

The Relationship Between Education and Economic Status in Social Stratification in Surabaya City

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Abstract

This study aims to analyse and connect the role of education within social stratification and its structure, particularly focusing on the educational sector. Education is a fundamental necessity for the development of knowledge and preparation for the future. However, a significant issue arises among lower economic classes who struggle to afford education for their children due to financial constraints. In contrast, upper economic classes are more capable of enrolling their children in expensive or even international schools. This situation creates noticeable social disparities. Furthermore, in the job market, many companies tend to prioritize applicants with a university degree (S1) over those with only a high school diploma or less, such as elementary school graduates, who often find it difficult to secure employment. This inequality raises questions about whether educational attainment significantly influences one's future success. Does obtaining a higher degree guarantee a better quality of life compared to those who only complete junior or senior high school? The objective of this research is to analyze and link educational status with social stratification levels to determine whether expensive education guarantees a better future. This study uses a qualitative descriptive method, which emphasizes interpreting and understanding social phenomena in depth, supported by literature review. The analysis follows an inductive approach to uncover emerging patterns and themes. The research is grounded in Max Weber's theory of social status within socio-economic groups.

Keywords: Education, Economic Status, Social Stratification

1. Introduction

It cannot be denied that education is something that is so important and useful for every individual where in education we can learn, and know broad insights and not many people also have a stigma that higher education is a necessity to get a decent life in the future. In a level of education that will be discussed this time that a person's social status has a very small influence in existing social mobility (Ashoumi, 2014). In a high school education level, the competitiveness and bargaining power in finding a job is getting weaker and less (Maksum, 2013). Higher education is valued as a mobility requirement that has a high influence and is considered a requirement for the mobility of the social welfare service which now also cannot be promised that a degree for a bachelor's degree is considered good by some.

In the city of Surabaya itself, which is the majority of urban communities and is the second largest city after the city of DKI Jakarta, this is what makes social changes and layers of society so pronounced. In the case of education in the city of Surabaya itself, there is still a lot that needs to be addressed and needs attention in education. In the case of the last 3 years there has been a case that has quite shocked parents because of the zoning system in Surabaya where students who excel are far outnumbered by the closest child from their home to school. This incident made parents disappointed because their children could not enter their children's dream schools and schools that were arguably favourites in their day. The status of favourite schools in Surabaya City has long been abolished by the Surabaya



government itself because it feels that there is a social class in education where good schools can only be entered by outstanding students while students who can be considered ordinary are difficult to enter the favourite school. The phenomenon that occurs also exists in private schools which can be said to enter with a payment system and use money.

Private schools themselves in Surabaya have many varieties, some of which are quite cheap for the middle class and there are also private schools that are quite famous and may have gone international which can only be entered by the upper class because the school entrance fee cannot be said to be cheap, some are even up to hundreds of millions to enter alone and not yet the monthly tuition fee. However, it is certainly not uncommon for the lower economic circles to feel unable to send their children to a good and comfortable place but because of this economic factor that makes parents send their children to a school that is as important as their children get the provision of science and insight and the same education as their peers (Matondang, 2021).

Often the parents will certainly also provide good facilities for their children, even there are also parents who can be said to be very capable of sending their children to graduate from college, which of course costs a lot of money for tuition fees, especially if they study abroad, which in fact must be a very expensive lifestyle there, which in the end has to spend even more money for all of it. In the research conducted, it requires a number of informants as an interview process and takes accurate data sources as evidence that the results of the research conducted are true. This research uses an interview process with a number of respondents who are from the lower class, middle class, and upper class where the interviewer is an alumnus from both junior high school, high school, and who is currently studying, both public and private in order to find out whether when they were in the learning process experienced a social class that dominated and experienced existing social stratification.

Education itself can actually be obtained by anyone whether it is the lower class, middle class, even the upper class though, it's just that their way to make their children happy is different according to the economic circumstances of each parent (Prasetya & Pribadi, 2021). Then, education itself is also expected to be able to provide a role for a process of socialisation that can run according to expectations that hopefully will be good (Mayshurah & Sair, 2023). So that also in the socialisation process can run smoothly in community life. Therefore, parents and families also really hope that schools can run according to a smooth and good flow. It is in this process that institutions such as teachers in this school can provide examples for their students and are considered role models in all behaviour at school.

