

EDUCATION CITY POLICY IN HANDLING CHILDREN WITHOUT SCHOOL

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Abstract

The purpose of this research is to find out and analyze government policies as well as supporting and inhibiting factors to minimize children who do not go to school. The method in this research is qualitative research that focuses on city education policies. Data collection techniques with interviews, observation and documentation. and Conclusion The results of the study show that the government has a program to prevent children from dropping out of school, namely free elementary-junior high schools, a zoning system for new schools. students, free uniforms for underprivileged people, package A, B and C systems, and school buses. However, the fact is that the programs implemented have not been on target and there are still children who drop out of school in Malang City or the City of Education.

Keywords: Education City Policy, City of Education, Drop Out of School

INTRODUCTION

Regional regulations issued by the City of Malang concerning Education City based on Regional Regulation no. 31 of 2001 is part of the appreciation given to the City of Malang because it has been separated from children who drop out of school. Education plays an important role in today's life. This is regulated in Government Regulation no. 47 of 2008 concerning Compulsory Education. The program does not only apply in the city of education. However, it applies to all Indonesian citizens to pursue education regardless of certain groups according to the 1945 Constitution Article 31 (Fadli & Kumalasari, 2016). The birth of the City of Education was also based on that education is very important and humans need education in their lives based on Law no. 20 of 2003 concerning the Indonesian Education System. The father of education in Indonesia, Ki Hajar Dewantara, defines that "Educational education is a requirement in the life of the growth of children, while the meaning is that with education guiding all natural forces for children so that they become members of society, they can achieve the highest safety and happiness (Desi et al. al., 2022).

In 2021 the total population of Indonesia as a whole is 275,773.8 thousand people (BPS, 2021) and the number of children who have dropped out of school in Indonesia is 77,858 thousand children (Ministry of Education and Culture, 2021). According to the Central Bureau of Statistics (2021), the number of children dropping out of school by gender and education level in Indonesia in 2019-2021 shows a fluctuating increase at 3 levels of education in Indonesia (table 1).

Table 1. Number of children dropping out of school by sex and education level in Indonesia in 2019-2021

Gender	Number of Children Out of School by Education Level and Gender 2019-2021 (%)								
	Elementary School			Middle School			High School		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Boy	1,00	0,72	0,75	7,59	8,42	7,56	25,17	23,57	23.14
Girl	0,69	0,52	0,55	6,22	6,08	5,96	22,24	21,00	19,76
Total	0,85	0,62	0,95	6,92	7,29	6,77	23,75	22,31	21,47

Source: Central Bureau of Statistics/BPS (2021).

Implementation of Regional Regulation No. 31 of 2001 concerning the City of Education, the fact is that the city which is nicknamed the City of Education still has children dropping out of school for various reasons, one of which is because the economy is a social problem (Hidayati, 2018). Since the city of education was nicknamed, it is hoped that the city of Malang will be separated from neglected children on the streets who are not studying (Susilowati, 2017). Dropping out of school is the condition of a child who cannot complete education to the next level, a child does not have the opportunity to complete education so that a child does not receive information in the form of a diploma (Sholekhah, 2018), this can be due to factors from oneself and the support of the surrounding environment and family (Abdullah, Muhammad Rijal, 2020).

The Central Statistics Agency for 2021 stated that there were 128 children who dropped out of school in Malang City. This shows that the number of children dropping out of school in Malang City is still relatively high (Alfariz & Purhadi, 2020). Internal factors and external factors are very influential in the environment around children so that children who are still pursuing the education process must receive assistance and supervision from their parents (Hendrawan & Hendriana, 2021). Economic factors are the biggest factor that drives a child to drop out of school (Sumaga, 2014) due to the lack of funds from their parents to make ends meet (Mujiati et al. 2018). The high poverty rate in Indonesia, especially in Malang City's low economy, is also a trigger for a child to drop out of school so that parents do not have the funds to continue their child to a higher level of education (Dewi, 2013). In addition, environmental factors are factors that support a child dropping out of school because association with peers that is not good is very influential so that a child is not interested in continuing his education again on the grounds that he has dropped out of school because he wants to work (Mujiati et al. 2018). Research conducted by Setiawan (2014) shows that 27% of environmental factors influence dropout students in Meranti Pandak Village. Unknowingly, education is very meaningful and a supporting factor for development in Indonesia, especially Malang City (Dewi, 2013).

