



Family Economy and Its Implementation on Compulsory Education Program

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Abstract

This research aims to determine and describe family economy and the implementation of nine-year compulsory education program at Kajenengan village, Bojong Sub District of Tegal in 2014. It was a qualitative descriptive study. The population of study was 1011 family leaders. This research used purposive sampling technique and 252 family leaders or about 25% of the population were as samples. Data were collected by observation, interview and documentation. Then, the data was analyzed by using data reduction, data display, and concluding. Findings show that the obstacles of social and economy faced by family: 47.20% of Kajenengan villagers are as farm labors, 28,57 % of villagers get the average income per day from IDR 21,000 up to IDR 30,000, 33.73% of them have 5-6 family members in their nuclear family, and 32.80% of them who prioritize in education, especially on nine-years compulsory education program. Then, there are only 8.73% of samples who implement the nine-year compulsory education program. Moreover, 47.62% family leaders say that most of their family members join the nine-year compulsory education and 43.65% of the family leaders say that all of their family members do not join the nine-year compulsory education at all.

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INTRODUCTION

The economy background really influences a family condition. Unstable economy will affect to the family' mentality, view, and thought, especially to parents'. This will also impact on awareness to provide education for children. It should be admitted that there are many children dropped out due to the low family economy. Even though, nine-year compulsory education is free for Indonesian children, and parents only provide book and school supplies to study. However, much money is still necessary needed for transportation costs, children's pocket money and series of other cost variables that support student learning process.

Further, the problem related to nine-year compulsory education does not only about expenses of education. In some villages with agricultural economic base, the school-aged children dominates the laborer sectors. This is because agricultural sector does not require special skills and certain education. Many school-aged students prefer being agricultural workers to being students at school.

In several previous studies, it is found that there is a correlation between socio-economic level of society and education. Suryani (2006) explained that there is positive relationship between the economic status of family and the motivation of high school students to continue their study to Higher Education. Okiga (2013) also mentioned that the social status of parents affects the achievement of students at the university. Based on those findings, there is a relationship between the socio-economic status of the family to education in terms of educational achievement in the classroom.

The implementation of compulsory education has made problems in certain areas come up. They cover economic crises, geographic, socio-economic and cultural constraints of local communities. Moreover, at Junior High School, particularly in remote, rural, inland, and border areas, the classes are limited. Then, the high rate of dropped out students from elementary school occurs. Kajenengan village becomes the object of research due to the large number of residents who have not joined the nine-year compulsory education as it is directed by the government.

Basically, the implementation of nine years compulsory education should be improved. It should be changed into a 12-year compulsory education. Unfortunately, there are still many areas that have not been able to apply the compulsory education. Meanwhile, when referring

to Act no. 20 of 2003 on the National Education System in the General Provisions section of Article 1, Paragraph (18), the minimum education program must be done by Indonesian citizens on the responsibility of the government and local government. Observing the provisions of the Act, the use of the term "must" connote "obligations", meaning that the citizens are obliged to have basic education.

The government should be responsible for providing education to the community. Based on the 1945 Constitution, education is the right of all citizens. This means that education can be defined both as citizens' rights and obligation. However, this creates problems in Indonesia especially on the distribution of education in the remote areas.

Handayani (2012) stated that Indonesia conceptually has not implemented the compulsory education comprehensively. In this case, government should provide education fee, transportation expenses, uniform and pocket money. However, Indonesia government has not had capability to provide them yet, so that Indonesians have to contribute a lot for having the education

Further, economic factors may be a factor affecting the implementation of compulsory education. Economics is a study about the human needs and the means to fulfil them or a science that discusses about production and quality, and how to determine and improve the means for meeting the needs. Sujana (2010). According to Slameto (2003) from the psychological point of view, a family is a group of people who live together in a shared house. Then, each member feels that there is good and mutual relationship, so he influences, cares and helps each other. Next, a family economy is something related to personal and group income and the fulfillment of family needs based on economic principles

Basic education is an important factor for improving human resources. The existence of basic education as quoted in Chimimbo (2005), is important for all countries. The education will give the independence of a person. This means he will be free from the foolishness. In line with the USA Act, No Child Left Behind Act of 2001 cited in Handayani (2013), there are some countries that highly uphold the education. They even will give sanction to the parents who do not send their children to school. Psacharopoulos in Chimimbo (2005) said that education is widely regarded as a route to economic prosperity, key to the advancement of science and technology, the means to decrease unemployment, the basis of social justice, and the dissemination of political

socialization and cultural vitality.

Education is an important factor for a country to improve its economy. This is due to the human development through education related to economic growth, Nishimoko (2007). According to Nishimoko (2007), education plays an important role in the process of increasing income and living standards through the increase of knowledge and technology. The economic growth can provide resources for the improvement of human development. While the improvement of human development contributes to the economic development. Furthermore, in a number of studies, the increasing profit has relevance to the level of education. Environmental improvement for education also tends to support the higher levels of education, so that lower-income communities can have opportunities to have better income (Nishimoko (2007).