In the teaching process, it is hoped that the teachers will not differentiate between students who may be part of some of the lower and upper classes with different treatments due to different social class levels. The main elements and differences in social layers, social rules, as well as existing social norms make the formation of social layers which ultimately lead to the existence of social stratification of the level of education in Surabaya. and can be drawn from Weber's own theory states as a social group of people who have different lifestyles and also have a level of honour and social in the existing society. From the description that has been conveyed above, it makes researchers interested in examining the social class in each existing school, both from different public and private schools in Surabaya, whether it has equality in each school or not.

2. Literature Review

2.1. Social Stratification

Social stratification in education is a process in which society categorises people based on their social, economic and cultural status. This can result in educational disparities between different social groups, in other words with limited access to educational resources and opportunities. Factors such as

family background, income and ethnicity can influence social stratification in education. Social stratification can also result in inequities within an education system, with lower social groups having more limited educational opportunities and a lower likelihood of achieving high academic results (Sudarsana et al., 2018).

2.2. Max Weber Theory

In this research, we use the theoretical concept of Max Weber where Max Weber himself is a famous sociologist from the 20th century, making an important contribution to the sociological theory of education. Weber developed his theories and concepts in analysing the interaction between education, society, and the social system as a whole. Weber views education as a social institution that plays an important role in shaping social structures. One of the key concepts in his theory is the concept of power and authority. Weber (2005) argues that education, like other social institutions, is a place where power and authority are realised.

Weber suggests that power in education can come from various sources, including traditional power, rational-legal power and charismatic power. Traditional power relates to authority based on traditions and values passed down from previous generations. Rational-legal power relates to authority based on laws and regulations set by the government or authorised institutions. Charismatic power, meanwhile, involves authority derived from an individual's personal speciality or appeal. Weber also emphasised the importance of social class in education. He argued that social class plays a key role in determining educational opportunities and the social disparities that exist in the education system.

Weber observed that individuals from different social classes have different educational opportunities, with members of the upper class tending to have greater access to high-quality education than members of the lower class. In addition, Weber also paid attention to the concept of rationalisation in education. He observed that modern education systems tend to be based on the principles of rationality and efficiency, where the main goal is to achieve measurable results and meet the needs of society effectively. Overall, Max Weber's sociology of education theory highlights the importance of power, authority, social class and rationalisation in shaping education systems and the social interactions within them. His contribution to the field of sociology of education has provided a deep understanding of how education plays a role in society and in the formation of social structures.

The previous research is to compare and examine this research whether there are differences or not below:

Table 1. Previous Research Table

No.	Name, Year	Title	Results
1.	Wulandari, 2022	The Effect of Education Level on Social Stratification in Urban Communities.	In the study, the results show that there is an influence on the level of education in the urban communities where the top economic status gets adequate facilities because school fees are also expensive.
2.	Assyari, 2018	Social Status of Educated Communities (Study in Gempong Lhok Kruet Sampoiniet District, Aceh Jaya Regency).	From the results obtained that even though the economy may be arguably low does not prevent parents in Aceh from sending their children to school even though they register their children not in luxurious places but children can get an education.

3. Methods

In this research, the method used is qualitative research and also literature studies. For qualitative research itself is a method where by way of approach to get to know a phenomenon that is happening and in depth by emphasising the interpretation and understanding of the meaning given by the individual or group under study. While the literature study itself is by looking for references in the form of journals and books as a comparison in reference to previous research. In qualitative research, data is collected through various techniques such as interviews, participatory observation, documentary studies, or content analysis. The data obtained is then analysed inductively, meaning that researchers identify patterns and themes that emerge from the data to understand the context and meaning contained therein. Researchers are often actively involved in the data collection process, paying attention to the subjectivity factor and interaction with research participants. One of the main characteristics of qualitative research methods is a holistic approach that recognises the complexity and uniqueness of the context under study. Researchers try to understand the cultural, social, and historical aspects that influence the phenomenon under study. In addition, qualitative research also pays attention to the social context and social construction of knowledge.

