PROBLEMATIC CHILDREN SCHOOL DROP OUT OF SCHOOL
A Study In Northwestern Community Pantar Subdistrict
Alor Regency in Alboin Selly (2012)

Alboin Selly
Tribuna Kalabahi University
e-mail: sellyalboin@yahoo.co.id

ABSTRACT
The aim of this study is to determine the cause of school-age children dropping out of school in the District Pantar Northwestern the method used in this research is a descriptive method. The aim is to portray the use of this method in what their conditions at the sites. In this case, the researchers sought to portray the state of the causes of school dropouts in the district of North West Pantar. This research data is a whole-school child, parents of school children, teachers, and village heads. The data used in this study amounted to 43 people, divided into four villages in the district of the village Pantar Northwestern Kayang, Lamma Village, Village Allumang And Central Kalondama village. To obtain accurate data in this study we used the descriptive method with reference to research personally predetermined. The technique used to collect the data are the result of observation, questionnaire and interview results and discussion of research shows that children drop out of school in four villages became represents District of Pantar Northwestern caused by the availability of educational institutions and the schools are the main cause, the economic capacity of parents in the education of a second factor while the interest, motivation, perception, a direct result or consequence of the unavailability educational institutions and economic factors Kellogg. End of this writing, some of the advice the authors give, namely: Need for mapping of educational problems in these areas by the government before giving birth policy is pleased with the issues of education, Scholarships for school children in remote areas. It is expected the construction of schools, especially junior and senior in District Pantar Northwestern.

Keywords: Childhood School Dropout

1. INTRODUCTION
Education plays a very important and strategic role in national development, to achieve a developed nation, independent and civilized. Therefore, the government has set education as a priority in national development agendas as contained in the documents of the National Medium Term Development Plan (Plan) 2010-2014. Development of education is considered important because it contributes significantly to achieving the nation’s progress in various fields of life.

Nationally, the purpose of education is placed on three pillars, namely First, equal opportunities and expanding access to education; second, to improve the quality, relevance, and competitiveness; third; strengthening governance, accountability and public image (MONE 2009). Pilar equal opportunities and the expansion of access is one way to improve the
quality of human resources through the creation and improvement of educational services to all citizens while reducing the gap between the education level of the community through the provision of educational facilities. Within that framework, the government enacted Law No. 20 of 2003 on National Education system that: “National Education serves to develop the ability and character development and civilization of the nation’s dignity in the context of the intellectual life of the nation, is aimed at developing students’ potentials in order to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible “.

As the implementation of the Act, the government and local governments guarantee the implementation of the program of compulsory minimum basic education free of charge. Implementation of the compulsory education program is part of the education policy in Indonesia in achieving education for all. So far the government has launched a program of compulsory nine years (Primary and Secondary School) to implement free education at elementary and junior high, and the provision of greater access to community groups that have been less able to reach educational services, such as the poor, people living in remote areas, public areas of conflict, or with disabilities.

Efforts made by the government in improving the quality of education one of which is a 9-year compulsory education policy. Policy compulsory 9-year basic education stipulates that the compulsory 9 years of age should be achieved by the year 2008/2009. Indicators for completeness it is determined that in 2008/2009 minimal Gross Enrollment Ratio (GER) reached 95% nationwide. Efforts to increase the compulsory 9 years, various attempts have been made among others by pumping money into the School Operational Assistance (BOS). Efforts are being made at this time there are still graduates who do not pursue higher education because they are in areas that are isolated and remote.

The issue of school dropouts is a major problem concerning the fate and future of the nation and the State. Therefore, demands for reform, economic, political, social and governmental system will not produce good results without reform of the education system. The multidimensional crisis that hit the Indonesian nation today, not only due to the economic crisis but also the social and political crisis in the national education system. People living below the poverty line has increased, which then results in more children dropping out of school at all levels of formal education. Every kid wants to get an education through the schools. But to meet these needs are not met by the various constraints and limitations on the part of individuals, groups, and communities. Therefore unmet educational needs so many dropouts. Though the school is one means to get an education, knowledge, and experience that support human life provision.

Children who threatened to drop out and do not continue their education to a higher level is a problem that needs to be considered seriously. The problems that they are facing a huge problem since this issue is not just a matter ketidakberdayaan or individual issue but an issue of dropouts reduced impact on human resources which can then threaten the future viability of the Indonesian nation.

