

IMPLICATION OF THE 9-YEAR COMPULSORY EDUCATION POLICY TOWARDS THE CHILD LABOR PHENOMENON (A CASE STUDY ON ELEMENTARY AND SECONDARY EDUCATIONAL INSTITUTIONS IN MAKASSAR CITY)

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ABSTRACT: *Implication of The 9-year compulsory education policy towards the child labor phenomenon (A case study on elementary and secondary educational institutions in Makassar city). Education is a shared responsibility between parents, governments and communities to develop in its power protégé towards maturity, the type and level of education as well as between the education sector and other development sectors including inter-regional. The aim of research is to analysis the Responsiveness Of The Child Labor Towards The 9-Year Compulsory Education (Elementary, Packet A Programs, Junior High School, Open Middle Schools, Packet B Programs). The type of research is a case study using a qualitative approach to the impication of the 9-Year Compulsory Education Policy and its implications for child labor. The results of this study showed that the responsiveness of the child laborer towards the 9-Year Compulsory Education Policy were: a) 14 informants (46.7%) that disagreed with the policy, with an average value of 2.00 and were in the disagree category.*

Keywords: *Education Policy, Parents, Government, Communities*

INTRODUCTION

Human development index (HDI) is measured by three indicators, namely life expectancy index, education index, and the GDP index as discribed by Supriyono (2001) that the results of studies conducted by the UNDP in Human Development Report 2000 showed that Indonesia's HDI is still relatively low, not only when compared with developed countries but also in comparison with developing countries in Southeast Asia, such as Vietnam ranked 108th, Philippines rank 77th, while Indonesia was ranked 109th out of 173 countries surveyed. Similar studies conducted in 2001 obtained a description that Indonesia's HDI was ranked 102nd out of 162 countries studied. In addition, according to the Indonesian Wikipedia (2008), based on research results UNDP in 2007, Indonesia is ranked 108th out of 177 contries studied with a value of 0.728.

Various studies show that education and training has a very important influence on economic growth through human resource development efforts. Economic growth itself has a direct connection with the creation of new employment opportunities to absorb educated and trained workforces. Education and training have a role in the development of labor resources in accordance with the demands of the new job opportunities that are created [1].

Education is a shared responsibility between parents, governments and communities to develop in its power protégé towards maturity, the type and level of education as well as between the education sector and other development sectors including inter-regional. An overarching public policy is needed in the education program as a public necessity. One public policy related to education sector that would allow school-age children is the 9-year compulsory education program.

One of the action plans on education for the public is a policy of about 9 years of basic education. The 9-year compulsory education policy is one of the government's efforts to realize an educated society at least having basic knowledge and skills. This basic capability is expected to be used for the graduates to continue to pursue higher education or be the foundation of life in the face of the challenges of life in

society. Basic capabilities required in order to socialize, includes interacting, competing, organized with other citizens, groups and between nations.

This policy requires sincerity in implementation, especially in the provision of equal opportunities to obtain education regardless of marital status and socioeconomics. In line with the high number of school-age population, requires a supporting factor, both by funds and program strategy.

In Makassar, an education policy is one of the priorities of the education of school age children with some supporting programs, including the 9-year compulsory education program, supported by the distribution of school operational funds (BOS), the formation of the board of education as well as the movement's interest in reading and non-formal education also the stipulation of free education for 9 years of education. This policy is an elaboration from the International Education for All (EFA) Convention and followed up by regional policy in the form of Makassar Regulation No. 3 of 2006 on education.

In line with the education policy, especially school age in Makassar, of course, meet the challenges that are serious enough given the growth of the school age population that is increasing due to factors such as Makassar is shared as a destination of urbanization and as the center of Eastern Indonesia. But the conditions of inadequate means of supporting the elementary level, the number of schools are 449 schools with 136,560 students taught by 4,127 teachers. Junior level, the number of schools are 165 schools with 55,997 students taught by 4,025 teachers (Makassar in number in 2008). This demonstrates the imbalance of factor mediums supporting education with the growth rate of school-age children is growing rapidly.

Makassar is a city filled with child labor issues. The reality of child laborers in Makassar City is very concrete because the majority of their activities are in public places, such as roads, places of worship, public places, and so on. In the sense that the existence of child labor is very close and familiar with community life in Makassar, because of their presence is visible and widely recognized by the society.