So that from the problems that occur in Malang City, a policy from the government is needed to reduce the number of children dropping out of school. Policy is part of the government's strategy to create useful innovation (Putri & Sukmana, 2022). The goal is to minimize children who are unable to continue their education (Putra et al., 2022). According to Dun in (Winarno 2016) that the implementation of the policy is part of an effort to achieve the objectives of the policy to be achieved. So that from the problems that occur in the city of Malang and the need for an important role from the

government with the nickname attached to the city of Malang, however, there are still children who drop out. schools so that it is interesting to analyze related to Regional Regulation No. 31 of 2001 concerning the City of Education to handle school dropouts in Malang City.

RESEARCH METHOD

The type of research used by researchers is qualitative research. Moleong (2013) argues that this research refers to phenomena or events that occur such as behavior, opinions, support, and logical language. This research on school dropouts carried out by the Education and Culture Office of Malang City is expected to be able to help researchers to obtain data that researchers will examine. The reason for choosing the research location was to see how government policies in Malang City deal with school dropouts and the driving and inhibiting factors in reducing school dropouts. The focus of this research is on how the policies that will be carried out by the government regarding the problems that occur in the city of Malang. Data collection techniques using interviews, observation and documentation. data sources using primary data include interviews and secondary, namely observation and documentation. The informants in this study were the Head of the Malang City Education and Culture Service, parents whose children dropped out of school, PKBM organizers and school dropouts. Data analysis uses Miles, Huberman and Saldana (2014) data collection, data condensation, data presentation and conclusions.

RESULTS AND DISCUSSION

Government Policy in Handling Out of School Children

The discussion is the result of research obtained in the field based on observations, interviews and documentation according to the theory used, namely Van Meter and Van which define the implementation of public policy as part of action by organizations to achieve certain goals and will be determined in a decision (Sumarsono & Muchsin, 2022). The theory from Van Meter and Van Horn is that there are six determining factors for success or not in implementing policies for dealing with school dropouts in the City of Education (Winarno, 2016). While the educational theory used is the theory put forward by Fritz Heider, namely Attribution Theory is a determinant of success and failure in dealing with school dropouts.

1. Policy Standards and Program Targets are part of the policies achieved which are measurable, clear, and collaborate towards the goals achieved. In carrying out standard government policy programs according to the regulations that are running, there are programs run by the government and their targets. Some of the programs include for public schools at the elementary-junior high school level free of charge, acceptance of new students with a zoning system (the closest distance to the school is a priority), free uniform assistance at school for underprivileged students (poor students), achievement scholarships academic and non-academic for the underprivileged, learning packages A, B and C in non-formal learning activity centers, for example, athletes who require being outside and can still go to school, school buses for the big line and elves for the small line. From the program being implemented, the main target for the government to reduce school dropouts through the program is families who have economic backwardness or are pre-prosperous.
2. Resources are human resources (HR) as a tool to help as well support an implementation of the policy to be implemented (Suparman et al., 2022). Human resources such as formal institutions in the field of basic education, (PAUD), Malang City government (PEMKOT)), Community Welfare Section (KESRA), Social Services (DINSOS), schools and non-formal or private institutions through and other institutions are involved in dealing with school dropouts as for non-human resources are facilities provided by the government in supporting the success of programs that will be implemented such as school buses and other infrastructure for ongoing education in the City of Malang. In addition to community institutions or agencies or parents also play a role in running the program because in accordance with the rules (PERDA) Malang City Number 3 of 2014 CHAPTER 1 Article 1 states that "The community is part of a group of people who have a sense of care and attention in education".
3. Communication is a shared responsibility according to the rules, it is a joint duty and responsibility that convey information by means of socialization and use of social media so that the public can find out about the programs implemented by the government. But the weakness is that there are people who still don't understand, so intensive socialization is needed because many people don't know. In accordance with the applicable regulations, namely Malang City Regional Regulation No. 3 of 2014 concerning the Education Implementation System CHAPTER IV Rights and Obligations Part One Obligations of Local Government Article 5 part q "Information systems about education will be accommodated through online data collection".

