

Conference Paper

Education Mapping As a Reference Village Program in Cigadung, Brebes Regency Through Sistem Informasi Pembangunan Berbasis Masyarakat (SIPBM)

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Abstract

The mandate of the Child Protection Act Article 9 states that every child has the right to receive education and teaching in the context of his personal development and the level of his intelligence in accordance with his interests and talents. Children under the age of 18 in Cigadung Village are around 28% of the total population in the village. Therefore, the government or community has the responsibility to provide education services for school-age children. Based on this background, the problem in this study are 1) How is the condition of access to education services for children aged 6-18 years in Cigadung Village?; and 2) How is the alternative program for school-age children in accordance with the results of the SIPBM application?. This research is a descriptive study by analyzing data quantitatively and qualitatively. In this case the research subject was the family head of the Cigadung Village. Data retrieval is done by interview method and documentation. While the data that has been obtained will be narrated. The results of the study showed that a 564 out of a total of 1216 school-aged children were served access to education. Thus, there are around 53% of school-aged children in Cigadung Village who have not attended school. The top three factors that cause these children not to go to school are the perceived better work, economic burden and better assumption of marriage. Meanwhile, several alternative programs that are in accordance with the SIPBM application namely Gerakan Kembali Bersekolah, Forum Masyarakat Peduli Pendidikan Desa and “Kejar Paket”.

Keywords: Access of education, SIPBM, school age children

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1. Introduction

Law Number 35 of 2014 on Child Protection states that every child has the right to survival, growth and development. Therefore, every child has the right to obtain education and teaching in the context of his/ her personal development and the level of his/ her intelligence in accordance with his/ her interests and talents. Brebes Regency is one of the Regencies in Indonesia that has Regional Regulations governing the implementation of child protection by issuing the Regional Regulation No. 4 of 2014 on

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the Implementation of Child Protection. The stipulation of the Regional Regulation on the Implementation of Child Protection aims to fulfill the rights of the children and this is a manifestation of the commitment of the Brebes Regency Government in realizing the Child Friendly District (KLA).

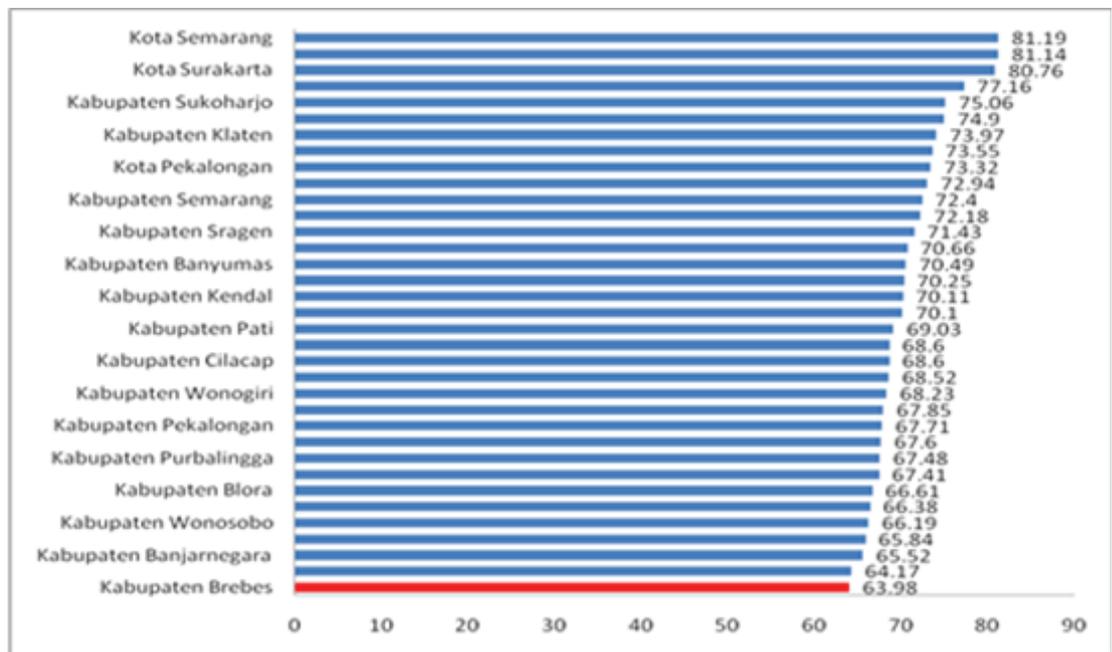


Figure 1: The Ranks of the IPM of Central Java, 2016.