3.1. Research Site Placement

For the location itself, in this social stratification research with the entire school in Surabaya.



Figure 1. Surabaya City Map

Source: Made Blog

3.2. Data collection techniques used in the research

a. Interview Process

This method involves direct conversations between researchers and participants. In the context of educational and economic social stratification, researchers can interview individuals from different levels of education and economic backgrounds to understand their experiences of social differences. The interview itself can also be conducted in a systematic and structured way, where the researcher has pre-drafted questions to be asked by the interviewer, or in an unstructured way, which gives the participant the freedom to speak widely and freely.

b. Participatory Observation

This method involves the researcher in observing and participating in a real and actual way which aims to know in advance the conditions in the daily lives of students who will be studied in the context of social stratification, researchers can observe social interactions, educational activities, and economic activities in a particular environment. This observation can help in understanding the patterns of behaviour and social dynamics that arise in that context.

c. Case study

This method involves an in-depth analysis of a specific individual, group or situation. In the context of educational and economic social stratification, researchers may select one individual or group representing a particular level of education or economic background to understand their experiences in detail. Case studies may involve collecting data from multiple sources, such as interviews, observations, or document analyses.

4. Results and Discussion

4.1. Research Results

The phenomenon of educational and economic social stratification in schools in Surabaya refers to the significant differences in educational access and economic conditions among students in different schools in the city. This phenomenon is reflected in differences in the quality of education, facilities and opportunities available to students who have very different social and economic backgrounds. First of all, in terms of education, there is a difference in quality between the schools in Surabaya. The schools in Surabaya itself, which are in a crowded city, have good education support facilities than those in rural areas far from crowded areas, which tend to be not very good. As a result, students who attend less qualified schools may have difficulty in achieving the same educational standards as students in better schools.

In addition, economic aspects also play an important role in social stratification in Surabaya schools. The students who may be from a good economic class get good facilities as well because they pay for their school fees which are not cheap and may be up to hundreds of millions of rupiah. They can pay higher school fees, get extra lessons or private tutoring, and have more opportunities to join extracurricular activities that enrich their experience. On the other hand, for students who can be said to be in a less affluent family condition, they cannot have the same facilities as expensive schools due to the limited economy of their parents and it may also be difficult for their children who want to continue their education in universities where the entrance fee alone is very expensive which will face difficulties in finding a good job. This can lead to low social cohesion and reinforce existing socio-economic inequalities.

To address this phenomenon, it is important for the government, educational institutions and society as a whole to work together. Measures such as improving the quality of education in less qualified schools, providing financial aid or scholarships to students from low economic backgrounds, and providing fairer access to educational and extracurricular opportunities can help reduce social stratification in education and economics in Surabaya schools.

A. Education

The main purpose of education is to assist individuals in developing knowledge and knowledge in the form of both skills and attitudes as well as values where these values are needed and optimally useful for their surroundings. Education also aims to prepare individuals to become members who contribute positively to society, develop creative potential, and gain benefits which will learn more about how the world around them where in a learning process that is carried out cannot be separated from the existence of a role model, namely a teacher as a process of delivering material and guiding students (Högberg et al., 2019). In addition, education also includes evaluating and measuring individual progress in achieving predetermined learning goals.

Education also has a very important role in shaping an individual, society, and culture. Through education, individuals can develop their potential, understand the world around them, access

employment opportunities, and develop the skills necessary for daily life. It can also help address social and economic inequalities and improve the quality of life for individuals and society as a whole.

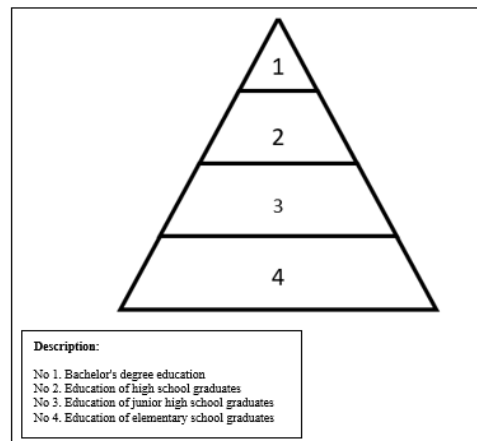


Figure 2. Educational Degree Pyramid

B. Social Stratification

Social stratification in education refers to the process of grouping and separating individuals or groups based on their social status, wealth or power in the education system. It reflects the existence of gaps or inequalities in educational access, opportunities and outcomes between different groups in society. Social stratification in education can occur in several ways. Some factors that contribute to social stratification in education include:

1) Access to education

Inequality in access to education is one of the main aspects of social stratification in education. Certain social groups, such as the poor, minority groups or groups with low educational backgrounds, may experience difficulties in accessing high-quality education due to economic, geographical or social factors.

