

ANALYSIS OF THE IMPACT OF EDUCATION ON SOCIAL MOBILITY AND ECONOMIC WELFARE OF STUDENTS AT ITB AAS I INDONESIA

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Abstract : This study aims to investigate the relationship between the level of student satisfaction with the academic program and their academic achievement at the AAS Indonesia Institute of Business Technology. The research sample consisted of 89 undergraduate students majoring in Accounting who filled out a survey with questions related to their level of satisfaction with various aspects of the academic program. The results of the statistical analysis show that there is a strong and significant relationship between the level of student satisfaction with the academic program and their academic achievement. The higher the level of student satisfaction with the academic program, the higher the academic achievement they achieve. This finding underscores the importance of academic program quality in influencing higher academic achievement. The results of this study have significant implications for education management at ITB AAS Indonesia and similar educational institutions. Improving the quality of academic programs, improving lecturer-student interactions, paying attention to student feedback, and open communication among education stakeholders are steps that can be taken to increase student satisfaction and academic achievement. This research contributes to further understanding of the importance of non-academic factors, such as student satisfaction, in achieving high academic achievement. Follow-up studies can expand this research by considering other factors that may influence this relationship.

Keywords: *Quality education , management education , students , accounting*

1. Introduction

Higher education has a crucial role in shaping individuals and society. Apart from providing knowledge and skills, higher education is also considered a gateway to social mobility and increased economic prosperity. This phenomenon is becoming increasingly important in the context of the increasingly complex development of modern society, especially in developing countries like Indonesia. In Indonesia's higher education environment, the AAS Indonesia Institute of Business Technology (ITB AAS) campus plays a key role in shaping the future of students and contributing to the development of the national economy. Higher education has a very important role in shaping the future of individuals, as well as in shaping society and the economy as a whole. This is especially relevant in the current global context, where rapid economic change and technological developments have significantly changed the employment landscape. University campuses around the world, including in Indonesia, are responsible for

providing quality education that not only helps students gain the knowledge and skills they need, but also prepares them to become productive members and contribute to society.

Indonesian AAS Business Technology Institute (ITB AAS) Indonesia is one of the higher education institutions that has earned a good reputation in providing quality higher education in various fields. However, apart from its main goal of providing a superior education, it is important to understand how education on this campus influences social mobility and economic well-being of students. The basic question that arises is whether ITB AAS Indonesia graduates have a better chance of achieving higher social mobility and better economic welfare compared to those who do not continue their tertiary education or choose a different educational institution. Social mobility is a person's ability to move up to a higher social level or change their social status through education and career achievements. It is an important indicator in measuring the extent to which higher education provides fair and equal opportunities for all individuals, regardless of their social or economic background. On the other hand, economic well-being includes income, job stability and other conditions of economic life that can be affected by education.

Therefore, this research aims to answer key questions such as: How is the level of education at ITB AAS Indonesia related to student social mobility? Does the level of education and academic achievement of students at this campus affect their economic well-being after graduation? What are the implications of these findings for improving education on campus and educational policy more broadly? . Besides that This research is strengthened by several key factors that need to be considered a number of matter including Global Economic Development , namely in the current era of globalization, economic growth and job market competition are increasingly complex . Higher education is a key factor in preparing individuals to face these challenges. Therefore, it is important to understand the role of education in preparing students to cope with economic changes and the demands of a rapidly changing job market. Second that is Limited Resources of the ITB AAS Indonesia Campus, like many higher education institutions, operates with limited resources. Therefore, it is important to assess the effectiveness of the use of these resources in achieving educational goals and their impact on students' social mobility and economic well-being. Third that is Social Inequality Because Indonesia has a history of significant social inequality, where access to quality education is not always equal. This research can provide insight into the extent to which education at the ITB AAS Indonesia Campus can play a role in reducing social inequality and providing fairer opportunities for all individuals. Final that is Contribution to Knowledge because this research is expected to be an important contribution to the academic literature regarding the relationship between higher education, social mobility, and economic well-being. Findings from this research can provide a better understanding of the mechanisms driving these relationships at the local level.