Brebes Regency consists of 17 sub-districts; one of which is Banjarharjo sub-district. Banjarharjo Sub-District covers 25 villages; one of which is Cigadung village. Banjarharjo Sub-District is in the lowest 20% range, the lowest 40% welfare level (ranked 7th highest out of 25 villages). Based on micro poverty data, Brebes Regency is ranked 35th out of 35 regencies/ cities in Central Java. This is partly due to the large population of 1,881,184 people (the RPJMD of Brebes Regency, 2017). Meanwhile, in the ranking of the IPM of Central Java in 2016, Brebes Regency also ranked 63.98 (*Baperlitbangda*, 2016).

Brebes Regency, which is committed to realizing Child-Friendly Districts, certainly needs good children’s education planning efforts so that all children in the regency can have guaranteed education. To arrange a good plan, accurate data is needed as a basis for setting targets and goals to be achieved. Besides, the education planning also needs to pay attention to the needs of the local community in Cigadung Village. It is intended that the development in the field of education can be right on target in accordance with the community’s needs. However, the condition of Cigadung Village has not provided community-based data related to education sector. The presence of community-based data is an effort to involve the local community in the data collection process and the preparation of activities in the community to solve the problem of education in the

region. Therefore, through this data in the future, the community and the government can formulate a strategy or program as a solution to the existing educational problems in Cigadung Village.

Based on the background and problems above, some problem formulations in this study were: 1) What is the condition of the underserved children aged 3-6 years in Cigadung Village?; 2) What is the condition of the underserved children aged 7-18 years in Cigadung Village?; and 3) How do village alternative programs refer to the results of the SIPBM application? Then, from the three problems, this study was aimed: 1) to describe the education of the children aged 3-6 years in Cigadung Village, Brebes Regency; 2) to describe the education of the children aged 7-18 years in Cigadung Village, Brebes Regency, and 3) to describe and analyze the alternative village programs referring to the results of the SIPBM application.

2. Research Method

In conducting a research, a method is needed. The method used was based on the background, objectives, and problems to be studied. The type of research used in this study was survey method. Survey approach is a research approach generally used for extensive and large data collection. Survey is a part of descriptive study that aims to find status, phenomena (symptoms), and determines the similarity of status by comparing them with a predetermined standard.

This study involved all family heads of 1,895 families in Cigadung Village divided into five RWs. At this stage of data collection, interviews were conducted using questionnaires. The respondents were asked to answer a number of question points in the IKSIPBM questionnaires. The distribution of the IKSIPBM questionnaires was aimed to obtain some information as shown in Table 1 below:

TABLE 1: The Need of Research Data.

No	Data
1	The number of the children aged 3-6 years who do not study at Early Childhood Education
2	The number of the children aged 7-18 years who never go to school
3	The number of the children aged 7-18 years who do not go to school

The data analysis used in this study was descriptive analysis. The results of the analysis were the number of the children aged 3-6 and 7-18 years for all categories which were distinguished from each RW in Cigadung Village.

3. Results and Discussion

The population of Cigadung Village in 2018 was recorded at 5,716 people, consisting of 2,885 men and 2,831 women. The number of family heads in Cigadung Village was 1,895 households. Cigadung Village is divided into 5 RW Units and 7 Rukun Tangga (RT) with the main livelihoods of the residents of Farmers, Drivers, Traders and Laborers. The population of Cigadung Village was dominated by productive age residents, at the age of 22 years, with 135 people consisting of 65 men and 70 women. Based on adult and elderly population categories, the population of Cigadung Village was 1,749 people in the category of adults and 14,931 people in the elderly category.

3.1. The activities of children aged 0-6 years in Cigadung village

Based on the results of the research on the activities of the children aged 0-6 years in Cigadung Village, it can be seen that most children aged 0-6 years were not at PAUD. The number of the children who went through elementary schools and were served by PAUD was very few. When viewed from each RW, the children aged 0-6 years who were not at PAUD mostly were in RW 2 with 155 children. The highest number of children attending school at SD / MI was also found in RW 2, which as 4 people out of a total of 6 people for all RWs. Meanwhile, the condition of the children aged 0-6 years who were not at PAUD was the fewest in RW 3 with a total of 106 children. However, in general, only RW 4 who had the children aged 0-6 years and had been served by PAUD. Figure 2 below provides general information about the condition of the children aged 0-6 years in Cigadung Village.

