 years old)*

Pt is of Javanese descent and currently lives with her husband and two sons. Her husband has been working as a private driver for several years. She decided to work to help support the family economy, which has always faced financial difficulties. She has been working in the garment industry for nearly six years with a high school diploma. Initially, she was placed as a collar installer but was later reassigned as a production controller.

5) *Ss (56 years old)*

Ss is of Sundanese descent and currently lives with her husband and a 15-year-old son. Her husband initially served as a police officer in the West Java Regional Police (Polda) before retiring a few years ago and choosing to reside in the Bogor Regency area. Ss is her husband's second wife, as his first wife passed away. In her new environment, she decided to work in the garment industry because the monthly pension was considered insufficient. With her high school diploma, she applied to the company and was accepted as a production controller. She has been working in this position for 10 years without changing her employment status.

The demanding nature of female workers' employment, with extended hours from 8:00 AM to 5:00 PM, substantially restricts their capacity to engage in their children's education. After a long workday, these workers often return home physically and mentally exhausted, leaving them unable to provide sufficient supervision, guidance, or support for their children's academic needs. This lack of involvement frequently results in children spending more unsupervised time on unproductive activities, receiving minimal homework assistance, and experiencing adverse effects on their academic performance. Additionally, the instability of their employment intensifies the challenge, as these workers prioritize job retention and income over dedicating time to their children's education. This precarious employment situation also generates psychological stress, further diminishing their ability to actively participate in their children's educational development.

Simultaneously, job satisfaction plays a critical role in shaping workers' aspirations for their children's educational attainment. Workers who experience satisfaction with their jobs, despite limited income, perceive their earnings as a pathway to improving their family's future. This positive outlook inspires aspirations for their children to complete secondary education or pursue higher studies. In contrast, dissatisfaction stemming from low wages, job insecurity, and insufficient benefits dampens these aspirations, fostering pessimism about their ability to support their children's educational advancement. The financial burden of additional expenses, such as transportation, books, and extracurricular activities, further erodes their confidence in achieving their children's long-term educational goals, compounding the challenges faced by these families.

3.2. Job Satisfaction

It is interesting to observe the level of job satisfaction among research respondents. Satisfaction itself is related to responses regarding the work environment, which can be simply defined as everything, both physical and non-physical, surrounding a person or a group of workers, which can directly or indirectly affect their work activities (Berutu et al., 2024; Budie et al., 2018; Saefullah & Basrowi, 2022; Taufiq et al., 2023). The work environment referred to in this paper includes several

elements, ranging from employment agreements/contracts, employee duties and rights, to social relationships. There are similarities as well as differences in the respondents' responses to these elements.

The first similarity is that, at the start of their employment, all five respondents were asked to sign an employment contract. Essentially, an employment contract is a written legal agreement between the company and the worker that outlines the rules of work, contract duration, obligations, and rights that must be fulfilled by both the worker and the company (Aminullah & Hanafi, 2024; Vanda, 2024). Specifically, with an employment agreement, the company can terminate the worker when the contract period ends without providing severance pay. The contract includes acceptance as an employee, contract duration (start and end dates), daily working hours, health insurance, fixed and additional income, maternity leave, menstrual leave, job placement, and others. The employment contract is valid for two years, but after several contract completions, all five respondents could continue and extend their employment with the company. Generally, they work for 9 (nine) hours per day, from 08:00 to 17:00, unless asked to complete productivity or overtime work by the company within a specific deadline.

The second similarity is that all five female workers receive a monthly salary. Simply put, salary/wages are payments received by workers from the company for their services (Afrah Nur Athifah et al., 2023; Avzurni & Nuroini, 2023). They also have the same rights to receive additional income through overtime work, annual bonuses, and religious holiday allowances.

The third similarity is that the work of the five respondents is more mass-oriented in a large warehouse filled with production equipment. The top of the warehouse is equipped with wire mesh windows to allow some airflow. The ceiling and walls are also fitted with several large fans to prevent stuffiness. Working hours are divided into two parts: morning from 08:00 to 12:00, followed by a 60-minute break, and afternoon from 13:00 to 17:00. Daily working hours regulations are the basis for workers in carrying out their tasks (Rasmussen, 2024). Overtime is only applied if there is an urgent need and is directed at workers who are willing, limited to a maximum of 21:00 (three hours) per day. However, it is noted that not all workers are willing to work overtime as the remaining evening time is considered better spent meeting family needs, especially for those with young children.