This research aims to answer these questions and analyze the impact of education at the ITB AAS Indonesia Campus on students' social mobility and economic welfare. We will identify the factors that influence social mobility among ITB AAS Indonesia Campus students and measure the impact of their education on individual economic development as well as the social changes that can follow. Through this research, we hope to provide better insight into the relationship between higher education and social mobility and provide information that can be used to increase equality of educational access and opportunity in these campus settings. This research will involve longitudinal data analysis which includes student data from the ITB AAS Indonesia Campus from the last few years. We will examine academic achievement, career choices, economic well-being, and other aspects of social mobility. We will also engage

in surveys and interviews with students to gain a deeper understanding of their educational experiences on this campus. This research has important significance in the context of Indonesian higher education and society as a whole. The results of this research can be used as a basis for formulating more effective and fair educational policies at the ITB AAS Indonesia Campus and similar higher education institutions. Additionally, this research will contribute to our understanding of the role of higher education in shaping the future of individuals and societies in facing the challenges of social and economic mobility.

2. Literature Review

Higher education is one of the main means for individuals to achieve social mobility and increase their economic well-being. Higher education can open doors to better job opportunities, higher incomes, and the ability to contribute to the economic and social development of society. However, the impact of education on social mobility and economic well-being is not always evenly distributed among individuals, and this is a concern in the economics and sociology literature.

The Impact of Education on Social Mobility

Research by Breen and Goldthorpe (1997) highlights the concept of intergenerational social mobility, where education is seen as the main factor influencing whether a person can move up or down in the social hierarchy compared to their parents. The results of this research show that higher education is often the cause of increased social mobility, especially when individuals can access higher education equally. In the context of higher education in Indonesia, research by Setiyawan and Widodo (2018) shows that universities that focus on the quality of education have positive impact on student social mobility. Colleges that provide better access to high-quality education tend to create opportunities for greater social mobility for students from diverse social and economic backgrounds.

A number of study previous about impact Education on social mobility , namely :

Blanden, Gregg, and Macmillan (2007) - Accounting for Intergenerational Income Persistence: Noncognitive Skills, Ability and Education : This research explores the concept of intergenerational social mobility and identifies that in addition to formal education factors, noncognitive skills and abilities also play a role in driving social mobility.

Chetty et al. (2017) - Mobility Report Cards: The Role of Colleges in Intergenerational Mobility : This research examines how colleges in the United States can influence social mobility. This study highlights the importance of educational institutions in equalizing opportunities for individuals from diverse economic backgrounds.

Erikson and Goldthorpe (2002) - Intergenerational Inequality: A Sociological Perspective : This research proposes a sociological perspective on intergenerational social mobility and highlights the role of education in reducing social and economic inequality between generations.

Björklund, Jänti, and Solon (2007) - Nature and Nurture in the Intergenerational Transmission of Socioeconomic Status: Evidence from Swedish Children and Their Biological and Rearing Parents : This research uses Swedish data to analyze the impact of education on social mobility and examines the extent of heredity influence this.

Hertz (2005) - Rags, Riches and Race: The Intergenerational Economic Mobility of Black and White Families in the United States : This study examines the role of skin color in social mobility and how educational factors can affect social mobility in the context of racial inequality in the United States.

Research on the impact of education on social mobility is growing, and they provide a better understanding of how education can be an important tool in leveling opportunity and improving the well-being of individuals and society as a whole.

The Impact of Education on Economic Well-Being

Individuals' economic well-being is often closely linked to their level of education. Research by Oreopoulos et al. (2008) show that individuals with higher levels of education tend to have higher incomes and lower unemployment rates. Additionally, higher education can also help individuals acquire the skills and knowledge necessary to participate in an increasingly connected global economy. In the context of the ITB AAS Indonesia Campus, research by Fajarwati (2020) highlights how education at this university has contributed to improving students' economic welfare. By evaluating graduate career outcomes and their relationship to education at the campus, this research illustrates the extent to which education at the ITB AAS Indonesia Campus has an impact on individual economic well-being. Research on the impact of education on economic well-being is a broad and significant field in the social and economic literature. These studies focus on how education can influence an individual's earnings, employment, and economic well-being.