3.2. Children aged 7-18 years in Cigadung village who had never attended school

Based on the results of the study, the number of children who had never attended school in Cigadung Village was 18 people. The RW with the most number of children aged 7-18 years who had never attended school was RW 2 with a total of 7 people consisting of 3 men and 4 women. Then, RW 1 had the smallest number; this means that most children aged 7-18 years in RW 1 had attended schools. Based on the survey results, there were only 2 people who had never attended school. Meanwhile, RW 5 had the best results compared to the other 4 RWs because there was no children aged 7-18 who had never attended schools. This condition indicates that all children in RW

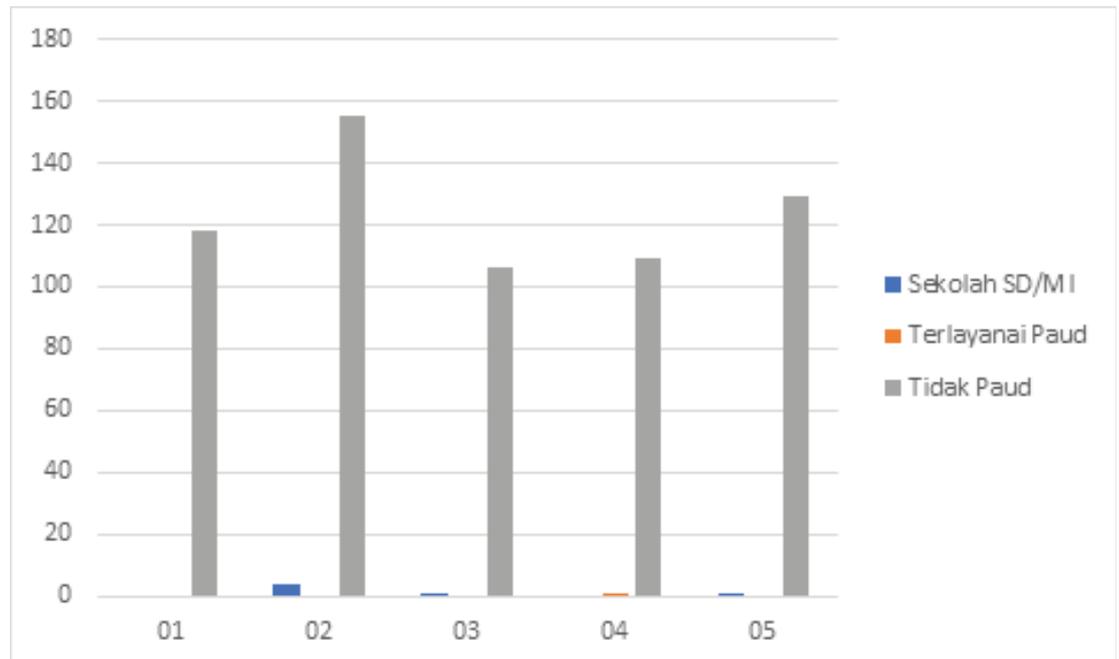


Figure 2: The Graph of the Condition of the Children Aged 0-6 years in Cigadung Village.

5 had attended schools. When viewed by male and female gender, there were more girls aged 7-18 who had not attended school compared to boys. The comparison of the number of men and women who had never attended schools in Cigadung Village as a whole was 5 : 9. Figure 3 below provides more detailed information about the condition of the children aged 7-18 years in Cigadung Village who had never attended schools.