The problem of school dropouts will cause various effects because they do not have the benefit of supporting life when they are adults. This will lead to failure to achieve their goals so that the resulting powerlessness resulting in feelings of inferiority and isolated from their social environment. School dropouts are not necessarily there, but shaped by various factors or causes. The causal factors can affect children to stay in school or otherwise make school dropouts. Mohammed Saroni (2011: 148) argues that the family’s income level is one aspect of inhibiting chance education and learning process. Saroni opinion is supported by the research results Lyansah (2011: 7) suggests that the cause of children out of school due to economic financial conditions of parents, no family support and the willingness of their own children for not attending school.

Referring pemikiran above, it is estimated each year of school children threatened his right to stay in school. This condition must require serious attention by all of us, even though the government continues to make efforts to overcome this problem. School dropouts an integral part of the Indonesian nation. So that they have the right to participate in national development activities and enjoy the results. Therefore dropouts need to get serious attention from various parties. Because if it does not soon be overcome will lead to the consequences of which could be detrimental both for themselves, their families, communities, and nations.
The situation of the right to education throughout this is far from the expectations of society expect much of the government. Fundamental issues such as access to education, the reduction of school dropouts, strengthening and support for educational institutions that already exist and handling of access to education in remote areas have not been insurmountable in practice. It can be said measures and treatment efforts undertaken as part of efforts to suppress public criticism or dampen protests wider community on the implementation of policies that are discriminatory.

This condition seems evident in the reports of the mass media is still a highlight on the number of children not in school and Child dropout from among the poor continues to increase ride. In addition, the news media about the unavailability of educational institutions as well as the inability of the school to accommodate the number of students swelled the number is the fact that efforts to strengthen and support for educational institutions by the government continued to decline. It is also important to be used as a benchmark in view of the lack of fulfillment of the right to education, is not touching the access to education for children in the region is remote and small islands that have been untouched by the development of national or regional.

The development of educational attainment does not fully meet expectations. Many of the problems encountered in the development of education, particularly relating to the expansion of access and equity informal. According to data of the National Socioeconomic Survey (SUSENAS) nationally in 2004, from school age population amounted to 76.0 million people, which is accommodated on the level of Elementary School (SD) to the College of the new record 41.5 million people or 55 percent. Meanwhile, according to data from the Agency for Research and Development (Research and Development) Department of National Education (MONE) in 2004, the dropout rate or drop-outs in primary schools/MI was recorded as many as 685,967 children, who successfully passed the SD/MI did not continue to secondary level (SMP/MTS) and the dropout level SMP/MTS as many as 759,054 people.

In addition, the disparity in education between groups was also evident, especially in secondary education for junior and senior high schools. According to data from Susenas 2004, the average GER at SMP/MTS in urban areas has reached 91.43 percent, while in rural areas only reached 75.85 percent nationally. The gap seemed more pronounced at the secondary level. The average GER in upper secondary school level (SMA, SMK, MA) urban and rural region, respectively 72.22 percent and 40.33 percent (Susenas 2004).

The problem of dropouts and cannot continue their education, especially basic education is a serious problem that can affect the successful completion of the nine-year compulsory education program. Data Susenas 2003, still high dropout rates more sourced from economic problems, because of many school-age children from poor families.

Community education problems in Alor district, there’s also a children’s school and out of school at the high school level and even junior high and elementary school. The dropout rate and not in school in Alor regency based Susenas in 2009 is still quite high. The population of 139,024 people aged 10 years and over, there are 4,630 people who are not or have not been to school, where the male population as many as 1,066 people and women as many as 3,564 people. While the number of people who left school by school status in as many as 106,352 people consisting of 52,938 men and 53,144 women. Residents who do not yet have a diploma as many as 44,027 people, or approximately 31.25% of the total population aged 10 years and over residing in Alor regency based Susenas Year 2009/2010 (Dishub Kominfo Kab.Alor, 2010).

Here the authors present the educational data school-age children out of school in the District Pantar Northwestern presented in tabular form below.