The fourth similarity is that the company provides health insurance for female workers by providing a medical unit and staff, and enrolling them in government-managed insurance. Workers also have the right to maternity leave, both pre and post-birth, and menstrual leave (Giasma et al., 2021; Wiradharma Sumertajaya & Dewi, 2024). However, it often happens that the company implements maternity leave rights but frequently neglects to provide full salary, health benefits or care during pregnancy, childbirth cost replacement, and breastfeeding rights during work. On the other hand, many companies have yet to implement menstrual leave rights for female workers (Fitriani et al., 2022; Lianto & Najicha, 2022).

The fifth similarity is that jobs in the garment industry are divided into specific tasks, such as cutting, sewing, collar and zipper installation, embroidery, and production quality control. These differences necessitate division, i.e., separation of responsibilities among worker groups (Wijaya, 2017). As a result, workers need to maintain good and smooth working relationships to ensure smooth production. To foster and maintain social relationships among workers, the company periodically organizes recreational activities, sports competitions, exercise sessions, cooking demonstrations, and others to build camaraderie, empathy, and mutual assistance among workers. All five respondents mentioned that they frequently participate in social activities organized by the company, including group savings meetings.

The difference is that the five female workers have different monthly earnings. Three workers receive based on the district's minimum wage, which is currently in line with the 2023 regulation of Rp. 4.6 million (*Penetapan Upah Minimum 2023 Tetap Mengacu PP Nomor 36/2021 - Kompas.Id*, 2023). The other two workers receive below this wage, i.e., Rp. 3 million, due to relatively lower education and lighter workload. This wage is considered insufficient when compared to the rising prices of essential goods.

However, they are also pleased because they can earn additional income from productivity bonuses, overtime work allowed by government regulations until 19:00, annual bonuses, and religious holiday allowances.

While the free basic education program in Indonesia has helped expand access to education, there are still gaps that make it difficult for some children to continue their education after elementary school. The main obstacles faced include the cost of continuing education such as uniforms, books, transportation, and extracurricular activities, which are often a heavy burden for low-income families, especially families of marginalized female workers. In addition, the lack of access to secondary schools in remote areas is a major challenge, as children must travel long distances to continue their education. The lack of social support, such as special scholarships or mentoring programs, is also a factor that affects children's motivation and access to continue their education.

From the parents' perspective, the program is appreciated because it eases the economic burden on families, but is still considered less than optimal. They suggested several improvements, such as providing subsidies or ongoing scholarships for secondary and higher education levels, and building secondary schools in remote areas so that children do not have to travel far. Parents also proposed involving communities in education planning to ensure policies are more in line with local needs. In addition, they emphasized the importance of awareness campaigns about the benefits of continuing education to improve families' lives. This analysis shows that while the free basic education program has had positive impacts, significant challenges remain that require attention to achieve truly inclusive and sustainable education. These findings provide valuable insights for future education policy reforms.

3.3. Children's Education Continuity

For An, Pt, Ss, and Pt, the monthly earnings they receive from their work allow them to assist their husbands in meeting daily family needs and supporting their children's education. They believe that their earnings support their children's education and they aspire to have at least a high school education for their children, and even higher education. They are motivated to encourage their children to learn well to achieve good academic performance as a basis for advancing to higher education. However, there is occasional pessimism about sending children to higher education due to the high costs. Currently, basic education for children is available due to government compulsory education programs, and it is provided for free, with certain financial assistance. However, for continuing to higher levels, they are hesitant due to the cost of education and the full burden they must bear. They hope that the government will provide more support for children's education and reduce the costs, especially for higher education in the future.

In contrast, In has less aspiration for her children's education. She has three children: the eldest daughter and two younger sons. The eldest and second children have dropped out of school during junior high, while the youngest is still in the sixth grade of elementary school. Her eldest daughter has married a man who works as a construction laborer and still lives with In, as they do not have their own home, and the husband's income is unstable and dependent on occasional work. The second child also lives with the parents and works as a sand laborer. The youngest continues to attend school because of the government's compulsory education program, which is free and includes certain financial assistance. It is mentioned that once the child completes elementary school, the parents prefer the child to work and contribute to the family's income. Economic difficulties lead to the expectation that the child will not continue to the next educational level, especially the more expensive senior high school.