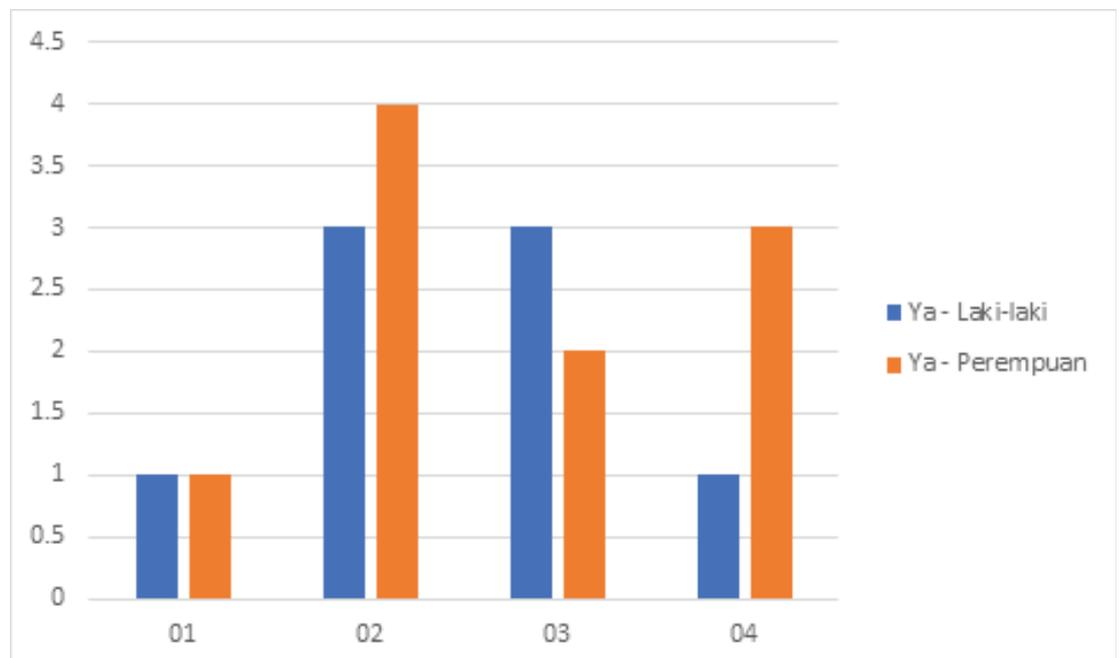


Figure 3: The Graph of the Condition of the Children Aged 7-18 years in Cigadung Village Who Had Never Attended Schools.

3.3. The village alternative program referring to the application results of SIPBM

Based on the results of the study, there were several alternative village programs that had referred to the results of the SIPBM application. Some of the programs were the establishment of PKBM, the establishment and strengthening of PAUD Posts in Cigadung Village, the strengthening of GKB (the Movement for Back to School), and health services for students in schools. In detail, the programs are described as follows:

3.3.1. Establishment of PKBM

The explanation in Article 5 paragraph 1 of Law No. 20 of 2003 states that every citizen has the right to obtain quality education. To realize this, there are three forms of education for all citizens including formal, non-formal and informal educations. This is in accordance with UUSPN of 2003 article 26 paragraph (1); non-formal education is held for the citizens who need educational services that function as a substitute, enhancer and/ or complementary of formal education in order to support lifelong education. Non-formal education unit consists of course institutions, training institutions, study groups, community learning centers, *majlis taklim* (Islamic recitation), and similar educational units.

The Government Regulation No. 17 of 2010 on Management and Implementation of Education, Article 1 paragraph (33) explains that PKBM is "non-formal education unit that organizes various learning activities in accordance with the needs of the community on the basis of initiatives by, from, and for the community". In this case, PKBM can organize various programs according to community needs. PKBM as a component of education aims to expand the opportunity of citizens, especially those who are unable to increase the knowledge, skills and mental attitudes needed to develop themselves and to earn a living through existing programs. PKBM in facilitating community learning has the following tasks and functions: identifying community needs, organizing educational programs, providing potential resources, building partnerships with partners, alternative education, information centers, learning resources and community development (Septiani, 2016).

Some of the PKBM activities in Cigadung Village have the aim of providing services to the productive age community who have not graduated from junior high and high schools and do not have special skills, as follows:

- Kejar Paket B; it is equivalent to junior high school education
- Kejar Paket C; it is an education equivalent to high school

- Life Skill; in the form of the education that provides personal, social, intellectual and vocational skills

These programs are expected to be able to provide benefits to the residents of Cigadung Village. Some of the benefits of the programs for the community included: 1) the capability to master the knowledge and certain skills that can be used to improve the quality of life; 2) making them able to think relevantly in solving problems faced by the community; 3) making it easier for them to work both independently and with others; and 4) the ability to actively participate in community activities.

3.3.2. Establishment and strengthening of PAUD posts in Cigadung village

The PAUD posts was formed from the *Posyandu* in Cigadung Village. The strengthening of the PAUD posts held in the 2018 program included trainings for the cadres of the PAUD posts in Cigadung Village, APE assistance, and implementing the PAUD Posts with assistance. The training for the cadres of the PAUD posts was attended by the cadres of four (4) Posyandus in Cigadung Village (25 people). As an instructor in the training for the cadres of the PAUD posts, Dr. Lita Latiana, M. Hum from the implementing team who is also a PGPAUD expert and the Chair of the *Himpaudi* of Banjarharjo District; Rosmalia Kamil, S. SiT, M.Kes from the Midwifery Academy of YBHK Brebes, Rural Midwives, and the wife of the Village Head representing the village officials. The village and cadres agreed to establish POSPAUD named POSPAUD CERIA, and it was launched on Sunday, April 29, 2018. The APE assistance included: colored cars, Small Build Beams, Freight boats, Shape Tower 5, and Number Beams. The implementation assistance was also carried out by the KKN students.