Table 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Village</th>
<th>Number of</th>
<th>Number of</th>
<th>Number of</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Primary</td>
<td>Junior</td>
<td>High School</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Bayangonong</td>
<td>9</td>
<td>16</td>
<td>24</td>
<td>49</td>
</tr>
<tr>
<td>2</td>
<td>Lamma</td>
<td>14</td>
<td>26</td>
<td>13</td>
<td>53</td>
</tr>
<tr>
<td>3</td>
<td>Kayang</td>
<td>9</td>
<td>20</td>
<td>9</td>
<td>38</td>
</tr>
<tr>
<td>4</td>
<td>Kangge</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>Allumang</td>
<td>7</td>
<td>18</td>
<td>11</td>
<td>39</td>
</tr>
<tr>
<td>6</td>
<td>Moboba’a</td>
<td>7</td>
<td>10</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>7</td>
<td>Kalondama Tengah</td>
<td>12</td>
<td>22</td>
<td>15</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>63</td>
<td>116</td>
<td>90</td>
<td>179</td>
</tr>
</tbody>
</table>

Source: processed author based on the data of each village in 2012

Based on these data, identified 179 school-age children dropping out of school in the District of
Northwestern District Pantar Alor. Once in categorical or grouped based on residence (village), school-age children are out of school almost evenly distributed in seven villages in the District Pantar Northwestern. Such data, if observed, school-age children are out of school is more abundant in junior high school.

Based on the description of the data bit-school children, authors are encouraged to do research to see problems of school-age children out of school in the district community northwest district Alor Pantar so it can be the causes of school-age children out of school. This research is expected to contribute to the society and the government to be taken into consideration in formulating policies and programs to address the school-age children out of school.

2. METHODS

the method used in this study is exploratory or tracking method because the researchers wanted to know the true incidence of the causes of school-age children out of school in the District Pantar Northwestern. Sources of data in this study consisted of school-age children out of school, parents of school children, four teachers, and four village heads.

For the purposes of obtaining the data, researchers used data collection techniques using observation, interviews, and questionnaires. Further analysis of the data in this study, the authors use descriptive qualitative data analysis techniques and then draw conclusions.

3. DISCUSSION AND RESULTS

Pantar District of Northwestern in public administration is one of the districts in Alor with an area of 139.79 km². Pantar Subdistrict Northwest is a division of the District of West Pantar in 2005, consisting of seven villages namely Kayang (Marica), Village Lamma (Nad‘da), Village Beangonong, Kangge Village, Village Allumang (Wolu), Village Mobo’baa and Village Kalondama Tenggah (Boloang). Pantar Northwest region north bordering the Flores Sea, south bordering the strait Ombai east by the District Pantar west and west borders with pantar. Kecamatan Pantar Strait Northwest has an area of 139.79 km² consisting of seven villages. Geographically, this area is the condition of a high mountainous area surrounded by valleys and ravines. 5.54% of the area in the District Pantar Northwestern is an area with a slope of more than 400.

Pantar Subdistrict Northwestern is an area of research, which is then taken four villages as representative of seven villages in the district of Pantar Northwestern. Four villages were chosen because the representation of first each village in Sub Pantar Northwestern has the same characteristics as other villages; Both researchers limited because of the wide range. The village is made represents the Village Kayang, Lamma village, village and village Allumang Central Kalondama. Kayang village administrative boundaries in the east Lamma village, west adjacent to the Village Alummang and northern borders with Kangge village. Village administrative boundaries in the east Lamma Beyangonong village, west adjacent to the Village Kayang and limit Allumang Village area east with village Mobo’baa while Central Kalondama village boundaries in the east and in the west Mobo’baa by District West Pantar while the South Sea in Central Pantar.

Socioeconomic conditions people of four villages in the district of Pantar Northwestern according to the type of livelihood can be seen in the following table.

Table 2

<table>
<thead>
<tr>
<th>Livelihood</th>
<th>Village Name</th>
<th>Kayang</th>
<th>%</th>
<th>Lamma</th>
<th>%</th>
<th>Allumang</th>
<th>%</th>
<th>Kalondama Tengah</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government officials</td>
<td></td>
<td>14</td>
<td>2.61%</td>
<td>8</td>
<td>0.71%</td>
<td>21</td>
<td>2.85%</td>
<td>2</td>
<td>0.46%</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td></td>
<td>4</td>
<td>0.74%</td>
<td>5</td>
<td>0.44%</td>
<td>1</td>
<td>0.13%</td>
<td>3</td>
<td>0.70%</td>
</tr>
<tr>
<td>Farmers and Fishermen</td>
<td></td>
<td>518</td>
<td>96.64%</td>
<td>1100</td>
<td>98.83%</td>
<td>707</td>
<td>96.19%</td>
<td>423</td>
<td>98.83%</td>
</tr>
<tr>
<td>Jumlah</td>
<td></td>
<td>536</td>
<td>100%</td>
<td>1113</td>
<td>100%</td>
<td>735</td>
<td>100%</td>
<td>428</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Data Papan village of 2012
Inhabitants Departing from state data by type of livelihood show that in the district of North West Pantar average population has this type of work as a farmer. This is because of many people Pantar northwest who have low education levels so that it can not work in the formal labor institutions provided by the government.