The existence of child labor in public places has resulted in the increasing complexity of their problems. The problems that emerged not only as the presence of those who have not reached the productive age or still in school, but has also been associated with other social problems. Their activities disturb the public order, reduce the society's comfort, endanger the health, accident prone, they are also prone to criminality, exploitation, sexual harassment and so forth.

However, until now there has not been any available and accurate data on the actual number of child laborers. Data contained in the Makassar City Social Service files show that the number of street children alone in 2008 was approximately 876 people. Of these, there are about 600 people in the category of school age. The number of working children in other sectors of activities that are not in the streets do not have any available data. They are scavengers (scavengers at the landfill and in the settlements), laborers in households, laborers in the fishing sector (platforms/fish auctioneers), laborers in the industrial sector, prostitution and so forth. Thus, the number of child laborers in Makassar is expected to be quite large if the data on those working in the other sectors are available.

In Makassar City, there are around 377 children street children around the economic center, 230 children on the road, 109 children as waste scavengers in the landfill, 345 children in razed buildings (Social Office 2006), and only this that can be recorded, but there are still many that are not recorded. This illustrates that so many child workers in Makassar that certainly have not received the school-age education policy.

Based on the above, the key problem is formulated as follows: How is the responsiveness of Child Labour against the 9-Year Compulsory Education Policy? The purpose of this study was to analyze the responsiveness of child labor on the 9-Year Compulsory Education Policy in Makassar

LITERATURE REVIEW

The School Age Education Policy is a strategic policy to address the basic needs of people in the nation at the same time the quality of human resource development, in which education is as a means for educating the nation.

The School Age Education Policy is a key priority given the age structure of the Indonesian population is at a young age structure and the basic underlying strength of the nation, so that it is a top priority. This policy is also strongly associated with the theory that education is a long-term investment.

One of the society's condition with large numbers of young age structure with low socioeconomic level results in financing the education of the family to be a problem, so the alternative is to become child laborers. However, reality shows that many child workers leave education for the sake of concentration to work to help their families.

The 9-year Compulsory Education Policy is a highly strategic taken policy by the government, of course, there are several contributing factors in providing access to education for working children, including school operational costs (BOS) and is valid for all of Indonesia. Whereas regions with autonomy also create policies that also support the acceleration of the completion of the 9-Year Compulsory Education Policy by forming a council of education and

movements that support a reading community. There are also the supporting factors that include environmental conditions, the relationship between organizations, organizational resources for implementing capable characteristics to make an agency of implementing this policy.

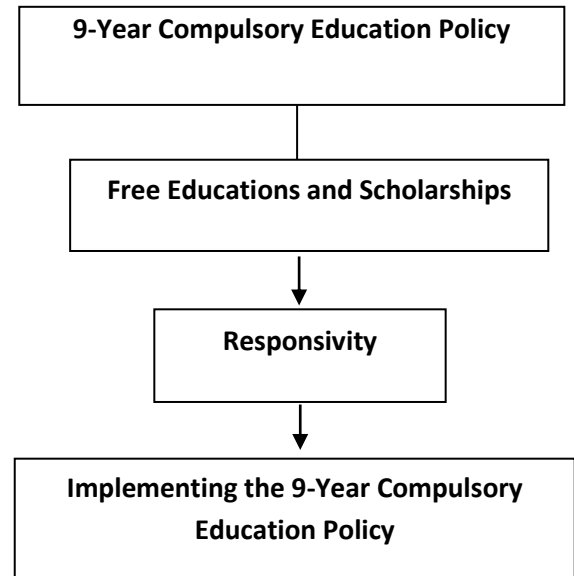


Figure 1. Research Framework

AIM OF RESEARCH

To analysis the Responsiveness Of The Child Labor Towards The 9-Year Compulsory Education (Elementary, Packet A Programs, Junior High School, Open Middle Schools, Packet B Programs).

RESEARCH METHODS

Basically, this type of research is a case study using a qualitative approach to the implication of the 9-Year Compulsory Education Policy and its implications for child labor. While the focus of this research is to analyze the implications of compulsory education policy on child labor conducted through a detailed, intensive, in-depth and comprehensive process. The unit of analysis of this research aimed at individuals, but analysts may be conducted against groups of people or organizations or institutions.