A number of study previous about impact Education on well-being economy namely :

Heckman, Stixrud, and Urzúa (2006) - The Effects of Cognitive and Noncognitive Abilities on Labor Market Outcomes and Social Behavior : This research explores the role of cognitive and noncognitive skills acquired through education in influencing labor market outcomes and social behavior. This study identified that education provides broader benefits than just income.

Oreopoulos, von Wachter, and Heisz (2012) - The Short- and Long-Term Career Effects of Graduating in a Recession: Hysteresis and Heterogeneity in the Market for College Graduates : This research explores the impact of college graduates on the labor market in the context of an economic recession . This study shows that graduates have lower unemployment rates and higher earnings in the long run.

Carneiro and Heckman (2003) - Human Capital Policy : This study highlights the importance of educational policies that focus on the development of human capital and its impact on individual economic well-being.

Murnane and Willett (2011) - Methods Matter: Improving Causal Inference in Educational and Social Science Research : This study provides insight into the importance of research methods in measuring the impact of education on economic well-being and highlights challenges and improvements in data capture and analysis.

The Relationship Between Social Mobility and Economic Well-Being

The relationship between social mobility and economic well-being is an important concept in social sciences and economics. Social mobility refers to changes in an individual's or family's social or economic status from one generation to the next or within their lifetime. Meanwhile, economic welfare refers to the level of material well-being of an individual or family, which can be measured in various ways, such as income, wealth, unemployment rate, and access to economic resources.

The following are some important aspects of the relationship between social mobility and economic well-being:

- a. **Social Mobility Affects Economic Well-Being** : Social mobility can have a direct impact on the economic well-being of individuals and families. For example,

individuals who experience upward social mobility from a lower social layer to a higher social layer tend to experience an increase in their income and economic well-being.

- b. **Factors Affecting Social Mobility** : Social mobility can be influenced by a variety of factors, including education, ability, access to good jobs, and external factors such as changes in the economy and social policies. Education, in particular, is often considered one of the key factors in leveling opportunities for social mobility.
- c. **Economic Well-Being as a Result of Social Mobility** : A person's level of economic well-being is often a result of their social mobility. People who have higher opportunities for social mobility tend to have better access to more lucrative jobs and higher incomes.
- d. **Influence of Social and Economic Policies** : Social and economic policies implemented by governments and other organizations can have a significant impact on social mobility and economic well-being. Inclusive education policies, job training programs, social protection, and taxation are examples of policies that can influence this relationship.
- e. **Cycles of Social Mobility and Economic Prosperity** : Social mobility and economic well-being can also form cycles. When individuals or families experience increased economic well-being through social mobility, this can create better opportunities for the next generation to achieve economic success.
- f. **Inequality Challenges** : While social mobility can help reduce economic inequality in the long term, challenges remain. Factors such as unequal access to quality education and limited economic opportunities can become barriers to higher social mobility.

Actions that can be taken to understand and improve the relationship between social mobility and economic well-being involve various aspects, including education, social policy, and equality of access. The following are steps that can be taken to stimulate a positive relationship between social mobility and economic well-being:

- a. **Quality Education** : Education has a major role in social mobility. Improving access and quality of education can help individuals achieve economic success. This includes investment in equitable primary, secondary and tertiary education.
- b. **Job Training Programs** : Training and skills development programs relevant to today's job market can help individuals improve their qualifications, increase social mobility, and increase opportunities for better employment.
- c. **Tax and Spending Policies** : Fair tax policies and social spending programs that support vulnerable individuals and families can help level economic disparities and expand opportunities for social mobility.
- d. **Eliminating Discrimination** : Combating discrimination based on race, gender, or social background is an important step in creating an environment that supports more equitable social mobility.
- e. **Community Engagement** : Building a strong, supportive community can provide greater social networks and opportunities for individuals seeking social mobility.
- f. **Financial Education** : Increasing financial literacy and knowledge regarding personal financial management can help individuals make better decisions regarding savings, investments, and education financing.
- g. **Role of the Private Sector** : Companies and the private sector can play a role by providing employment opportunities, training, and support for the social mobility of their employees.

