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Laboratorium Pendidikan Sosiologi
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The Experience of Scavengers Who Dropped Out of School in Formal Education

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ABSTRACT

Education is very important in life and it can support the future. Everyone has the right to education, both formal and informal, as well as scavenger children. Based on field data, we can see that many scavenger drop out of school because they cannot afford to pay for their children's education. Although there are some scavengers who go to school, only elementary and then do not continue to a higher level. The purpose of this study is to describe the experiences of scavengers who drop out of school at the level of formal education. The approach used in this study is a qualitative approach and the type of research is descriptive because to describe the data in the field, the informants in this study were scavengers and data croschecks conducted interviews with parents and the school. Data were collected by means of in-depth interviews with informants, and documentation, data were analyzed by means of an interactive model of Mathew Milles And Huberman. The results of this study Some of the scavenging children had unfavorable experiences when they were on school benches and there were also some scavenging children who had a pleasant experience for them. Experiences that are felt to be not good for scavengers like when they are in school they get actions ostracized.

Keyword: Experience, Child Scavengers, Dropouts, Formal Education.

INTRODUCTION

If we talk about the necessities of life, usually consists of several levels of needs that have their own interests, namely primary and secondary needs consisting of food, clothing and housing in addition to these needs, education is also a primary need that must be possessed by every human being, because education is one of the means in improving the standard of living of humans (Vendriyani, 2015: 3).

According to (Trianto, 2009) education that is able to support development in the future is education that is able to develop the potential of students, so that those concerned are able to face and solve the life problems they face. Education must touch the potential of conscience and

the potential competence of students. The concept of education is increasingly important when a person has to enter life in the future and the world of work, because he must be able to apply what is learned at school to deal with the problems faced in daily life today and in the future.

According to John Locke (1632-1704) (dalam Yusuf, 1986: 12) that the child's development is largely determined by his education, the child from birth can be likened to a white paper. Give color to the child in accordance with the wishes of the educator, then the child will be what he wants.

Education becomes an inevitable necessity. All Indonesian people have the right to education. Education plays an

important role in life. Human life will not be separated from education. In this case formal education. Formal education is a structured and tiered education pathway, consisting of basic education, secondary education, and higher education (Denny Soetrisnaadisendjaja, 2019) Various efforts made by the government to improve the quality of education one of which is a compulsory education program. The compulsory education program starts from 6 years compulsory education, 9 years compulsory education to 12 years compulsory education. The 6 year compulsory education program is required to be good at writing, reading and arithmetic. After the 6 year compulsory education program is complete the government designed a 9 year compulsory education program which is a continuation of the 6 year compulsory education program. Government Regulation No. 28 of 1990 concerning basic education stipulates a 9-year compulsory education program. The orientation and priority of the policy include: (1) Completion of children aged 7-12 years for Elementary Schools (SD), (2) completion of children aged 13-15 years for junior high school, and (3) education for all (educational for all). The 12 year compulsory education is carried out through the Smart Indonesia Program.

Poverty is a condition of economic inability to meet the average standard of living of a region's people. This low income capability will also result in a lack of ability to meet average living standards such as education standards. For poor families the problem of education or sending children to school is a heavy burden. The International Labor Organization (ILO) and the United Nations International Children's Emergency Fund (UNICEF) state that the opportunity to get education for poor children is limited and the costs are still felt to be expensive (Usman, 2004: 146).

Education problems are also felt by scavengers to continue their children's education to a higher level. Many scavengers have dropped out of school due to their inability to pay for their children's education.

In Batipuah Panjang Sub-District, Koto Tangah Sub-District, Padang City, which was the location of the author's study, it was found that school-age scavenger children no

longer attend school but their activity is to work as parents as scavengers. Scavengers here are people who earn a living by collecting and buying used goods from residents' homes and community waste collection sites that have the prospect of recycling or reproduction.

(Twikromo, 2009:5).

Out of the 12 scavenger families, only 3 scavenger households continued their children's education and 9 of them did not continue their children's education. Based on observations and interviews in the field in the Batipuah Panjang Village there were 22 school-aged scavenger children who dropped out of school or did not continue their education.