This research was conducted in Makassar City with several considerations, among others: a) Makassar is the main aim of the urban households to make a living, mostly children become workers, b) Based on the results of the performance evaluation program that the implementation of the prevention of child laborers in Makassar City (1996 -2009) has not shown adequate results.

As for the key informants in this study were child laborers in this case children aged 7-15 years and worked an average of over 3 hours per day.

Considering the characteristics of child labor broadly divided into two types, namely child laborers with a formal education and child laborers that do not have formal education. For child workers with schools, some are in elementary, Packet A Programs, Junior High School, Open Middle Schools, and in other Packet Programs.

As for the key informants in this study with the consideration that the delivery of such education is the ability of the school to represent the other school, attitude and openness of the informant are from the schools headmasters and chairmen of study groups in providing the required information.

The number of child laborers informants in this study were 180 children consisting of 30 child workers still in Elementary School, 30 child workers learn in the Packet A Program, 30 child workers in Junior High School, 30 child workers in the Open Middle School, 30 child workers in the Packet B Program, and 30 child workers that aren't in any formal education program.

The variables in this study consist of the responsiveness of the child laborers, improvement in education, and their development potential. The operational definition of the variable are as follows:

1. Responsiveness of the child labors is their responses to the 9-Year Compulsory Education Policy.
2. Improving education is an increase in the number of child laborers schooled in the basic education level.
3. The development potential is the development of the child workers' ability to work.

Data source

The primary data collection is done by:

a. Conducting interviews with:

- 1) 30 child laborers in elementary school children by using the questionnaire in appendix 1a
- 2) 30 child laborers learn on a packet A program by using the questionnaire in appendix 1b
- 3) 30 child laborers that are not in any formal school program by using questionnaires in appendix 1f, other than that, an open interview is conducted to the rest of the children.

b. Questionnaires were given to:

- 1) 30 child laborers in junior high school children by using the questionnaire in appendix 1c
- 2) 30 child laborers children studying in open middle schools by using a questionnaire in appendix 1d
- 3) 30 child workers in Packet B Programs by using the questionnaire in appendix 1e

c. Conducting open interviews to the Head of primary and secondary educations and the Head of Non-formal and Informal Education Service by the Makassar City Department of Education.

d. Conduct open interviews to the elementary school principals and vice-principals at SD Negeri Bung Makassar, SD Inpres Lanraki Makassar, SD Negeri Bara-baraya, and the middle/open junior high schools were SMP 10 Makassar and SMP 30 Makassar.

e. Conducting open interviews to each tutor teaching in the packet A and packet B programs.

f. Selecting and conducting open interviews to each of every three parents of child laborers that are in elementary school, Packet A Programs, junior high school, open middle schools, packet B programs, and those who don't have formal education.

Secondary Data:

Collecting state data of the population, the state of the school, the school enrollment rate (APS) in Makassar on the BPS book of Makassar, the national APS on the BPS book.

Operational Definition

To smoothen the understanding of the terms and variables in this study, then the operational definition of this study is as follows:

1. The 9-year Compulsory Education Policy is a government policy that requires Indonesian citizens who are 7-15 years old to enroll in 9-year basic education responsible by the government and local governments that are set by the government. (Adopted from Act No. 20 of 2003 challenged the National Education System in chapter 1 verse 10 and Article 6, paragraph 1)

2. A child laborer is a child aged 7-15 years and works more than 3 hours per day for economic activities (Adopted from Act No. 13 of 2003 on employment and BPS)

3. Parents conclude the Father / Mother of child labor

4. The reality of a child laborer is a symptom that shows how responsive, educated and the development potential of the child laborer

5. Responsiveness is an attitude of acceptance and the actions of the child laborer against the 9-year compulsory education policy

6. Improving education is a change in the educational level of their basic education.

7. development potential is the change in the competence of a person to do a good job

Data Processing and Analysis of the results

Data processing and analysis of results broadly consist of descriptive analysis and frequency analysis. Frequency analysis shows the number of occurrences (frequency) of something happening that is observed being analyzed through the descriptive analysis technique that is consisted of an average value and variance.