2) Quality of education

Social stratification in education can also be seen in the different quality of education received by different social groups. Schools in poor or marginalised areas often have limited resources, less qualified teachers or inadequate curricula. This can result in disparities in the quality of education between these groups.

3) Prestige and reputation

Education in certain societies may be valued or regarded more highly than education in other societies. This can create social stratification in education, where some types of education are considered more prestigious and valued by society than other types of education. For example, higher education or education in certain fields may be considered more valuable than vocational education.

4) Social mobility

Social stratification in education also relates to the difficulty or ease of achieving social mobility through education. When equal educational opportunities are not available to all social groups, there is a risk of social reproduction, where individuals tend to maintain the same social status as their parents. This can hinder social mobility and reinforce social inequality.

Social stratification in education is a complex issue and often leads to differences in educational opportunities and outcomes between social groups. Efforts to reduce social stratification in education involve providing equitable access to quality education, improving the quality of education across

society, and creating an inclusive and equitable educational environment for everyone, especially in the city of Surabaya.

C. Economy Class

We can know that one of the classes in general social stratification is related to the economy, the economy itself is an economic class or social class where this economic class refers to groups of people who have similar economic characteristics, such as income levels, or also asset ownership, employment, and access to other economic resources.

From the findings obtained, there are several different economic classes from each student's parents. In the economic class system in Surabaya itself there are different economic classes, there are several types of class categories found in the research, namely:

1) Upper class

The upper class consists of individuals or families who have very high levels of wealth. They often have access to executive jobs, business ownership, or significant sources of passive income. They also have access to valuable assets such as property, stocks, or other investments.

2) Middle class

The middle class is a broad and diverse group. They have moderate income levels and tend to work in professional, managerial or technical occupations.

3) Working class

The working class consists of manual or non-professional workers who usually earn a fixed income or hourly wage. They may work in production, construction, service, or other jobs that require physical or technical skills. The working class may also include workers with higher education in a particular field, such as teachers or nurses.

4) The poor class

The poor class is a group with a very low level of income and it can also be said that it is difficult to get a place in society so that they experience difficulties both in food, clothing, money and other needs. The poor often rely on government assistance or social organisations.

The social value, status and opportunities associated with each economic class can vary in different societies. Social stratification based on economic class can affect access to education, healthcare, employment opportunities and social mobility.

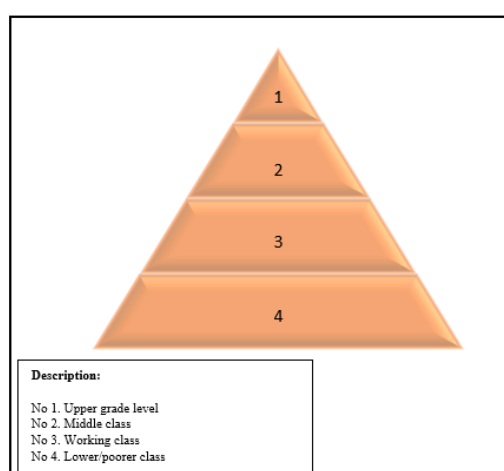


Figure 3. Social Status Pyramid

D. Factors in the existence of Level Classes in Surabaya

There are several factors that can cause educational social stratification in schools in Surabaya. Here are some of the factors that may affect social stratification in schools in Surabaya:

1) Economy

Economic factors play an important role in the social stratification of education. Students from high economic backgrounds may have guaranteed access to education, such as books, equipment, private tutoring, and better educational opportunities overall. Meanwhile, students from low economic backgrounds may face limitations in terms of access and educational opportunities that affect their achievement.

