

Risma Sinaga

Analysis of the Cause Dropping Out School Children at The Pri...

Sources Overview

2%

OVERALL SIMILARITY

1

Universitas Muhammadiyah Tangerang on 2021-03-15

SUBMITTED WORKS

2%

Excluded search repositories:

None

Excluded from document:

Bibliography

Excluded sources:

Universitas 17 Agustus 1945 Surabaya on 2021-03-18, submitted works, 2%

Universitas Muhammadiyah Tangerang on 2021-03-15, submitted works, 2%

Universitas 17 Agustus 1945 Surabaya on 2021-02-08, submitted works, 2%

Analysis of the Cause Dropping Out School Children at The Primary School Age at Marga Kaya Village

Putri Chairia, Risma. M. Sinaga, Erlina Rufaidah

Master of Social Science Education, FKIP Universitas Lampung, Indonesia

Abstract:- Education in Indonesia is the main element to develop Indonesian people. One of Education problem that happens in Indonesia is there are many children in primary school age who drop out of school. We can find it in Marga Kaya Village, Jati Agung sub-district. In this village, there are many children who drop out of primary school age. The objective of this research is to find out and analyze the causes of dropping out primary school age children, in Marga Kaya Village, Jati Agung District. This research is a type of descriptive research with a qualitative approach. Data collection techniques using questionnaires, interviews, observation and documentation and data analysis used in this study is a descriptive analysis of the percentage. The research subjects were 30 children who had dropped out of school in Marga Kaya Village. The results showed that there were several factors that made many school age children dropped out of school, (1) internal factors those were low interest and children's willingness to go to school and schools were unattractive, (2) external factors those were low family income, parents' background education, socio- cultural factors and environment.

Keywords: primary school, 9 years education, causal factor, dropout

I. INTRODUCTION

Education is a very important element because we know that education is the main process in the progress of a civilization to ensure the survival of a nation. Likewise education in Indonesia is a major element in the development of Indonesian people as a whole (Imas, 2014). Therefore education must be oriented on how creating a better change, moreover education must be developed systematically. Education as a human activity in its life also become goals to be achieved. The idea or goals achieved must be clearly stated, so that all the education implementation and goals are proper to the process of educational activities. If you there is no a clear goal, the process will be in vain. Because those goals cannot be achieved at once, therefore it needs some stages implemented.

One of the government's efforts to educate the nation's life through education can be seen from the 9-Year Compulsory Education Program. The Compulsory Education Program in Indonesia, which is mandatory for all citizens for getting 9-year basic education or it is called 9-year *WajarDikdas*. The 9-year compulsory education program was began by the 6-year compulsory education program focusing on basic education and it was implemented in 1984 until 1993, then in 1994 the government started the 9-Year Compulsory

Education program. The target of this 9-year compulsory education was people who 7-15 years old compulsory education up to junior high school.

The implementation of 9-year basic education in Indonesia seems not optimal yet because there are still many children who have not been able to reach that education level, this was in accordance with the statement from Winarno Surakhmad et al. (2003: 49). In addition, he also said that the basic education was given in order to make children were able to develop attitudes, knowledge, and basic skills needed as a citizen. Moreover it was needed for living properly in the community and can continue their education to a higher level. The problem of education in Indonesia is children who drop out of school. Out of school children is the proportion of children according to school age groups who are no longer in school or who do not complete a certain level of education. The age group is 7-12 years, 13-15 years and 16-18 years (BPS: 2017). Where as according to Mudyahardjo, dropping out of school was leaving school before completing the entire learning period set by the school concerned (Mudyahardjo, 2001: 498).

Marga Kaya is one of the villages in Jati Agung Subdistrict, South Lampung Regency which has 4 hamlets with a population of 3,458 people (761 families). Based on the pre-survey conducted, there were many children whom in primary education age have dropped out of school, both in elementary and junior high school levels. Based on the survey conducted, it turns out there are still many elementary school age children who have dropped out of school, both at the elementary and junior high levels. Based on preliminary research from the total number of elementary and junior high school age children in the village of Marga Kaya, 102 children, 30 children who have dropped out of school, are spread out in every hamlet in Marga Kaya.