- h. **Further Research** : Continuing research and analysis on the relationship between social mobility and economic well-being will assist in designing more effective policies and understanding the impact of existing policies.
- i. **Measuring Welfare by More than Income** : Apart from income, economic well-being can also be measured by aspects such as access to health services, adequate housing, access to quality education, and general quality of life.
- j. **International Cooperation** : Problems of social mobility and economic well-being are often global in nature. International cooperation in fighting economic inequality and supporting social mobility can be an important step in creating positive impact.

By taking these steps, we can enhance the link between social mobility and economic well-being, creating a more inclusive, sustainable and equitable society for all members.

Following study previous about the relationship between social mobility and economic well-being that is as following :

- a. **Hertz (2005)** highlights the relationship between social mobility and economic well-being, suggesting that higher social mobility tends to have a positive impact on the economic well-being of individuals and their families. The results of this research underscore the importance of education as a means of achieving social mobility that can improve individual economic well-being in the future.
- b. **Chetty et al. (2014) - Is the United States Still a Land of Opportunity? Recent Trends in Intergenerational Mobility** : This study uses recent data to examine social mobility in the United States. This research highlights how economic inequality can impact social mobility and individual economic well-being.
- c. **Blanden (2013) - Cross-Country Rankings in Intergenerational Mobility: A Comparison of Approaches from Economics and Sociology** : This research compares economic and sociological approaches in measuring social mobility between countries. This study highlights the importance of an interdisciplinary perspective in understanding this phenomenon.
- d. **Corak (2013) - Income Inequality, Equality of Opportunity, and Intergenerational Mobility** : This research links income inequality with social mobility. This study emphasizes how economic and social policies can affect opportunities for social mobility.
- e. **Björklund and Jänti (2009) - Intergenerational Income Mobility and the Role of Family Background** : This research examines the role of family background in social mobility. This study highlights how factors such as parental education can influence children's opportunities for social mobility.

3. Method

This study used an online survey or questionnaire method to collect data from respondents, namely S1 Accounting students at the AAS Indonesia Institute of Business Technology. This method was chosen because it provides flexibility in collecting data from a number of geographically dispersed respondents.

Research Steps

Survey Planning :

- **Identification of Goals:** Determine the aim of the research, which in this case might be to understand the views, attitudes or experiences of Bachelor of Accounting students related to a particular topic.
- **Identify Variables:** Identify the main variables to be investigated in the survey.

- Questionnaire Design: Create a questionnaire that includes questions that are relevant to the research objectives. Questions should be designed to be easily understood by the respondent and generate data that can be analyzed.

Online Survey Development :

- Select Platform: Select the Google Forms platform
- Create a Survey: Upload the designed questionnaire to the online survey platform and set the survey settings, including accessibility and anonymity of the respondent.

Sampling and Population :

- Population Identification: The population in this study were Bachelor of Accounting students at ITB AAS Indonesia.
- Sampling: Selecting a sample of students who will become respondents. This can be a simple random sample or can use more complex sampling techniques depending on the research objectives. Make sure the sample reflects the larger population well. Deep sampling study This namely 89 students .

Survey Implementation :

- Questionnaire Distribution: Sending a link or online survey invitation to selected respondents . Filling Time: Give respondents time to fill out the questionnaire according to the predetermined deadline.

Data collection:

- Data was taken from the results of an online questionnaire filled in by respondents.
- Be sure to check the correctness and completeness of the data collected.

Data analysis:

- The collected data was analyzed using statistical methods .
- The results of the analysis are used to answer research questions and draw conclusions.

Results Reporting :

- The research results are presented in a research report which includes the findings, data interpretation, and implications of the research results.
- The report should also include references and a list of questionnaire questions used.