4. Characteristics is part of a sub unit that is responsible with the local government and other parties. In accordance with the applicable regulations, namely Malang City Regional Regulation Number 3 of 2014 concerning the Education Implementation System CHAPTER III Article 4 Paragraph 1 that "education is carried out in a professional, open manner, it is clear that the agent or organizing unit is the government as the provider of education by involving various parties and the community as well as students the attitude shown by the government in carrying out the program is to participate in aligning according to the rules that apply according to the education delivery system.
5. Involvement of the social, economic and political environment. Environmental participation carried out by the Malang city education and culture office is realized through agencies outside formal institutions such as institutions that participate in helping reduce dropouts. Meanwhile, participation in the economic sector, such as the provision of free school uniforms, free schooling at the elementary-junior level, school bus facilities, assistance for outstanding students and others to support the economy, while at the non-formal institution level students are taught to be entrepreneurs in order to improve children's abilities. or students. Political participation is no less important than participation from the social and economic environment, or related agencies and other agencies to run programs and support programs designed to handle school dropouts according to the education delivery system set out in CHAPTER IV Rights and Obligations Part One Obligations of Local Governments Article 5.
6. Attitude or disposition, the attitude of the executors of the program being run above the success of policies to address children dropping out of education. The attitude shown by the organizers or persons in charge of the program is to participate and carry out tasks according to their duties and functions. In addition, as an organizer and co-responsible, namely participating in aligning the national education program to provide the widest possible education to students and in accordance with the obligations of the local government in implementers and co-responsible persons, namely participating in aligning the national education program to provide the widest possible education to students and in accordance with the obligations of the local government in Malang City Regional Regulation Number 3 of 2014 concerning the Education Implementation System.

There are 4 factors that cause success and failure as follows:

1. Ability, the ability of a child to understand lessons in class based on the results of interviews with a child, not all children feel that lessons in class are difficult, but some children say that lessons in class are difficult so they feel lazy to follow the lessons in school. The following is the result of an interview with a child who finds lessons at school difficult to understand. The child feels that understanding lessons at school is very difficult and there are some lessons at school that are difficult to understand, so we have to understand them well and focus so Andri finds lessons difficult. With children feeling that studying at school is difficult, of course, assistance from parents to teach their children to do assignments, but because a child does not receive assistance from parents because he is busy working so a child prefers to be lazy at school.
2. Task Difficulty, from the fact that there are some who have difficulty understanding lessons at school which results in difficulties in doing assignments, this is because students find it difficult to understand purpose and how to do the task. As stated by Andri in his statement that understanding the lesson is very difficult so he is unable to understand, so there are several factors that cause a child to have difficulty understanding and doing assignments, namely due to internal factors and external factors, unable to understand it, don't ask when the teacher explains afraid to ask so that the material provided by the teacher is very difficult to understand and the assignments given are very difficult to do. This is very impactful for student learning outcomes
3. Business, when viewed from observations in the field based on the results of joint interviews with children who are no longer in school, in the statement that they are still very willing or want to continue their education, but they find it difficult both in continuing their education because they have to be supported by their families, the environment and economic factors. Besides that, other factors are also very influential, such as the ability to understand lessons in class, in carrying out assignments and the effort that must exist in a child is no less important. They still have the desire to continue their education to a more advanced level. However, there are still many obstacles for brands so that they find it very difficult and of course they need assistance from parents, schools and the government so that they have motivation so that their inability to pursue education can be overcome.
4. Luck or profit, some people and children say that education is very important and provides benefits and happiness in their lives. Why is that, but they don't have the opportunities that other children have. So that education is very important in life and they certainly really support the importance of education in Malang City.

The results of this study are the main factors for dropping out of school, namely due to environmental factors or the association of these students. Because internal and external factors greatly affect students. A child drops out of school because the environment is unstable so that it supports a child to drop out of school and choose to help his parents. This is a concern for the government to socialize to the public and students that education is important and the magnitude of the influence of the social environment on their education. So that it is not only the government, but the importance of informal education in the family environment and the surrounding environment for education.



Figure 1. Dropout Children in Malang City

CONCLUSION

Policies in dealing with school dropouts through programs implemented by various parties to participate in supporting and motivating a child to continue their education. However, the program is not fully able to overcome school dropouts because there are still children who drop out of school. The driving factor in running the program is the involvement of various parties such as village officials, RT, RW, sub-district, schools, non-formal education institutions. To reduce school dropouts through programs, such as free elementary-junior schools, scholarships for underprivileged families, school system packages A, B and C, free school buses, distributing uniforms for underprivileged families and the zoning system. However, the policies made by the government are not on target and there are still many pre-prosperous families who have not received assistance evenly and thoroughly.

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