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## Children Dropping Out of School and the Role of Parents in Farming Families in Dapihe Village, Tampan' Amma District, Talaud Islands Regency

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**Abstract.** This research was motivated by the problem of children dropping out of junior high school. To prevent the increase in the number of children dropping out of school in Dapihe Village, Tampan'amma District. There needs to be a role for parents towards children and instilling motivation about the importance of education. The aim of this research is to find out the background of farmer children who have dropped out of school and the views of farmer families on the importance of education in Dapihe Village, Tampan'amma District, Talaud Islands Regency. The theory used is Samuel L Popkin's Rational Farmer Theory. The research uses qualitative methods with problem formulation (problem focus). The technique for taking informants in research is purposive sampling. The results of the research show that children who drop out of school due to the influence of a bad environment are exposed to alcohol and start smoking, so they are expelled from school and because of economic problems the children prefer to go to other areas to work or (migrate) and no longer want to continue. school.

**Keywords:** Children Dropping Out Of School, Farming Families, The Role Of Parents

### A. Introduction

Education is important and cannot be separated from life. Education for humanity is an absolute need that must be fulfilled throughout life (Santie & Mesra, 2022). Without education, it is absolutely impossible for a group of people (in this case a farming family) to live and develop in line with their aspirations (ideals) for progress, prosperity and happiness (Dolonseda et al., 2022). Education is a necessity for life, a social function, as guidance, and as a means of growth that prepares oneself to form life discipline (P. Mesra & Kuntarto, 2021). National Education aims to brighten the life of the nation and develop the whole person, namely a person who has faith and is devoted to God Almighty and is virtuous, has knowledge, skills and a sense of responsibility (Wunoy et al., 2023).

One of the objectives of the establishment of the Unitary State of the Republic of Indonesia as stated in the Preamble to the 1945 Constitution is to make the nation's life more intelligent (R. Mesra et al., 2023). To realize an intelligent national life, of course, through education. One of the development efforts in the development sector is to improve the quality of education, from basic education to higher education (B & Mesra, 2023).

According to National Education System Law, education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have spiritual, religious strength, self-control, personality, noble morals and the necessary skills. himself, society,

nation and state. Meanwhile in Law of the Republic of Indonesia Number 20 Chapter IV Article 6 of 2003, which states that every citizen aged seven to fifteen years is obliged to attend basic education (Noor, 2018).

9 Years of Compulsory Basic Education is a government program designed to address current needs and challenges. According to National Education Law No. 20/2003. The government is attempting to raise people's living standards by requiring all Indonesian citizens aged 7-12 years and 12-15 years to complete basic education with an evenly spaced program of 6 years in elementary school and 3 years in junior high school. It is irrelevant that there are still Indonesian children who do not attend school and are illiterate in this modern era. As a result, the government is attempting to improve human quality through primary education. To achieve the aforementioned goals, the government, society, and families must work together (R. Mesra & Tuerah, 2024).

Many challenges remain in preparing the 9-year WBPB, including limited funds to provide equitable education and a lack of family motivation to send their children to school. However, at the beginning of 2013, the term Universal Secondary Education, hereinafter abbreviated to PMU, was born, a pioneer of 12 years of compulsory education. Minister of Education and Culture (Mendikbud) Mohammad Nuh explained that 12 years of universal secondary education is being pursued to attract the productive age in Indonesia.

The role of parents in their children's education is then outlined in Law of the Republic of Indonesia No. 20 Chapter IV Article 7 of 2003. Parents have the right to choose an educational unit for their child and to receive information about their child's educational development. A child's future is determined by his or her parents. The family shapes a child's personality, socialization, self-control, adjustment to the surrounding environment, thinking abilities, and other factors that contribute to his or her success and independence. Children's education and development can be ensured if parents are able to carry out their responsibilities.

Meanwhile, Soekidjo Notoatmodjo (Notoatmodjo, 2003) defines education as "any planned effort to influence other people, whether individuals, groups, or society, to do what they want".

In advancing national education, the role of parents is very determining, especially parents' mindset regarding their children's future. In this case, formal education is required which must be undertaken by children aged 7 (seven) to 18 (eighteen) years. Parents have an important role in developing the quality of education and workforce in accordance with the demands of existing opportunities. In fact, children and teenagers have very positive potential if developed properly, because there are still many children and teenagers who still maintain religious traditions and values (Feibe Engeline Pijoh, Helmyani A. S. Tangdialla, Kristianto Menjang, Senden Sakka, Afni E. Goha, Alprince T. Kadamehang, 2022).

According to Republik.co.id, North Sulawesi, as many as 68,716 children out of 206,426 children in North Sulawesi did not continue their studies to junior high school, among other things because of cultural issues and preferring to earn money, most children aged 13-15 years chose not to continue. school because the culture in the surrounding area considers education to be less important.