The urgency of education in the globalization era is an important factor. A country should provide education to its citizens. Tilaar in Oktarina (2011) wrote that education in this era plays an important role because it is an investment of individuals, communities, nation, and state because the product of education is necessary for the continuity and acceleration of development.

Law No. 47 of 2008 on compulsory education, article 1 paragraph 1 explained that compulsory education is a minimal program that must be followed by Indonesian citizens. It becomes the government responsibility. While paragraph 2 illustrated that basic education is the level of education that underlies senior high school. The basic education consists of elementary and junior high school. This compulsory education program aims to make the Indonesia education improve, because education is the most important thing. If the education of a nation declines, the others sectors will never be able to advance.

Poverty and economic status of families become the problems appear at education in developing countries. Nishimoko (2007) in his study at Sierra Leone explained that to have education, ones still need much money although in many developing countries many scholarships and free education offered and used maximally by students. In addition, parents still think hard to choose whether they will send their children to school or to ask them to work for getting additional income. This reflects that the financial limitations of family, poverty, parental thoughts become the obstacles in education, especially compulsory education in developing countries, such as Indonesia.

There are four elements that impede the

socio-economic of the family; they are a) Source of income: the family income can be seen from several income sources to meet the needs of family, b) The amount of income: the amount of income can be known by all family members to meet family needs, c) Family members: the number of family dependents, d) The use of family income: the management of family economy to meet the needs of each family.

Based on the background above, the objectives of this research are to know: a) the source of income, the amount of income, the number of family members and the use of income, b) The total population of Kajenengan village, Bojong sub-district of Tegal and the family that has not implemented the nine-year compulsory education program.

METHODS

This research used descriptive qualitative approach to know more about the condition of the research object. According to Sugiyono (2013), descriptive approach is done to examine an object group, human, an object, a condition, a certain thought system and a particular event. This approach tried to explain a particular social phenomenon. This research was about social community's conception in Kajenengan village which was explored deeply.

The research was located in Kajenengan, Bojong District of Tegal. The source of data in this study was villagers of Kajenengan. Purposive sampling technique was used for having the samples. The population was 1011 households in the village. The sample was 25% of population or about 252 respondents. Documentation, interviews and observational studies were used for data collection techniques. Then, for checking the validity of data, triangulation data was done. It covered: (1) comparing between the results of observations and interviews and (2) comparing the results of interviews and the contents of related documents. Next, the research consisted of some stages to have the findings; they were (1) data collection, (2) data reduction, (3) data display, and (4) drawing conclusion.

Both primary and secondary data were used for this research. The primary data was obtained by conducting interviews and the secondary data was the education level of the society, the village profile and the development level of Kajenengan village, Bojong sub-district of Tegal. Furthermore, the data was analyzed and tested its validity by implementing triangulation techniques.

RESULT AND DISCUSSION

Kajenengan village is located in Bojong sub-district of Tegal, Central Java Province with an area of 257.7 ha / m2. Administratively, Kajenengan village is located on the slopes of Mount Selamet with a cool climate. The relief of village mostly is hills. It is potential as a vegetable farming land specifically, at Bojong sub-district. It is at the southern end of Tegal. The transportation access from Bojong sub-district to the northern regency city is quite far; it is about 20-30 kilometers.

The population in Kajenengan Village, Bojong sub-district is around 6082 inhabitants. The number of families as many as 1011 families. The majority of Kajenengan villagers work as farm laborers and casual workers in agricultural land. The rest is as a trader and woven bamboo craftsmen. Most of the people in Kajenengan village have middle-low economic status.

At the triangulation stage, to have the findings, the researchers compare between the results of observations and interviews. Then, the related aspects explored during the observation also become the consideration for this research. Based on the observation done, there are Kajenengan villagers who have not implemented the program of nine years compulsory education. The informants stated that "there are villagers who have not joined thoroughly the nine-year compulsory education program due to economic limitations of family".

Based on the analysis, it can be concluded that there are still many people who can not pass their nine years study. Some villagers state that they have difficulties in joining the compulsory education because of the money spent for education. In addition, some of them think that sending their children to school will decrease their income. They prefer asking their children to find grass for feeding animal or becoming agricultural laborers on farm land to sending their children to school.

In the next triangulation, the researchers compare the results of interviews and the related documents. Most of the respondents say that "farm laborers" becomes the main source income. The following are the answers of respondents related to the source of income can be seen from the Table 1.

Table 1. The Income Sources of Kajenengan Villagers

Income Sources	Number of Villagers	Percentage
Farmer	43 persons	17,07 %
Merchant/immigrants	71 persons	28,18 %
Woven bamboo craftsmen	19 persons	7,55 %
Farm labors	119 persons	47,20 %
Total number	252 persons	100%

Source: research data is processed

Next, the following table depicts the amount of villagers income can be seen from the Table 2.

Table 2. The Amount of Kajenengan Villagers' Income

The Amount of Income per Day	Villagers	Percentage
... < Rp. 10.000,-	-	0,00 %
Rp. 11.000,- s/d Rp. 20.000,-	69 persons	27,38 %
Rp. 21.000,- s/d Rp. 30.000,-	72 persons	28,57 %
Rp. 31.000,- s/d Rp. 40.000,-	51 persons	20,25 %
Rp. 41.000,- s/d Rp. 50.000,-	19 persons	7,54 %
Rp. 50.000,- and above	41 persons	16,26 %
Total number	252 persons	100%

Sources: research data processed

The number of family dependents for families in Kajenengan village can be seen from the Table 3.