Previous research by Firendra, (2011) entitled "Children's Education in the Family of Scavengers in the Village of Parupuak Tabing, Koto Tangah District of Padang City (Family of Scavengers in Gang Senggol RT.02 RW.10 Pasir Putih)". The purpose of this study is to describe the efforts of parents (scavengers) in encouraging their children to obtain education. The results of this study indicate that scavenger efforts in encouraging children to get education by working hard and sending their children to villages that they consider better environment and relationships. Scavengers see the child as the successor to the nation and can help parents in earning a living later, in essence the child is a parent's investment in the old days. That way the child must have extensive knowledge both with formal and non-formal education when the child grows up.

Furthermore, research conducted by Sudiro (2012) entitled "The Scavengers of Children Who Are Still in School (Study: Family Functions of the Family of Scavengers of Children in the Tanjung Pinang Ganet Garbage Dump)". The purpose of this study are (1) Describe the function of the family in the family of child scavengers, (2) Describe the reasons children work as scavengers. The results of this study indicate that (1) the family function of the child scavenger families in this study is that the family functions to regulate the distribution of sexual drive, the production function in the form of development of offspring, the function of socialization, the function of family affection

has an affection function, namely the family gives affection to a person children, the protective function of the family providing protection to family members (children), this economic function means that the family, in this case the parents, has a function to meet the needs of the family economy. (2) the reason why children work as scavengers is to get extra money, to take advantage of time, and the influence of parents who also work as scavengers. In addition, the involvement of children working as scavengers is also caused by family functions that are not carried out optimally.

Dan penelitian yang dilakukan oleh Budi (2010) entitled "Constraints Faced by the Poor in Accessing Formal Education (Studies on Scavenger Families in Gunung Sulah Sub-District, Way Halim District, Bandar Lampung City)". The purpose of this study is to describe the obstacles faced by scavenger families in accessing formal education. The results of this study reveal that the obstacles faced by scavenger families in accessing education, namely 1) The low level of income of scavenger parents. 2) Busyness of parents in meeting their needs. 3) Limited parents' time in the process of children's education. 4) The surrounding community does not educate and apathy and individualism are among the community members. 5) Implementation of government policies that are not on target.

RESEARCH METHODS

The approach used in this study is a qualitative approach. Qualitative research is defined as a research method that collects and analyzes data in the form of words (oral and written) and human actions and researchers do not try to calculate or quantify the qualitative data obtained thereby not analyzing numbers numbers (Afrizal, 2014).

The type of research used is descriptive. Descriptive research is data collected in research in the form of words, images and not numbers. According to (Nazir, 2013) descriptive research is research that is intended to obtain an in-depth, systematic, factual and accurate picture of facts and relationships between the phenomena investigated. The reason for using qualitative research and this descriptive type is so that what is obtained

while doing research can be elaborated in greater depth and detail. This study aims to describe the strategies used by students in overcoming problems in online learning.

According to (Burhan, 2011) research informants are subjects who understand the object of research. To obtain data in this study, the technique used in the selection of informants is purposive sampling which means the informant can provide the desired information in accordance with the research problem. Purposive sampling is sampling based on the subjective assessment of researchers based on certain characteristics that are considered to have a bearing on population characteristics that are known before with certain considerations (Iskandar, 2009). The informants in this study were scavenger children, scavenger parents and the school where scavenger children had attended school

. Data collected by means of in-depth interviews with informants was conducted online via WA. And researchers also collect secondary data in the form of documentation related to strategies and ways in which students deal with the problems being faced in the form of documentation from students. The data collected is analyzed with interactive models of Milles and Huberman, ranging from data collection, data reduction, data presentation and draw a conclusion. The location of this research is on the campus of STKIP PGRI West Sumatra to Sociology Education students

RESULT AND DISCUSSION

Experiences of Scavengers Who Dropped Out of School on Formal Education

The experience of scavenging children in the Batipuah Panjang Village is not the same because every child has a process of undergoing different education in formal education. Based on the results of research that has been done, it is found that some experiences of scavengers who drop out of school in formal education can be seen as follows:

1. Excommunicated

Being isolated in the school environment is one of the experiences of scavengers who drop out of school in formal education. When sitting on the school bench, the scavengers get treatment which makes them say that school is something that is not fun because when they learn in school they feel isolated. The exclusion felt by the scavenger children was set aside during the group learning process, the group division process was handed over by the teacher to students. Students themselves who divide their respective groups. It is often in the group division that scavengers are not included as members by their friends, only friends who are considered close friends who they participate in and have the same economic situation as them.