Pantar Subdistrict Northwestern Community agriculture as the main source of income then they hope to meet the everyday needs including school fees.

The number of educational facilities in the District Pantar Northwestern researchers based on survey results of research location can be seen in the table below.

Table 3
Number of School by Status and Education Level detailed each village in the district of North West Pantar

<table>
<thead>
<tr>
<th>No</th>
<th>Village</th>
<th>Primary School</th>
<th>Junior High School</th>
<th>Senior High School</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kayang</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Lamma</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Beangonong</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Allumang</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Mobo,baa</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Kangge</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Kalondama Tengah</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
<td>7</td>
<td>2</td>
<td>-</td>
<td>10</td>
</tr>
</tbody>
</table>

*Source: profile District Pantar Northwestern in 2012*

Based on the data in the table formal educational institutions in the district of Northwest Pantar, can know the availability of educational facilities was minimal. In every village has a primary school (SD) while the Junior High School (JSS) are not shared by five villages in the district, the availability Junior High School is located in the village and the village Alummang Kangge. The problem is exacerbated because the District Pantar Northwestern does not have the upper secondary education.

The fact shows that the higher school the less number of school. Comparison of the primary and secondary school looks unbalanced even no formal education agency support (SLTA) to accommodate the number of junior high school graduates.

Based on the results of questionnaires and interviews with survey respondents researcher, discovered the causes of school dropouts in the district of North West Pantar. The cause of school dropouts has significant similarities between the village one village to another. Is worth mentioning that this research does not only use the questionnaires but also researchers use interviewing techniques so that there are other causes encountered when held interviews with respondents. Here we describe the mapping of the problem of children dropping out is made in the form of a diagram in accordance with the problems encountered at the sites.

![Figure 1](image)

Based on the diagram the causes of school-age children out of school in the district of North West Pantar, when examined factors that dominate 53% of school-age children out of school was due to the availability of formal educational institutions. It is also stated by one respondent parents when interviewed by "The village has a primary school but do not have junior and senior high so that when children complete primary school they have to go to another village to continue his education and living with new people in school”. Statement of one of the parents is a worry because on the one hand, their children are not ready in age and mentally in order to live with other people and the elderly are not yet ready to release their children to continue their education. Similar feelings were expressed by one of the village government “Whenever Musrembang, we have proposed to the government the need for both secondary one roof so that it can cope with dropouts but until now there has been no result.” The statement implicitly that the village government aware that the availability of formal educational institutions greatly affect the participation of the community to educate their children so that they expect the government to give a response to the development of formal education institutions in their areas.

In addition to the availability of formal educational institutions, of the 43 respondents were asked related to the cause of children out of school.
school most of the answers of 13 respondents, or approximately 30.23% of the respondents gave answers to the cause of school-age children out of school caused by the economic capacity of parents to pay for children's education to continue school. This data is also strengthened by the results of observations and interviews the economic income of parents of school-age children on average five hundred ribuh up to one million rupiahs. Furthermore, other data showed the cause of school-age children out of school are influenced by perceptions of parents to send their children for formal education amounted to 9.30% or 4 respondents, lack of interest in children to stay in school by 4.65% and the low motivation of the child to stay in school 2 32% of the total respondents as a source of research data as many as 43 people.

4. DISCUSSION

School-age children out of school almost occur evenly in all regions, but each region has its problems related to causal factors-age children out of school. The cause of school dropout age children must not be separated from a variety of factors either inside (internal) and the factors that influence from outside (external) that cannot be or have the ability to continue school at a higher level.