Thus, the problem of parents' lack of role in determining the future of their children's education in Dapihe Village, Tampan'amma District, related to their cultural background, is a problem that will persist as long as this kind of thinking becomes an impediment to opportunity. The large number of school-age children who do not receive formal education is one empirical example of educational disparities.

Based on the problems above, it can be seen that quite a lot of children have dropped out of school in Dapihe Village, Tampan'amma subdistrict, especially at the junior high school level. If this problem continues, it is possible that children dropping out of school will continue to increase in Dapihe Village, Tampan'amma District. For this reason, the author wants to examine the problems above so that the problem in this research is "The problem of children dropping out of school and the role of parents in farming families in Dapihe Village, Tampan'amma District, Talaud Islands Regency."

## B. Method

The use of this qualitative research method is because the problems examined in research on the views of farming communities towards children's education in Dapalan Village, Tampan'amma District, are more appropriate using qualitative research methods.

The reason for using qualitative methods is that they are easier if they relate directly to previously unconceived realities about conditions in the field and the data obtained can develop as the research process progresses.

In this research, data collection was carried out in natural conditions (Natural setting). That is :

### 1. Observation

Observation is the systematic observation and recording of symptoms that appear on the research object (Margono, 2004: 158). Through this method, researchers make direct observations by observing the symptoms or phenomena that occur and arise from the research object.

### 2. Interview

Interviews are a method of collecting data that involves asking informants or parties who are competent about a problem directly (Sugiyono, 2010). This method is used to obtain data about the views of farming communities towards children's education.

### 3. Documentation

Documentation is any written material or film, which is prepared at the request of an investigator (Moleong, Lexy J, 2002). This documentation consists of photographs of farmers, farmers' activities, and the activities of farmers' children in their daily lives

Technical data analysis is an effort to systematically search for and organize the results of observations, interviews and documentation. increase research understanding of the focus of the problem being researched and present it as findings to others.

## C. Result and Discussion

### 1. Result

Based on data from research conducted with 5 informants, the following research results were obtained:

#### a. Parents' opinions if their child drops out of school

According to informant O.B

*"...masusah naunga ararana madiri masiuora, padahal naaseewe mangitou maompa bianne pirarabbi tarie maola lai ma petani".*

(...sad children don't want to go to school, meaning they are allowed to go to school so that in the future they can get a better life, don't follow us as people old just a farmer).

Informant A.S,

*"... ma ola naunga marada, tabe mauatta mapasiora we arararana madirite masiore "*.

(...it hurts my heart that as a parent I still have the energy to send my children to school but the children choose not to continue their studies).

Informant A.T,

*"...feels disappointed why the children don't choose to go to school while I as a parent can still pay for their education".*

Informant E.G,

"...very sad, because there is still a long way to go to reach the future and it is not certain that children who have dropped out of school will be able to work."

#### **b. Factors that cause children to drop out of school**

Informant O.B,

"... *ararana orassa ia masingkate mandoko,mainumma wurru pia hawe namako udde waikote su siora tala madaringi huru* "

(...kids nowadays are familiar with cigarettes, and alcohol follows their friends at school and also don't listen to their teachers so they are expelled from school)

Informant A.S,

"... *wurru su ampunga plate gawe mandoko mainumma udde waikote, maahahette ma inumma su siora mandoko ete aompannu manga huru* ".

(in villages where smoking and drinking alcohol at school are the main factors, teachers often find them smoking).

Informant A.T,

"...the family's economy is less well off and the children themselves prefer not to continue their education. This often happens to our children who have reached middle and high school levels, they choose to leave the area to earn a living to help their parents."

Informant E.G,

"...the main factor here is the family's economic inability if they only expect uncertain crop yields while school fees are now getting higher so the only way is not to continue their children's education".

#### **c. Income as a farmer to pay for children's education**

Informant O.B,

"... *wurru tudde ipabiatta sang bareanna botonge wurru naompa lebenne udde ya ado tanungkanna massiora mabaila maola sasuanna papia nase hasilene manambo* ".

(...if it is only for family life it can be enough and if there is extra income then it is saved for the children's school needs for that because My job is only as a farmer, I only focus on making the garden better so that the results are also large).

Informant A.T,

"... *wurru tudde mabailla tala manantu hasillene iya wurru tala mabailla udde tutondo madea inassa yabarua nase piatatambane udde ipabiattu sambareanna* ".

(...if I only do gardening the results are uncertain so apart from me working in gardening I also go to sea to meet my family's needs)

#### **d. The role of parents in educating children**

Informant O.B,

"... *yau mapasiora araranna mandidika mangara nasee tala maola udde alaunna mamansili are e maola tala masassu siorane,mamanara nasee mangongkos anna masiora* ".

(...I send them to school, educate and teach them so that they do not commit embarrassing acts and also harm themselves. I work for fulfill my family's needs, especially in paying for my child's school fees).