After being given a reprimand by the teacher why the students (scavengers) were not included in the group members then other students included them in the group. Mocked by friends with the appearance of scavengers who are considered unclean, poor shoes and bags, book money which is often late to be paid so teachers often call ahead and are also laughed at as picky trash children. The act of isolation felt by the scavenger children never gets special attention from the teacher or the school. Because of feeling these actions so that children to learn and socialize with others become impeded and not go well. This has become a torture or bad experience for scavengers in the school environment.

The experience felt by the scavenger children is in accordance with what was expressed by Orga (16 years old) scavenger children who dropped out of school in the 2nd grade junior high school who worked as scavengers:

When I went to school, I often had enemies, I was often teased by friends because I was not the same as other friends. I come from a poor family. Going to school as it is sometimes there are no snacks and must endure hunger. I go to school on foot which is quite far so I am often late when I arrive at school. No friends want to be friends with me, because I work as a scavenger to help my parents. Many times I felt sad and ashamed of my situation, so I

decided to quit school and chose to make money by looking for used items with my parents.

The above statement is also explained by Mr. Tomi (48 years), parents of scavengers who work as scavengers.

"When my child went to school, when he came home from school he told me that at school he was often laughed at by friends and not a few people who wanted to be friends with him, which made my child embarrassed at school. I know because if I come home from school I like to ask my child how he is at school. I feel sorry for how my child feels but I can't do anything because of my situation.

From the explanation of the parents above, parents know what actions their children feel while sitting on the education bench. Parents find out from their own children and have witnessed their child when teased by their friends when they come home from school. They feel sorry for what their children feel but parents cannot help anything. It is impossible for them to say if looking for or giving a warning to children who laugh at their children because for them it will only add to the problem and what is laughed at is appropriate to the circumstances.

From the teacher's explanation above it is known that the scavenger children during the learning process get action set aside by their peers so that the children who are put aside seem to feel inferior from their peers, always aloof and more silent. If there are students who mock other students, the actions taken by the teacher can only give a reprimand for words, no sanctions or other actions taken.

Based on the above expression, it can be concluded that the experience of scavenger children in formal education is ostracized by the environment of friends at school. Some of his friends stay away from scavenger children only because the scavenger children come from social groups with low status. For some friends or people in the classroom environment, his parents who work as scavengers and moreover work as scavengers is something that is embarrassing and low for a child. It can be concluded that the experience of scavenger children in

formal education is not good because in the school environment they get unfair treatment as scavengers often get teasing when in class by their friends, and are not included in group learning activities. This has made scavengers feel inferior and do not want to socialize with friends in the school environment.

2. Violating School Rules

The experience of scavengers who drop out of school in formal education is in violation of the existing school rules. Violations committed by scavenger children are acts of their own accord without regard to the rules that have been made. Scavengers come to school not on time. At their proper school, they learned about the teaching and learning process starting at 07.30 WIB and at 07.15 WIB the scavenger children still did not arrive, they came when 07.30 even passed by. Rarely do they arrive on time because the school is a short distance away on foot and some are intentionally late due to laziness, after the bell rings the school gate closes. But for the scavenger children it is not a problem to close because they can climb through the back gate of the school. If it is found out by the scavenger children the school explains with various reasons.

Not only late to come to school but scavengers also do other violations such as taking money from friends by force, this is because they come to school not with enough allowance given by parents. Inadequate economic factors that make the reason one of them they take actions such as taking money friends by force. Scavenger children who arrive late, and children who take friends' pocket money by force are always sanctioned until called by their parents. As revealed by Riki (18 years old) a scavenger child who dropped out of school while sitting in grade 1 junior high school who works as a scavenger revealed that:

When I went to school there were many friends who didn't like me, because at school I was a bad kid. I am often bad with friends, from my home I was never given pocket money by parents so with that I often ask friends for money and when at school I am lazy to study

often leave school without the permission of the teacher so parents are called to school. Many teachers who did not like and were not happy with me because I was a naughty child at that time. I felt at school when I was like not going to school because of my delinquency so that I no longer thought of going to school and decided to quit school and work looking for used

goods like my parents.