If calculated based on the calculation of dropout rates according to the Central Bureau of Statistics with the number of school-aged children who were not in school anymore divided by school-age children multiplied by 100 got a result of 29,41 %. This means that out of 100 school-aged children, there were 29 more children who did not go to school or continue the education. According to the Ministry of Education's decision, the ideal School Drop Out Rate (APS) is 0%. APS is a performance indicator reviewed from the decision of the Ministry of National Education No. 129

a/U/2004 concerning the Minimum Service Standards in the Field of Education. The Ministerial Decree states that for basic education, the APS should not exceed 1% of the number of students attending school (article 3 (1) (b), if APS is more than the specified number means that the dropout rate in the area is high

In fact there is no lack of government attention to the problem of dropping out of school. It can be seen from many solutions that have been given for the implementation of policies that have been implemented by the government to deal with dropouts such as School Operational Assistance (BOS) policies, Poor Scholarship Assistance, Talent Scholarship and Achievement Assistance, One Roof School Policy, Open Middle School Policy and others. However in fact, those still unable to help the government in succeeding the 9-year compulsory education program, meaning that there were several other factors that affect students dropping out of school especially at the elementary level.

II. RESEARCH METHOD

This type of research is a qualitative descriptive study. This study was written to analyze and describe the analysis of the cause dropping out school children at the primary school age at Marga Kaya village. Research with this qualitative decryption method is used to describe cases that occur in the field.

The location of the study was conducted in the village of Marga Kaya, Jati Agung Subdistrict, South Lampung Regency. Which is based on the reach and depth of the study to gain an understanding of School Drop Outs? The subjects in this study were 37 people. which consisted of 30 dropouts, 5 parents dropped out of school, and 2 community leaders.

Data collection techniques carried out by distributing questionnaires to the community, then conducting interviews with school dropouts, parents of school dropouts, and community figures, then to strengthen the results of the study then carried out observation or documentation.

III. RESULTS AND DISCUSSION

1. Factors Causing School Drop Out Children in Marga Kaya Village

In the village of Marga Kaya there are 30 children who drop out of school at the elementary and junior high school level or about 29.41% of the total number of elementary school and junior high school age children in Marga Kaya Village. The Percentage of child who can not complete the education basic was considered high. There are some factors affected children in the village of Marga Kaya experiencing school dropouts at the level of basic education, such as the lack of interest or willingness of children to school which was caused by a sense of laziness for school, lack of ability to understand the lessons, uninterested about school. Another factor that caused children in Marga Kaya village drop out of school was the economic factor or low income of parents so

that they were unable to provide the costs or facilities for their children to go to school. Besides low education of parent also became a factor of this problem, most parents in Marga Kaya villages only receive education up to elementary level. The low level of parental education also influences parents' thought patterns and attention to their children's education, and the last factor that caused children in the Marga Kaya Village dropouts were socio-cultural and environmental factors of the community. Besides, many old assumptions and lack of knowledge about the importance of education also became factors that caused school dropouts in Marga Kaya Village.

a. Factor of Low Willingness or Interest of Children in School

Based on the analysis, the researcher found that children who drop out from school in Marga Kaya Village were caused by student internal factor. There was about 43.33% or 30 students. 13 students who drop out said that they were not willing or not interested to go to school, 9 students or 30% said that they didn't have enough willing or interested to go to school, and 8 students said that they were willing or interested to go to school. The low interest or willingness of children to go to school in Marga Kaya Village was motivated by a sense of laziness or lack of willingness of students to go to school. In addition, it was supported by the academic value of students that were not good or always below average, and students often stay in class or did not go up to class in each new school year and also often the students concerned skipped when in school.