Results of research conducted in the district of Pantar northwest indicate the cause of school-age children out of school because the child's interest to stay in school, the child's motivation to continue school, parental perception of the formal educational institutions, parents economics and availability of formal educational institutions. Availability of formal educational institutions is a factor or cause or predominant cause of school-age children out of school in the district of Pantar northwest at 53%. Family economic factors rank second as a cause of school-age children out of school by 30.23% while the perceptions, interests, and motivation is the impact of formal institutions and economic capacity of families to finance the education of children.

Formal education is a structured educational path and tiered consisting of primary education, secondary education, and higher education (Education Law No. 20 of 2003). Thus the school as formal educational institutions and organizations are well-organized, and all the activities planned deliberately to help learners develop themselves. Thus, education plays an important role in the development of quality human resources, therefore every citizen has the right to be educated the especially school-age population. The success of education is also strongly influenced by the availability of school facilities and infrastructure were adequate. The gap between the need and availability of education in the district of Pantar northwest is the fundamental problem that must be resolved by the government. As already stated in the results of the study, the distribution of formal education services in the district of Pantar northwest is still far from access to education services for the community.

This condition is particularly ironic in which one side of the government to implement a compulsory 9-year program to provide facilities free of charge but the other school's many children in remote areas cannot continue their education due to the location of the school very much. If they can attend schools with no charge at all, but they are not able to issue operational costs heading to school. Availability of formal educational institutions also greatly affect the children to go to school do not attend school. Based on respondents’ answers related to the availability of educational institutions known 53% admitted that the unavailability of formal educational institutions can affect children for not attending school. The unavailability of educational institutions also can affect the economy of the parents because they do not just think about the needs of their household Ruma, but think of how to finance their children's lives in the area, plus the cost of their children's education. Even children will not learn seriously as it needs to also complete homework as a maid in the house of people. Conditions such as these then make your child choose their own way to stop or do not attend school.

From the description above, it was concluded unavailability of formal educational institutions (schools) greatly affect the internal and external aspects of children to continue their education to a higher level. So the availability of secondary schools in remote areas should be of special concern to the government, if it is not addressed then the goal of educational equity will be far short of expectations.

In addition to the availability of formal educational institutions, family economic factors also become one of the causes of school-age children out of school. From the research that has been described with regard to the respondent's answer to the economic capacity obtained a description that 30.23% of households with school-age children who drop out or do not go to school due to not able to finance the
needs of the school as tuition/fees, buy books and equipment schools and transport. While the average household income is only about five hundred up to one million per month. From this income was then used to meet family needs such as eating/drinking, the cost of healthcare, education, information and family affairs/custom party.

From the above figures that although there are seemingly BOS. But still, there are households that have difficulties in financing their child’s needs in order to continue school at every level of education. Based on the survey results of the research location was found that the average household has complained they cannot afford their children's school. In other words, they claim that despite the BOS funds they still regard the cost of education is very burdensome.

Besides, other than the BOS funds, yet there are students who receive scholarship assistance from the central and local government. It can be concluded that although there are funds BOS but parents feel that the child is fully funding education remains their responsibility. While household income on average of three hundred to five hundred rupiahs is also uncertain because of their income as seasonal farmers while plantation crops are expected by society as income is seasonal. Economic difficulties in funding the education and then forcing them to choose not to continue their children to further education. It should be added that Ruma stairs that have more than one child choose to send their other children while others are not involved to continue their studies. This is a strategy parent to adjust the economy's ability to finance education.

Based on the above discussion, it can be concluded that the cause of school-age children out of school in the district of North West Pantar caused by the availability of formal educational institutions and economic capacity of parents. There are also other indicators such as interest, motivation, and perception of parents is a logical consequence of the unavailability of formal educational institutions and the ability of the family economy.

5. CONCLUSIONS AND SUGGESTIONS

Based on the results and discussion of the research, it can be formulated following results: 1) Factors contributing to school-age children out of school in the District Pantar Northwestern is the availability of formal educational institutions or accessibility (ease of location of education) are the main causes of children aged school dropout; 2) The ability of the economy of parents in the education of a second factor causes of school dropouts.

Referring to that conclusion, it is suggested that a need for mapping educational problems in these areas by the government before giving birth is pleased with the issues of education policy; Scholarships for school children in remote areas and highly desirable built especially junior and senior high schools in the District Pantar Northwestern.

REFERENCES