RESULTS AND DISCUSSION

Description Of The Responsiveness Of The Child Labor Towards The 9-Year Compulsory Education (Elementary, Packet A Programs, Junior High School, Open Middle Schools, Packet B Programs)

The results of this study showed that the responsiveness of the child laborer towards the 9-Year Compulsory Education Policy were: a) 14 informants (46.7%) that disagreed with the policy, with an average value of 2.00 and were in the disagree category. Arguing that the tuition is to be paid by the government, but other costs are still expensive, for example the cost of transport from home to school, the cost of school uniforms, fees, books, and unforeseen costs, b) 15 informants (50.0%) do not support the 9-Year Compulsory Education Policy with an average value of 1.90 (does not support). This is in line with the informant answers concerning the approval of informants to 9-year Compulsory Education Policy, saying that the program nine years of compulsory education does not contribute to the skills of the students to be equipped to do the job when the program is finished, c) 27 informants (90%) expressed satisfaction with the 9-Year Compulsory Education

Policy, with an average value of 3.10 (satisfied), d) 14 informants (46.7%) stated that if the informant met with children who don't have formal education, they doesn't bring them to school with an average value of 2.00 (sometimes invites)

So the results showed that the responsiveness of child laborers in Makassar were unfavourable. It can be seen from child laborers who are growing each day. Then, in line with the interview conclusions, the parents of the child laborers and the child laborer himself/herself on April 20, 2010, state: "Basically the 9-Year Compulsory Education Policy issued by the government, we do not know whether it is mandatory for children or parents of children because we were not given the cost of education by the government and no penalty will be given to those who do not follow the 9-Year Compulsory Education Policy"

Therefore, it can be said that every policy is never separated from social problems. The emergence of social problems can not be released from the condition of the community is facing. As we know that a policy has three dimensions: past, present, and future. It is said that in the past dimension, the policies that have been defined are things that have been passed with social considerations at that time, which in practice can only exist in the form of program policies no longer fit again by the present conditions. It is said that every policy implemented in the present dimension is that all aspects of novelty should be interpreted by the program managers in accordance with the demands of the times. Furthermore, say the future dimension, each policy contains things that are applied can be achieved within a predetermined timeframe.

In regard to why it is important to pay attention to aspects or factors related to the implementation of child labor policy (street children) in Makassar.

Based on the data results, obtained a description of the responsiveness of child laborers taking the Packet A Programs towards the 9-Year Compulsory Education Policy. According to the table above shows that the responsiveness of child laborers towards the 9-Year Compulsory Education Policy was: (1) 19 informants (63.33%) that expressed less acknowledgment with the 9-Year Compulsory Education, had an average value of 2.03 (disagree). (2) 11 informants (36.66%) do not support the 9-Year Compulsory Education Policy, with an average value of 2.07 (unfavorable). (3) 15 informants (50%) expressed dissatisfaction towards the 9-Year Compulsory Education Policy, with an average value of 1.7 (not satisfied). (4) 17 informants (56.7%) stated that if the informant met with children who don't have formal education, they don't bring them to school with an average value of 2.27 (occasionally invites)

There are several reasons why children engage in an economic activity through two theories: the first theory is the survival of the household (household survival strategy). This theory suggests that the poor citizens in cities and in rural communities during a transition, they will take advantage of the resources available when economic conditions change. One of the attempts that are often made in adapting to the changes is utilizing the available laborers in the family. If a female is available, especially housewives, they are not able

to solve the economic problems facing in households, the children are not adults included in the economic activity to maintain the viability of the household [11]. Based on the data results, obtained a description of the responsiveness of child laborers in junior high school towards the 9-year Compulsory Education Policy. According to the table above shows that the responsiveness of child laborers toward the 9-Year Compulsory Education Policy was: (1) 13 informants (43.3%) strongly agrees with the 9-Year Compulsory Education, had an average value of 1.87 (strongly agree). (2) 10 informants (33.3%) strongly agree and support the 9-Year Compulsory Education Policy, with an average value of 2.37 (agree). (3) 11 informants (36.7%) expressed satisfaction towards the 9-Year Compulsory Education Policy, with an average value of 2.10 (agree). (4) 11 informants (36.7%) stated that if the informant met with children who don't have formal education, they don't bring them to school with an average value of 2.13 (never invites)

The average value of the responsiveness of a child laborer is 2.12, in the less category (medium). This means working children in junior high school in Makassar do not respond favorably to the 9-Year Compulsory Education Policy.