2) Family Environment

The family environment can also influence social stratification in schools. Families that provide high educational values, support learning motivation, and are even actively involved in their children's education tend to have more academically successful children. On the other hand, a family environment that is less supportive or less able to provide educational support may limit children's educational opportunities.

3) Cultural Factors

Cultural and ethnic factors can also play a role in the social stratification of education. Some ethnic or cultural groups may face unique challenges in terms of education, such as different upbringing, different cultural values related to education, or discrimination they may experience. This may result in educational disparities between these groups.

4) School Quality

School quality can also contribute to educational social stratification. Schools that have sufficient resources, qualified teaching staff, a good curriculum and adequate facilities may attract students from higher economic backgrounds and thus contribute to the education gap. Meanwhile, under-resourced schools may not be able to provide equal education for all students.

5) Differences in Achievement and Motivation

Differences in academic achievement and learning motivation can also affect the social stratification of education. Students with high academic achievement as well as high learning motivation are more likely to be able to access better educational opportunities, such as flagship programmes, scholarships, or further education. In contrast, students with low achievement or low learning motivation may have difficulty in achieving the same educational opportunities.

These factors do not apply exclusively to Surabaya and can be found in the social context of education in many other regions.

E. Forms of Social Stratification in Surabaya

In Surabaya, there are several common forms of educational social stratification. Here are some examples of educational social stratification in Surabaya:

a) Public and Private Schools

The social stratification of education in Surabaya can be seen from the separation between public and private schools. Public schools generally have a better level of education and more complete facilities than private schools. This creates social differences between students who attend public schools and students who attend private schools.

b) Public Universities and Private Universities

At the tertiary level, the social stratification of education in Surabaya is also seen between public and private universities. Public universities are often considered more prestigious and have more affordable tuition fees compared to private universities which are often more expensive.

c) Study Programme and Major

In Surabaya, there are social differences based on study programmes or majors in universities. Some majors, such as medicine or education, tend to be considered more prestigious and have better career prospects compared to other majors. This can create social stratification among students based on their choice of major.

d) Excellent High Schools

Surabaya also has excellent senior high schools (SMA) that have higher education standards and are selective in their admissions. These schools are often the choice of parents who want to provide the best education for their children. As a result, there are social differences between students who attend flagship high schools and students who attend senior high schools.

Differences in Access and Quality of Education: The social stratification of education can also be seen from the differences in access and quality of education in different areas in Surabaya. Some areas may have better schools and more complete education facilities compared to other areas. This can create social differences between students attending schools in areas with good access to education and students attending schools in areas with limited access to education. It is important to remember that educational social stratification can be very complex and is not limited to the examples above. Economic, cultural and other factors can also influence the social stratification of education in Surabaya.

F. The Function of Social Stratification in Surabaya

Social stratification is the division of society into layers based on social differences, such as economic status, education, occupation, or power. In Surabaya, there are several functions associated with social stratification:

1) Facilitates task division and specialisation:

Social stratification allows the Surabaya community to divide tasks and roles based on individual skills and abilities. For example, with social stratification, people can choose jobs that match their education and skills, which in turn can increase efficiency and productivity.

2) Regulating access to resources

Social stratification affects a person's access to economic, political and educational resources. The upper strata of Surabaya society may have greater access to gainful employment, better education, better housing, better health services, and so on, while the lower strata may face limitations in terms of such access.

3) Maintaining social order

Social stratification can help maintain social order by defining clear hierarchies and roles in Surabaya society. This can reduce social conflict and allow the legal system and government to function more effectively in maintaining security and justice.

4) Maintaining values and culture

Social stratification can play a role in maintaining different values and cultures in Surabaya. Each stratum of society can have distinctive social norms, beliefs and practices, and social stratification helps maintain this diversity by ensuring the continuity and sustainability of cultural traditions and practices.

5) Transferring social mobility

Social stratification can also play a role in promoting social mobility. While social stratification can create inequality, at the same time, there is the possibility of mobility between layers of society. A person from a lower stratum can reach a higher stratum through education, job changes, or business opportunities.