3.3.3. Strengthening of GKB (Go back to school movement)

The strengthening of the Go Back to School Movement in the PKW program was carried out through strengthening the Education Care Community Forum (FMPP) which was formed in Parereja village with the management of the PKBM (the Community Learning Activity Center). The activity was carried out with Focus Group Discussion (FGD). For the PKBM, in particular, they discussed the activities that could be programmed to support school-age children who were not in school and were not likely to return to school. In addition, they also facilitated the community members in general to have the opportunity to access education. In other hand, the FMPP as the implementer of



Figure 4: Establishment and Strengthening of PAUD Posts in Cigadung Village.

the GKB program this year had returned the school-age children who did not go to school with village funds. As a follow up to the PKBM strengthening activities, through PKW, they held a productive skills training for women's groups carried out to support family economy. The skills were provided using a learning by doing approach, making breastpins, making ribbons from ribbon materials, making household items from used newspaper materials, and making rope mass-craft ropes on used bottles.

The Goal of Going Back to School in the Cigadung Village, Brebes is an effort by the village government to increase the Human Development Index in the field of education and to break the chain of poverty between generations. Supported by the existence of a complete acceleration regulation compulsory to study basic education and complete pilot education for 12 years (Regent Regulation No. 115 of 2017 concerning the pilot project for completing 12 years of education in Brebes Regency). In addition, it is also supported by the existence of a budget for the movement to go back to school, especially the financing of children returning to school from the APBD, APBDesa, and other sources (CSR and individuals). The establishment of the GKB management at the district level consists of cross-stakeholders and the Community Education Concern Forum (FMPP) throughout the sub-districts and villages.

Tasks executor of Basic Education (Primary) of Education, Youth and Sports Services stated that in the 2017-2018 school year, GKB had returned 1,200 school dropouts. While the 2018-2019 school year plan for 516 children will be returned to Elementary Schools, 885 children at junior high / MTs level and 486 children at the high school / vocational / MA level. In addition to formal schooling, also returning school dropouts to the Community Learning Activity Center (PKBM), including: chasing package A there were 176 children, chasing package B as many as 1,238 children and pursuing package C there were 880 children. Education, Youth and Sports Services believes that PKBM is the right step to restore school dropouts. This is because children experience decreased motivation changes and a desire to work high. To avoid the recurrence of school dropouts, the Department of Education seeks to monitor each student. There are school supervisors both formal and informal who conduct home visits, giving understanding, counseling for children who are indicated to want to leave school.



Figure 5: Establishment and Strengthening of PAUD Posts in Cigadung Village.

3.3.4. Health services for students in schools

The health services for students in schools in the regional partnership program were carried out through the strengthening the implementation of UKS and little doctors. The strengthening was carried out with the Training of Trainers (TOT) for the school representative teachers in Cigadung Village. There were three elementary schools in Cigadung Village; SD N Cigadung 1, SD N Cigadung 2, and SD N Cigadung 3. Each SD (elementary school) was represented by two teachers. The materials provided included theories and practices which were packaged in a guide. The ToT was held for one day. Then, in the next day, it was followed by a little doctor training attended by 24 children, and each school sent four children accompanied by a companion teacher.

The activities were carried out with lectures and many practices or simulations. For the implementation in the schools, SD N 1 Cigadung was the elementary school model, which is a school with UKS room.



Figure 6: Little Doctor Training for Students.

4. Conclusion and Recommendation

Based on the results of the analysis that had been conducted, it can be concluded that there were early childhood children (3-6 years) who did not go to PAUD schools. In addition, the alternative programs in Cigadung Village had not been able to overcome the problems of non-school-aged children. The other problem is that there are school-aged children (7-18 years) who were out of school due to various reasons, such as the perceptions of work that is better than going to school, economic improvement that is preferred over schools, meeting the needs for family economic welfare which is considered more important than education and high community assumptions to get married rather than to continue their education. Therefore, in another sense, education had not become a priority for the people in Cigadung Village. Some suggestions given to the people of Cigadung Village included the need for the establishment of PKBM to provide services for the people who were not in school, the establishment of the integrated PAUD services to address early childhood who had not been served in PAUD and to implement the Movement to return to school for the children aged 7-18 years as declared.

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