From the above expression, it can be seen that scavengers do delinquency during their schooling for various reasons. Scavenger children are late because of the distance to far away from home school on foot, the influence of friends, scavenger children take friends money because parents are unable to provide enough allowance for them, the cost of their daily needs alone they feel difficulties especially for pocket money school children and scavengers also lack discipline in schools. The school has given various sanctions and reprimands but that does not make a child scavenger deterrent as expressed by Ms. Yetnita (50 years) who was a teacher of scavenger children Riki and Rangga while still in school.

"When children come to school often they are late and do not go to class during the learning process, various sanctions are given but they remain unchanged. I get angry and call their respective parents. If during my teaching hours they are late before me. Ask for a permit to enter a picket teacher, if I don't allow a permit, I am not permitted to enter, and I will hand over the sanction problem at that time to the picket teacher".

From the opinion above it can be seen that the school has done various ways to enforce dispute, but the child or student is also not disciplined. Scavengers who pull out or skip school and take their friends' money are always summoned by the school and sanctioned according to their actions, but whatever sanctions are given to them does not deter them.

From the results of the interview it can be concluded that the experience of

scavengers who dropped out of school in formal education can be said to be something of an experience that is not good because when sitting in the school bench they commit various violations such as not attending class during class hours, being late when coming to school, taking friends money . One of the reasons scavenger children take friend money is because they feel that the allowance given by parents is not enough for them, so apart from the economic factors of the mischief they do this is one of the reasons scavengers decide to quit school and prefer to work as their parents scavenged.

3. Berprestasi

The next experience that has been experienced by scavengers in education is a pretty good experience for them, that is, during their schooling they have achieved school achievements. Scavenger children even though they are in low socioeconomic conditions they are able to excel at school and are active in every school activity. When sitting on the school bench, the scavengers are included in children who excel in the classroom by winning or ranking in the classroom. With their achievements, they get good treatment by their classmates during the learning process even though their socioeconomic status is very different from their friends in the school environment.

Likewise, the teachers at the school where they get knowledge, give more attention to the scavenger children, one of them is sometimes by giving pocket money. Their experience at school is a pleasant experience for them. However, due to economic difficulties and lack of encouragement from parents they inevitably decided not to go to school anymore and chose to work as a scavenger to help ease the burden on parents. From the results of scavenging at least they can help parents to meet their daily needs such as buying rice.

Parents confirm that their children get the rank or achievement in school, but parents do not have the ability to pay for continuing school children and prefer their children to quit school to help with homework and help work as scavengers. Because of the economic inability seen from interviews that parents encourage their

children to work compared to continuing to go to school.

It can be seen that scavenging children are among the outstanding students in the class namely by getting a ranking, but because they come from families who are unable to children choose to quit school. As for the assistance obtained by scavenger children at school such as assistance from BOS funds to pay for books needed for scavenger children per semester but that is not always the kind of assistance that scavengers get because there are many other disadvantaged children who have to get the BOS funding assistance. When they stop going to school, scavengers do not confirm school, they only stop by coming to school.

Based on the interview results above, it can be concluded that the experience of scavenger children who drop out of school in formal education can be said to be a pleasant experience because when they are educated, the scavengers are able to win the class. Achieving in class makes them always study hard, even though in terms of economic conditions they are different from other children. However, because of the lack of encouragement from parents and the lack of funds to meet the necessities of life make scavenger children prefer not to continue school and stop halfway.

CONCLUSION

The experience of scavenging children in formal education in Batipuah Panjang Village is not the same, because every child has different experiences in formal education. Some of the scavenging children had a bad experience when they were in school and there were also some scavenging children who had a pleasant experience for them. Experiences that are felt to be not good for scavengers like when they are in school they get actions ostracized. Not only is the isolation of the scavenger children also acts to violate school regulations such as not entering during the learning process, forcibly taking other people's money, and often being late for school. This is one of the reasons for them to decide to stop going to school and choose to work like their parents scavenging. While a pleasant experience for a scavenger child like when he was sitting on

school they achieved achievements such as getting a champion or ranking in the classroom.

It is hoped that the government and the local community will pay more attention to the education of scavenger children in the Batipuah Panjang Village, Koto Tangah District, Padang City. Especially for both parents to always provide motivation in the form of encouragement, and awareness of the importance of an education to a child in order to continue a better future than their parents.

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