Based on the data results, obtained a description of the responsiveness of child laborers in Open Middle towards the 9-year Compulsory Education Policy. According to the table above shows that the responsiveness of child laborers toward the 9-Year Compulsory Education Policy was: (1) 12 informants (40%) strongly agrees with the 9-Year Compulsory Education, had an average value of 2.07 (strongly agree). (2) 14 informants (46.7%) agree and support the 9-Year Compulsory Education Policy, with an average value of 1.70 (agree). (3) 12 informants (40%) expressed satisfaction towards the 9-Year Compulsory Education Policy, with an average value of 2.0 (agree). (4) 15 informants (50%) stated that if the informant met with children who don't have formal education, they don't bring them to school with an average value of 2.8 (never invites)

The average value of child labor responsivity is 1.98 in the less category. This means child laborers in open middle school in Makassar responded "unfavorable" towards the 9-Year Compulsory Education Policy.

The results showed low responsiveness from child laborers towards the 9-Year Compulsory Education Policy, because of family economic factors. The same is expressed by the research results according to Putranto [9] which tried to map the situation of domestic workers in Indonesia to conclude that many families are forced to employ their children in order to contribute to the household economy. Meanwhile, according to Setiawan [10], street children in cities come from poor families and social rifts with parents. As a result, the basic rights of children are not met, so they do not get the same opportunities as children in general in accessing basic social services.

Based on the data results on the child laborers, describes the responsiveness of the children enrolled in the Packet B Program towards the 9-Year Compulsory Education Policy. According to the table above shows that the responsiveness of child laborers toward the 9-Year Compulsory Education Policy was: (1) 10 informants (33.3%) strongly agrees with

the 9-Year Compulsory Education, had an average value of 2.30 (strongly agree). (2) 12 informants (40%) agree and support the 9-Year Compulsory Education Policy, with an average value of 1.93 (agree). (3) 15 informants (50%) expressed dissatisfaction towards the 9-Year Compulsory Education Policy, with an average value of 2.10 (disagree). (4) 12 informants (40%) stated that if the informant met with children who don't have formal education, they don't bring them to school with an average value of 2.13 (occasionally invites)

The average value of child labor responsivity is 2.12 in the dissatisfied category. This means child laborers enrolled in the Packet B Program in Makassar responded "favorable" towards the 9-Year Compulsory Education Policy.

CONCLUSION

Based on the responsiveness of child laborers toward the 9-Year Compulsory Education Policy, the results obtained are as followed: The responsiveness from the child laborers toward the 9-Year Compulsory Education Policy as measured by indicators of approval towards the policy, supporting of the policy, satisfaction with the policy, and the influence of school children towards children without formal education showed that they do not agree with the 9-Year Compulsory Education Policy, less satisfied with the policy, and does not affect the children are not enrolled in any formal education. Of the five types of school/packets from elementary education, Packet A Programs, Junior High School education, Packet A Programs, Open Middle Education, and Packet B Programs (less responsive).

Based on the analysis of the responsiveness from the child laborers toward the 9-Year Compulsory Education Policy, some suggestions to spread the information is as follows: Replacing banners / billboards in strategic places such as the offices of the Ministry of Education and placing by the roadside so the information can be easily seen in an area with a lot of child laborers. The contents of the 9-Year Compulsory Education Policy and the importance of basic education. All schools provide scholarships to the poor (incapable) to prioritize educating child laborers who can not afford formal education. The Education Department should invite all child laborers who are not enrolled in any formal education their parents to socializations/briefing on the free education brought by the 9-Year Compulsory Education Policy and the importance of basic education for every human being. This activity should involve education

authorities, village and community leaders. Implementation is done in every district, especially ahead of new student admissions. The place of socialization should be in areas where a lot of child laborers and poor areas (slums). Implementation of the 9-Year Compulsory Education Policy should not only be a concept, but it takes responsibility from all parties, especially the executives. This is one of the causes of failure of the implementation of the policy, causing it to not achieve maximum results. Hence the need for firmness on the part of the government to implement the existing rules to impose sanctions enforcement authorities that do not implement the policy accordance with the applicable rules.

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