Apart from the academic factors and also the student internal problem in participating in learning, this inability was also influenced by several factors such as lazy learning, no encouragement or motivation to be able to. The motivation level of a child in learning was very influential on the desire of children to continue to go to school. This motivation can come from family, environment and children themselves. The willingness of children to stop school was also due to lazy and bored feeling about school. Children bored to follow the lesson and face some fierce teacher. This was consistent with the results of interviews with school dropouts children namely DM and SR who dropped out of school due to inability to attend lessons. SR often stayed in class or did not go to class because embarrassed for his friends often tease him while DM was not interested or there was no willingness to go to school because he felt bored and tired of going to school and often scolded by his teacher. From those two examples of children, it showed that in fact, the number of students who drop out of school in Marga Kaya Village was more due to their lack of enthusiasm for learning at school. This lazy feeling about school which ultimately made them less than optimal when they were in school.

b. Factor of Schools were Considered Not Attractive

Some children in Marga Kaya Village thought that the school was not attractive, the data showed 10 children or 33.33% of

the 30 school dropouts children said that the school was considered less attractive while 14 children or 46.67% of the 30 children considered the school not interesting and only 6 people or 20% considered the school interesting. Children who considered the school to be less attractive or even uninteresting certainly have reason for saying that, such as the experience or uncomfortable treatment that has occurred during school.

The existence of experience or uncomfortable treatment at the school was obtained by researchers from one of the respondent namely KN. KN has received uncomfortable treatment or experience in the School such as the existence of discriminated treatment by the teacher and a shame feeling for attending school because often ridiculed by friends. Those finally made KN reluctant to go to school and decided to quit school. In fact the feeling of discomfort in school affected the child's disinterest in school. This sense of comfort and attractiveness while in school was related to the relationship between students and teachers or among students at school. So, we can see that the school atmosphere and the convenience of being in school were such supporting factors for dropping out of school at both elementary and junior high school levels in Marga Kaya Village. The factor of school was considered to be unattractive related to the level of children awareness who lack information about the importance of education. Children's awareness can be realized from the attitude of the child itself. The level of children awareness affected them to stay in school or even decided to quit school.

c. Low Economic Factors

Economic factors or low income in the family were becoming the external factors or factors that come from outside which influence children to drop out of school. The results showed that the majority of parents, whose children drop out about 66.67%, came from parents who worked as farm laborers and construction workers. Their parents' income on averages Rp.750.000 - Rp.1.500.000, if compared to UMK of South Lampung, which was Rp.1.973.798,12 then it was low. The low income of parents to fulfill family needs as a whole can affect the interest of parents whether to continue their children's education or not, considering education was one of the human needs which required costs for its fulfillment. It was true that there were operational school assistance but there were other school thing needed such as learning tools, school uniforms, school fees, pocket money, etc. becoming the responsibility of parents. Parents who were classified as rich or affluent in general will be easier to fulfill the school needs, while low-income parents will certainly think twice about sending their children to school, especially if there were more than one children who need to attend school in their family.

The low economy will also influence the continuing education of their children, it was in accordance with the results of other related studies. Ngaisah (1999;53) in the results of his research stated that the level of income of low parents was one

of the causes of elementary school graduates not continuing to junior high school. It also agreed to be expressed by Nopembri (2007: 67) who stated that the reason for the obstruction of the 9-year compulsory education program was due to the low income from parents.

d. Low Parent Education

From the results of the study through 30 respondents, it can be seen in general that the level of parent's education was a factor that caused children not complete primary education in Marga Kaya Village and the fact because the level of parent's education can be said to be very low. The parent's education level only reached the elementary school level and some did not even go to the elementary school, even though the level of education of parents was very influential on the education level of their children. If parent's education was high then parent's attention about children's education would be high, and vice versa if parent's education was low then parent's attention about children's education would also be low. Most of the parents of school dropout children who have low education were mothers or women. It was about 63.33% mothers whose children drop out were not finish primary school.