Table 3. The Number of Family Dependents

The Number of Family Members	Villagers	Percentage
... ≤ 2	8 persons	3,17 %
3 & 4	54 persons	21,43 %
5 & 6	85 persons	33,73 %
7 & 8	70 persons	27,78 %
9 & 10	30 persons	11,91 %
10 and above	5 persons	1,98 %
Total number	252 persons	100 %

Sources: research data processed

Table 4. The Use of Family Income

Questions Related to the Use of Family Income	Percentage of Interview results Answering “yes”
Is the family income only used for primary needs only?	76 %
Is the family income sufficient for secondary needs?	32,40 %
Is the family able to save part of the income for savings	26,40 %
Does the family have savings to plan family education?	27,60 %
Can the family manage their income well?	54 %
Does education become the main priority at the family?	32,80 %
Have you planned to provide facilities support the education?	12,40 %
Is your family’s income sufficient to finance the nine years compulsory education?	27,20 %

Sources: research data processed

After interviewing the respondents, the use of income in the family is presented at the following Table 4.

Based on the Table 4, the family economy is one of the reasons for not implementing the nine-year compulsory education program as the main priority. Moreover, the villagers are lack of awareness about the importance of education. The respondents’ answers for not implementing the nine-year compulsory education for their children are described in the following Table 5.

Table 5. The Nine-Years Cumpulsory Education

Answer Option	Villagers	Percentage
All	22 persons	8,73 %
Not all	120 persons	47,62 %
Nothing at all	110 persons	43,65 %
Total number	252 persons	100 %

Sources: research data processed

From the above analysis, it is known that most people in the Kajenengan village, Bojong sub-district of Tegal work as a farm laborer with a percentage of 47.20%. Their income per day ranges from Rp. 11,000, - up to Rp.30.000, -. 33.73% of villagers have family dependents from 5 until 6 people. Next, some family even have a greater family dependents of about 7 to 8 people. It is about 27.78% of villagers. Most of the family income is spent to meet their primary needs, and only 27.60% of villagers have planned to give education for their children well.

The findings illustrate that the awareness of nine-year compulsory education has not been implemented properly by the people of Kajenengan village, Bojong sub-district of Tegal because of limited family economy. In line with the results of the research in Kajenengan Village, a stu-

dy conducted by Handayani (2012) showed that at the district level, more than half of the districts in Indonesia (238 of 386 districts) or 62 percent of Rough Participation Score are still below the national target in 2009. It means that in 2009, nine-year compulsory education has not been completed yet. In addition, in the same study, it is also explained that the distribution of the compulsory education of nine-year from one region to another area is still not evenly distributed.

The relationship between education and social status of the family is very close. In this research, it is known that some villagers who work as farmer laborers can not afford to send their children to school. Syriac’s research (2006) explained that there is a positive and significant influence between the socio-economic status of family measured by the parent’s income, the level of expenditure, and the ownership of a valuable item to the students’ motivation to study at higher education. The conclusion of research is the socio-economic condition of parents is able to support the children’s education. This is due to the strong encouragement of parents with good economy. They want to have their children get education. Next, unfortunately, the research conducted in the village of Kajenengan shows that people with low incomes prefer asking their children to work and help their family to sending their children to school.

The social condition of the community is an important determinant of the existing educational level in the society. In addition, Gross Domestic Product (GDP) also contributes to its impact on the output of Education. Angraeni (2015) stated that there is a significant positive relationship between GDP and graduation rate. As an indicator of community welfare, GDP per capita reflects the community’s ability to finance

the basic needs including education. Social conditions is measured by looking at the GDP of a region. The lower GDP of a region can indicate the lower capacity of the society in financing the basic needs of the society.

CONCLUSION

The results of the analysis indicate that the family economy and the implementation of nine-year compulsory education program in Kajenengan Village, Bojong District of Tegal has a significant relationship. Most of Kajenengan villagers work mostly as farm laborers with the percentage of 47.20%. This shows that the majority of Kajenengan villagers have not been able to stand alone as independent entrepreneurs. This affects the amount of income in meeting the family needs. The amount of income per day earned by Kajenengan villagers is from Rp. 21.000, - up to d Rp. 30.000, - that is about 28,57%. The number of dependents in the family with a percentage of 33.73% is 5 or 6 people. The more family dependents they have, the less share income they will get to meet the educational needs. The family income of Kajenengan Village is mostly used to meet the primary needs only. This happens because their managerial ability in the management of income is still very minimal. Only 32.80% of Kajenengan people prioritize education for their families. Not all villagers of Kajenengan have consciously implemented the nine-year compulsory education program, and many of them have not completed the nine-year compulsory basic education program yet. In this research, there are still some limitations. One of them is that the analysis is still limited to economic factors which is measured by using the income of society. In the future research, further investigation on the economic factors should be explored deeper.

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