This study notes that, despite respondents earning low wages, they still feel satisfied because they can contribute economically to their families. This highlights the presence of significant economic empowerment even within the context of low-wage employment, aligning with findings in the literature on women's empowerment in low-wage industries. Numerous studies show that although women working in this sector often face challenging work conditions and insufficient pay, they still feel empowered due to their role in the family economy (Khan et al., 2024; Nurhayati et al., 2023). In

this context, their work becomes a source of pride and contribution that strengthens their role in the household, despite economic limitations.

Regarding the balance between economic needs and personal empowerment, respondents' experiences suggest the importance of viewing work not merely from a wage perspective but also as part of a self-empowerment process. Although their jobs may not provide recognition or compensation commensurate with the value of their contributions, their satisfaction comes from their ability to meet the basic needs of their families and maintain household stability. This shows that personal empowerment is not always measurable in terms of material or social status but can also be found in the ability to play an active role in economic decision-making within the family (Fox & Romero, 2017).

This discussion framework provides deeper insights into the complexities of motivations underlying work in the low-wage sector, which is not solely focused on financial income but also on social contributions and individual roles within the family. This work, though challenging, offers women the space to feel like agents of change in their own lives, an essential aspect of understanding economic empowerment in a broader context.

3.4. Community Involvement

Children's education requires community involvement in supporting it, especially given parents' busy work schedules and limited time for childcare (Batubara et al., 2022; Muchtar & Ningsih, 2022). Community involvement can be defined as participation in helping the education of children around them. Community participation can be material, such as educational funds and facilities, or non-material, such as tutoring, decision-making regarding education, supervision, and more.

The five female workers studied generally stated that community involvement in children's education around them is still low. If present, it is limited to donating funds for organizing national or religious celebrations. However, there is no visible contribution aimed at supporting children's education processes, such as setting up small libraries, providing learning materials, creating spaces for sports and play, and supervising children's interactions. There are no organized study groups, tutoring, or courses in community centers, places of worship, or other locations that could support children's learning. Many children of working parents receive little attention and supervision from their social environment, especially in daily interactions. According to the five respondents, many children of female workers around them have already dropped out of school due to various reasons, including the lack of parental attention and supervision.

Discussion

The description above shows that the female workers studied earn relatively low wages based on the regional minimum wage, and some even earn less. This income diminishes further when compared to the rising costs of essential goods for daily family consumption. Over the past few years, the minimum wage has remained relatively stagnant, with only small increases when adjusted for inflation. For example, the minimum wage was set at Rp. 4.5 million in 2014 and increased only to Rp. 4.6 million in 2023. In contrast, the price of premium gasoline before 2014 was Rp. 6,500 per liter, which increased to Rp. 8,500 per liter in the same year, and then changed to pertalite at Rp. 10,000 per liter in 2023. This increase in fuel prices has inevitably led to higher prices for other goods, whether primary, secondary, or tertiary (Sabrina Nova Ashara, 2022; Sha et al., 2022).

Essentially, women's involvement as workers has not sufficiently improved their standard of living. Despite working, the family's economic condition tends to be subsistence, struggling with poverty, and barely managing to sustain their livelihoods. One can imagine how the living conditions of female workers would be if they were not employed in the garment sector. They might face even greater shortages in meeting their needs and fall deeper into poverty. Life difficulties are not only related to meeting family consumption but also impact family health, child nutrition, education, and other aspects (Sukardi et al., 2024).

Nevertheless, the five female workers above generally express satisfaction and happiness with the opportunity to work. Their low education level, combined with a lack of specific skills, makes it very difficult for them to find employment. Being hired as contract employees in the garment sector with a fixed monthly income is considered a stroke of luck, even if only temporary. Working in the company provides an income deemed very beneficial for sustaining their family life. So far, they are pleased because their employment status has been extended by the company, even after the contract period has ended. The five female workers in the study have experienced several extensions of their employment, and the company continues to operate and sustain its business.

Working also helps to raise aspirations for children's education, as indicated by their children attending school. Four of the female workers hope their children will achieve at least a high school education, except for one worker whose child has dropped out of school. They hope that their children's education will improve their future lives. Currently, their children are enrolled in primary education (elementary and junior high school) due to the implementation of compulsory education for children aged 6 to 15 years, which is supported by government regulations. They also hope that after completing junior high school, their children can continue to higher education. However, pessimism arises when considering the economic difficulties they face, which are suspected to be a hindrance to supporting their children's education costs. High secondary education costs that must be borne by parents with low income and job instability make them doubt their ability to support their children's future education. Studies by various researchers have indeed shown the importance of family economic factors in supporting the continuation of children's education (Hikamudin et al., 2022; Solehudin et al., 2023; Suprihatiningrum et al., 2023).