Informant A.S,

*"...timade mangara suapapia nasse manga ararana tala sambariate mabiatta anawe wurru manga sioran nasassu isai we pianne indi nase ararana madea bianne mapia indi no iya mangara,mamanara indi anawe pia ana masiora".*

(...parents teach goodness so that their children do not make mistakes walk and be able to finish school and be able to look for a better job, that's what I often teach my children. I also work hard so that the children can go to school).

Informant A.T,

*"...my role as a parent is to fulfill the needs of my family, especially my responsibility as a parent in sending my children to school and teaching my children what is good and not good to do"*

Informant E.G,

*"...apart from supporting my family, my duty and role as a parent is to educate my children so that they can get more attention, not just working and not having time with the children."*

#### **e. Parents motivate their children to go to school**

Informant O.B,

*"...ara apa tala niara su ararana awe memangke mangitou madiri masiora, mapulute maawinga,aree mapulute lumalle madea biatta. Yau timade tetap mangara arranaa naseewe supabiatta nawarea masingka aree maopa manara mapia "*

(...what teachings can I not teach to children to motivate them to continue their education even if I only work as a farmer but I will try so that they can get a good job unlike their parents, but indeed some of the children who have decided to stop going to school have chosen to get married and leave the village to migrate).

Informant A.S,

*"...wurru waayanna kete mangara su ararana parimada masiora biare mama ruang papa tudde mabaila asal iite tala amarunusanna, memengke lai wurru pia tungkana susiora taampe yawaetta awe tala udde tala baettana maradoa atti hasil sasuananna".*

(every time I gather with my children I always teach to them to be enthusiastic about going to school so that their parents only work as farmers but they have to go to school as long as the family doesn't go hungry if there are school installments that have to be paid, sometimes they are in arrears, not not paid, but waiting for the crops).

Informant A.T,

*"...I often motivate my children to stay enthusiastic about school because they have to be different from our parents who only work as farmers".*

Informant E.G,

*"...teaches them to always be patient if there are school fees that are in arrears because as parents we only work and hope for the harvest from the garden but they have to continue going to school if they don't go to school they won't have a good future, they will definitely just be like us, just farmers."*

## **2. Discussion**

According to Anwar Sitepu (Sitepu, 2012), children are one of the population groups who are vulnerable in their lives in society. Children's lives are viewed as vulnerable because they rely so heavily on their parents. Children will face difficulties if their parents fail to fulfill their responsibilities. Children

are new members in every society because they are still young and represent the next generation. In such a situation, it is critical for children to grow and develop optimally so that they can carry out their social duties and responsibilities independently in the future.

Personal experience has taught me the importance of parents in determining their children's future, Personal experience was gained by looking directly at the location of the research and conducting direct interviews with educated and uneducated parents and children.

Sunarto and Hartono (Sunarto dan Hartono, 2008) content that the educational process aimed at developing a child's personality is more influenced by the family. The family determines and directs social patterns and norms for placing oneself in the larger environment.

The life of children whose parents only work as farmers in Riung village is not bad because their parents play an extraordinary role in wanting and having the enthusiasm to send them to school, it's just that children who don't have the enthusiasm to continue their education prefer to stop emigrate or marry at a young age. This certainly makes the hearts of parents who hope their children succeed become sad because based on the results of interviews with informants they hope that their children will have a good future in contrast to those who only work as farmers.

In fact, even though they only work as farmers, they always try to ensure that their children can go to school. Indeed, the main economic factor is the main obstacle for children here, but their parents do not remain silent, always trying to ensure that their children remain in school.

The family is the first forum and the first agent for cultural socialization in every level of society. The socialization process is all the action patterns of individuals who occupy various positions in society that a person encounters in his daily position since he was born, making these action patterns part of his personality (Koentjaraningrat, 2009).

The family is a social unit consisting of father, mother, children and other family members, which has a very important meaning in forming a child's personality in the future. In the family environment, they will study the knowledge system about applicable norms as well as the positions and roles expected by society. Each position and role gives you the right to find out what you should not do and what obligations you must carry out as a citizen in a particular social environment. Therefore, instilling cultural values in the family is the main basis for the formation of a child's personality.

Children who drop out of school in Dapihe Village are caused by environmental factors that make them tempted to do things that are detrimental to them, such as promiscuity, inviting friends to consume alcohol, smoking. In farming families, parents work all day in the garden and come home It was late, so time with the children was a bit lacking, but the informants never motivated and reminded their children to stay enthusiastic about school.

## D. Conclusion

Based on the results of the research and discussion, it was concluded that the large number of children dropping out of school in farming families in Dapihe Village was not due to a lack of motivation and the role of parents towards children. However, farmer parents always motivate and remind their children to stay in school or continue their education in order to get a more decent or better life than their parents who only work as farmers. What causes many children to drop out of school in farming families in Dapihe Village is due to external factors such as the influence of environmental factors, promiscuity, invitations from friends to consume alcohol and smoke.

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