High and low parent's education can influence children to continue school. Parents who obtained higher education were expected to be encouraged so that their children continued their education to a higher level of education. Moreover they had rational considerations and broad insights in seeing how important education was for their children's future. Vice versa, parents who had low education would influence the continuity of their children's education. This was in accordance with the opinion of A. Murni (2009: 8) that the poverty of parents, both knowledge and wealth, would affect the education of their children. The low level of parent's education made the lack of attention given by parents to their children caused their children to drop out of school. In the village of Marga Kaya, the results of the study found that low educated parents also affected the attention to their children's education. It was about 50% of school dropouts children said their parents did not pay attention to their education, while those who less attention were 9 people or 30% and whose parents concern as many as 6 people or 20%. The effect of inattention on children caused the unfulfilled of child's needs, motivation and educational facilities.

e. Socio-cultural and Environmental Factors

Socio-cultural and environmental factors also influence children's education, whether making children to stay in school or to stop school. Based on research conducted in the Marga Kaya Village, there were several views that have become cultural, traditional or false assumptions about education which certainly influence the development of children. Moreover children's play environment also affected children, those who got along with school dropout children might be affected and follow their footsteps to drop out of school.

In the village of Marga Kaya, there were people who still had old opinion and thought education was not important especially for woman. Women did not need to go to high school because they would only become housewives in the future. This presumption made most people who had low education or experience dropouts mostly were women. In addition, the traditions and culture that developed in the community, playing environment or the community environment also influenced people's education. Based on research from 30 school dropouts children, 20 children or 66.67% of children had friends or relatives who also dropped out of school. This proved that the playing environment of school drop out children in the Marga Kaya that became their child's friend in their daily lives or can be called close friends or close relatives had a considerable influence on the child's development and the child's mindset towards something, especially the child's desire to quit school.

IV. CONCLUSION AND SUGGESTION

Based on the results of the research and discussion, conclusions can be drawn regarding the Analysis of Discontinued Causes of Elementary School Age in Marga Kaya Village, Jati Agung Subdistrict, South Lampung Regency External Factors, namely (1) Low Economic of Parents (2) Low parental education (3) Factors of the surrounding social environment.

Based on the conclusions proposed above, it is suggested to the Government to conduct socialization and education on the importance of education for urban and rural communities.

Counseling is conducted by the Education Office or Educational Implementing Unit so that the community is aware of the importance of education from an early age to the end of their lives. For the community that education in this day and age must be absolutely implemented. The main factor causing children to drop out of primary school age in Marga Kaya Village, Jati Agung Subdistrict, East Lampung Regency is the parents' attention. Parents should provide encouragement or motivation to children to want to carry out the best education possible.

REFERENCES

- [1] Kurniasih Imas, Berlin Sani . 2014. *Sukses Mengimplementasi Kurikulum 2013*. Jakarta: Kata Pena.
- [2] Surakhmad Winarno. (2003). *Mengurai Benang Kusut Pendidikan*. Pustaka Pelajar. Jakarta
- [3] Badan Pusat Statistik. (2017, Juni 06)
- [4] Mudiyahardjo, Redja, *Filsafat Ilmu Pendidikan; Suatu Pengantar*, Bandung: Remaja Rosdakarya, 2001.
- [5] Creswell, J.W. 2010. *Research design: pendekatan kualitatif, kuantitatif, dan Mixed*. Yogyakarta: PT Pustaka Pelajar.
- [6] Sugiyono, 2011, *Metode Penelitian Kombinasi (Mixed Methods)*, Bandung, CV. Alfabeta. Hal 397 .
- [7] Ngaisah, Siti. 1999. *Beberapa Faktor Penyebab Banyaknya Lulusan SD yang Tidak Melanjutkan ke SLTP Bagi Penduduk Desa Menjer*. Semarang : IKIP. Diakses 22 Januari 2019 Pukul 22:15 wib.
- [8] Nopembri, Gigih. 2007. *Faktor Penghambat Pelaksanaan Program Wajib Belajar 9 Tahun bagi Anak Usia Sekolah di Desa Sendang Kecamatan Wonogiri Kabupaten Wonogiri* Semarang : UNNES Diakses 17 April 2019 Pukul 17:00 wib.
- [9] Daulay A Mumi . 2009. *Kemiskinan Pedesaan*. USU Press. Medan