Explicitly, work has created a sense of satisfaction among the five female workers studied. However, it still has a low impact on supporting the sustainability and continuity of children's education. Working increases parents' outlook, aspirations, and hopes for a better future through education. Doubts arise about whether parents can achieve these hopes, given the nature of their work and low income. They are uncertain that, with their income and vulnerable job positions, they can support their children's higher education. Even now, they struggle to support their children's education at the primary level. Although primary education is free and receives certain financial assistance, parents still need to cover costs for transportation, snacks, books, stationery, and other school-related activities. If they face job termination, it will likely complicate their ability to support their children's education.

On the other hand, their working hours from 08:00 to 17:00 result in spending more time working at the company than at home. This limited time with their children often leads to them returning home tired from work. Consequently, children often receive less attention, supervision, and guidance in their learning process. After school, children become less controlled, spend more time playing outside the home, and engage in less useful and productive activities. By the evening, children are often too tired to complete their homework responsibilities. It is not surprising if, in their educational process, children tend to achieve less satisfactory academic performance.

In this context, community involvement in supporting children's education around them becomes important (Bariyah, 2019; Maula et al., 2023). Essentially, the social environment can play a role in nurturing children in the vicinity, leading to the development of quality human resources (Astuti et al., 2023; Nur, 2019). Ironically, reality often contradicts expectations. The role and participation of the community in supporting children's education around them have not materialized as hoped, and they tend to be less concerned. The community has not utilized places of worship as learning facilities for children equipped with supportive learning resources such as books, educational media, computers, and more. The surrounding environment also lacks recreational facilities such as sports fields, playgrounds, and venues for channeling interests and talents. Individual and group participation, such as providing small libraries, study rooms, and tutoring activities, is still lacking. Community participation in children's education needs to be improved, both materially and non-materially.

The role of local government, particularly at the village level, in supporting children's education in the vicinity is still low (Muhtarom, 2019). Assistance with learning materials and resources for use by children outside school hours is not yet apparent, such as providing village halls, textbooks, reading materials, computers, and internet access. The central government has allocated funds each year for village development, but their benefits for supporting children's education and other activities (such as sports facilities, playgrounds, etc.) are not yet known or felt (Ambya, 2020; Yohana et al., 2023).

This study identified significant gaps in the free basic education program that hinder children from marginalized families from continuing their education to higher levels. These gaps are primarily caused by the high additional costs such as uniforms, books, transportation, and extracurricular activities, which place a heavy burden on low-income families. Furthermore, limited access to secondary schools, particularly in remote areas, poses another challenge as children must travel long distances to pursue further education. The lack of social support, such as special scholarships or mentoring programs, exacerbates the situation, affecting children's motivation and access to education beyond elementary school.

From the parents' perspective, the free basic education program is appreciated as it alleviates the economic burden on families. However, they believe the program is still suboptimal and requires improvements. Parents propose ongoing subsidies or scholarships for secondary and higher education, as well as the establishment of secondary schools in remote areas to ease access. Additionally, they suggest involving communities in education planning to ensure policies align more closely with local needs. Awareness campaigns about the importance of continuing education are also considered essential to enhance public understanding of the benefits of education in improving family conditions.

4. CONCLUSION

This study highlights that while female garment workers experience a sense of job satisfaction, systemic barriers such as low income, job instability, and the high costs associated with children's education significantly hinder their ability to secure long-term educational opportunities for their children. Their income, although sufficient to meet basic household needs and partially support education expenses, falls short of ensuring access to secondary and higher education. Job instability, including the constant threat of termination, undermines family security and disrupts educational continuity. Moreover, inadequate community involvement and limited government support, such as insufficient educational facilities and lack of access to modern learning technologies, exacerbate these challenges. The findings emphasize the need for collaborative efforts among companies, governments, and local communities to address these issues. Companies should enhance Corporate Social Responsibility (CSR) initiatives, offering educational scholarships and skills development programs. The government must allocate adequate resources to support marginalized families through subsidies, infrastructure improvements, and inclusive education programs. Local communities can complement these efforts by fostering supportive environments through study spaces and libraries. However, the study is limited by its focus on a specific demographic and geographic area, which may not fully capture the diversity of experiences across other sectors or regions. Future research should expand to include comparative studies across industries and examine the long-term impacts of proposed interventions. Additionally, longitudinal studies could provide deeper insights into the evolving relationship between job satisfaction, family stability, and educational outcomes.

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