However, it is important to note that social stratification can also lead to social injustice and inequality if not properly regulated. To achieve a more just and inclusive society, it is important to reduce the gap between social layers and provide equal opportunities for all Surabaya citizens.

4.2. Discussion

The role of parents in children's education has a significant impact on existing social stratification. Social stratification refers to the division of society into groups based on differences in status, wealth, education and other factors. These differences can affect opportunities and access to education.

1) Access to education

Here parents play a very important role in providing a bridge to education for their children. Economically stable parents may be able to provide the best education facilities for their children, and may provide education beyond compulsory education such as private schools or additional courses. This can reinforce social and economic differences between groups in society.

2) Early education

This is where parents take responsibility for providing their children with education before they enter formal education. Parents must have a close intensity with their children so that children are able to accept every rule and upbringing taught by parents so that they can be imitated by the child. For example, reading, teaching basic maths skills, or providing experiences that broaden the child's horizons. This can give these children an advantage in facing educational challenges later in life.

3) Educational orientation

Parents also play a role in the orientation of their children where parents are required to have better educational knowledge and experience and tend to have higher expectations of their children's academic achievement. They may be more likely to encourage their children to achieve high results, provide support in learning, and involve them in extracurricular educational activities. This also has the advantage that they tend to get more support and motivation to achieve educational success.

4) Social capital

Parents also play a role in introducing children to social networks that can influence their education. Parents with extensive and strong networks can help their children get additional opportunities, such as internships, exchange opportunities or recommendations for scholarships. This can reinforce differences in educational access and opportunities between groups in society.

We also need to know that the impact of this dual role of parents in children's education on social stratification is not absolute and can vary. There are many other factors that also influence social stratification, including economic, political and cultural factors. However, the role of parents remains an important factor in shaping opportunities.

In the city of Surabaya, which is the second largest city in Indonesia, there are various phenomena of educational social stratification. Educational social stratification refers to the existence of social division or separation based on different levels of education and access to educational opportunities. The following is an analysis of the incidence of educational social stratification in Surabaya:

1) Educational Accessibility

One of the factors that influence educational social stratification is educational accessibility. Although Surabaya has various types of schools, including public and private schools, not all Surabaya residents have equal access to quality education. Some areas, especially in urban areas, tend to have more schools and good education facilities compared to rural or suburban areas. This can lead to disparities in access to education between different socioeconomic groups.

2) School Quality

The quality of education is also an important factor in the social stratification of education in Surabaya. Some schools in Surabaya have a good reputation and offer high-quality education programmes. However, these schools are usually located in more affluent or elite areas, making them accessible only to higher socioeconomic groups. Meanwhile, schools in lower socio-economic areas

often face challenges such as lack of facilities, qualified teaching staff and limited curriculum, which negatively affects the quality of education.

3) Differences in education costs

Tuition fees are also a factor that affects the social stratification of education in Surabaya. Higher quality private schools often charge higher fees compared to public schools. This makes quality education accessible only to socioeconomic groups that can afford the fees, while groups with lower income levels tend to be limited in choosing schools that suit their needs.

4) Inequality of Opportunity

Inequality of educational opportunities also contributes to the social stratification of education in Surabaya. Factors such as family background, social status and social networks can affect a person's opportunity to get a good education for their child.

To reduce or prevent social stratification in education in Surabaya, several steps can be taken:

1) Improve Access to Education

The government and educational institutions should work together to ensure equal access to education for all levels of society. This includes building schools in less developed areas and providing affordable transport for students living in remote areas.

2) Scholarship Programme

Establishing a scholarship programme for outstanding students from economically disadvantaged backgrounds can help ensure equal opportunities in education. These scholarships can cover tuition fees, books, uniforms and other school supplies.

3) Inclusive Curriculum Development

The education curriculum should be designed to meet the needs and interests of all students. A diverse and inclusive approach should be applied to ensure that students with different backgrounds get equal opportunities to develop and learn.

4) Qualified Teachers

Governments and education institutions should invest in the training of qualified teachers to ensure that all students receive good quality teaching. A teacher should also have a wide range of skills and knowledge to teach students.

5) Addressing Social Bias

It is important to recognise and address social bias in the education system. All students should be treated fairly and any form of discrimination should be dealt with firmly. Psychosocial support and personal development activities should also be available to all students.