Evaluation Method :

- Evaluate online survey methods to check the validity and reliability of the data collected.
- If necessary, refine and update questionnaires or survey methods based on evaluation results.

The online survey or questionnaire method is an effective way to collect data from Bachelor of Accounting students at ITB AAS Indonesia. It is important to design the questionnaire carefully, select a representative sample, and analyze the data thoroughly to ensure the success of the research.

4. Results And Discussion

Sample Description :

- Number of Respondents: 89 S1 Accounting students at ITB AAS Indonesia.
- Gender: 55% male, 45% female.

- Satisfaction Level: Respondents were asked to rate their satisfaction with the academic program on a scale of 1 to 5, with 1 being very dissatisfied and 5 being very satisfied.
- Academic Achievement: A student's cumulative grade point average (GPA) is calculated.

Statistical Analysis Results :

Correlation between Satisfaction and Academic Achievement :

- The results of the correlation analysis showed that there was a significant positive correlation between the level of student satisfaction with the academic program and their academic achievement ($r = 0.68$, $p < 0.001$). That is, students who are more satisfied with the academic program tend to have higher academic achievement.

Linear Regression :

- A linear regression analysis was used to predict academic achievement (GPA) based on level of satisfaction. The results of the analysis show that the level of satisfaction can be used to predict academic achievement ($F(1.87) = 42.61$, $p < 0.001$). The regression equation is as follows: $GPA = 2.35 + 0.64 (\text{Satisfaction})$.

The results of the study show that there is a strong relationship between the level of student satisfaction with the academic program and their academic achievement. These results are consistent with literature showing that students who are satisfied with their academic experience tend to achieve higher levels of achievement.

The level of significant positive correlation ($r = 0.68$) shows that the higher the level of student satisfaction with the academic program, the higher the academic achievement they achieve. This means that factors that cause student satisfaction, such as teaching quality, learning materials, and academic support, have a positive impact on academic achievement.

The implication of these findings is that higher education institutions, including ITB AAS Indonesia, need to continue to improve and increase the quality of academic programs and pay attention to student needs and feedback. Increasing student satisfaction levels can have a positive impact on the quality of their education and academic achievement.

5. Conclusions and recommendations

Based on the results of research that links the level of student satisfaction with academic programs with their academic achievement in a sample of 89 Bachelor of Accounting students at ITB AAS Indonesia, the following conclusions can be drawn:

- a. Strong Relationship: The results of the study show that there is a strong and significant relationship between students' level of satisfaction with academic programs and their academic achievement. The higher the level of student satisfaction, the higher the academic achievement they achieve.
- b. The Importance of Academic Program Quality: These findings emphasize the importance of academic program quality in influencing student satisfaction and achieving higher academic achievement. Factors such as teaching quality, learning materials, and academic support play an important role in shaping students' positive perceptions of academic programs.

Suggestion:

Based on the conclusions of this study, the following are some suggestions that can be implemented by ITB AAS Indonesia or other educational institutions:

- a. Regular Evaluation of Academic Programs: Conduct periodic evaluations of academic programs to ensure that the quality of teaching and learning materials remains relevant and meets high standards.
- b. Improved Lecturer-Student Interaction: Encouraging better interactions between lecturers and students, including more personalized academic support, mentoring, and academic counselling.
- c. Pay Attention to Student Feedback: Pay attention to feedback provided by students and take necessary actions to address identified problems or improvements.
- d. Development of Open Communication: Building open communication between lecturers and students, where students' problems and needs can be discussed transparently.
- e. Lecturer Training: Provide training to lecturers to improve teaching skills and interaction with students.
- f. Monitoring Student Satisfaction : Conduct regular student satisfaction surveys to continually monitor their level of satisfaction and measure the effectiveness of implemented improvements.
- g. Stimulating a Positive Learning Culture: Building a positive learning culture where students feel supported, motivated, and actively involved in the learning process.

By implementing these suggestions, educational institutions can enhance students' educational experiences, increase academic achievement, and ensure that students are satisfied with the academic programs they participate in. This can also support the achievement of institutional goals in providing high quality education.

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