6) Community collaboration

Collaboration with local communities, non-governmental organisations and private institutions can help reduce the education gap. Partnership programmes involving multiple parties can provide additional resources and opportunities for disadvantaged students.

7) Evaluation and Monitoring

It is important to continuously monitor and evaluate the success of efforts to reduce educational social stratification. Accurate data and information should be collected regularly to track progress and identify areas for improvement.

Addressing the social stratification of education is a complex task and requires efforts from various parties. In implementing these measures, collaboration between the government, educational institutions and society as a whole is essential to create an inclusive and equitable educational environment for all students.

5. Conclusion

Based on the findings and analysis, it can be concluded that the city of Surabaya still requires significant improvements in both urban planning and the education sector. Educational facilities in Surabaya remain inadequate, and various factors continue to hinder the delivery of quality education in schools throughout the city. In terms of school quality, Surabaya is still undergoing a process of equalization, where the government has implemented a zoning system to facilitate school admissions for students living nearby. However, this system needs further refinement. Outstanding students from low-income families or those living at a distance often face difficulties accessing quality public schools. While private schools offer alternatives, their fees vary greatly—from relatively affordable to very expensive—and many parents are uncertain about the quality of education in these institutions. This economic uncertainty prevents some families from choosing private schools, even when they are within financial reach.

The disparity in school fees also creates a perception that expensive private schools cater primarily to students from affluent families who enjoy better facilities and more qualified educators. In contrast, public schools, although tuition-free, often lack adequate infrastructure and resources, leading to dissatisfaction among students and parents. This situation highlights the crucial role of the government in ensuring that public education in Surabaya is not only accessible but also equipped with the necessary support systems to deliver quality education. Moreover, family background significantly influences children's educational outcomes. Children tend to mirror their parents' attitudes toward learning. When parents are involved and prioritize education, their children are more likely to be motivated and committed to their studies. Even students from underprivileged backgrounds can succeed academically if they have strong personal determination and work ethic. On the contrary, wealth alone does not guarantee academic achievement; individual character remains a deciding factor.

Notable examples from the findings reveal that students from wealthy families often have the means to pursue higher education regardless of the cost. Parents are willing to invest large amounts of money to ensure their children receive a quality education. On the other hand, students from less privileged backgrounds frequently rely on scholarships to continue their studies. Fortunately, the Surabaya city government has launched scholarship programs that significantly assist students from elementary to university levels. These initiatives help academically gifted students overcome financial barriers and continue their education, demonstrating that economic limitations do not necessarily restrict learning opportunities. These programs represent a positive step in addressing educational inequality in the region.

However, several persistent issues continue to reflect the social stratification of education in Surabaya. First, there is clear inequality in access to education, where some communities enjoy better access to quality institutions, while others face limitations. Second, differences in the quality of education are apparent, with some schools having sufficient resources while others struggle with inadequate support, affecting students' chances of success. Third, economic disparities remain a significant factor, as families with higher incomes tend to have more educational options, while low-income families face financial challenges in securing equal opportunities. Fourth, geographical factors also play a role; urban areas generally have better educational infrastructure compared to rural or peri-urban areas, leading to unequal access to learning opportunities.

In conclusion, the social stratification of education in Surabaya reflects disparities in access, quality, economic conditions, and geography. Addressing these issues requires a multi-faceted approach that includes improving infrastructure, enhancing the quality of public schools, and ensuring fair and equitable opportunities for all students. To further support these efforts, future researchers are

encouraged to explore several areas. Longitudinal studies could be conducted to assess the long-term effects of zoning policies and scholarship programs on educational outcomes. Comparative analyses with other major Indonesian cities could help identify effective strategies that Surabaya might adopt. Qualitative research focusing on the lived experiences of students, parents, and educators could provide deeper insight into the challenges and successes within the system. Evaluating current government policies and suggesting data-driven reforms would be instrumental in making improvements. Additionally, examining the role of technology and access to digital resources across different communities would offer a more comprehensive understanding of educational disparities. By exploring these areas, future research can contribute meaningfully to creating a more inclusive and equitable education system in Surabaya and beyond.

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