

Forms of Educational Marginalization Practices in Tanailandu Village, Mawasangka Sub-District of Central Buton Regency, Southeast Sulawesi, Indonesia



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ABSTRACT: This research aims to describe the forms of educational marginalization practices in Tanailandu Village, Mawasangka District, Central Buton Regency. This research is qualitative research with a case study approach. The informants in this study were carried out by purposive sampling. The informants of this research were students who experienced marginalization, teachers as teachers and educators, and parents of students. Data collection was carried out by observing participants, open and in-depth interviews, documentation studies and Focus Group Discussions (FGD) with selected informants. The data obtained was analyzed by reducing data, presenting data, and drawing conclusions. The results of this study indicate that forms of educational marginalization are carried out, namely (1) Teachers let children drop out of school, (2) Parents pay little attention to children's education. (3) Loss of dialogue between parents and education providers, (4) learning systems that tend to be boring and unpleasant for students, (5) Limited educational facilities and infrastructure, (6) unhealthy and dangerous environment for children to play, (7)) limited human resources (HR), and (8), limited infrastructure.

KEYWORDS: Forms of marginalization, formal education, and school dropouts

INTRODUCTION

According to the 1945 Constitution (UUD), article 31 Paragraph (1) that every citizen has the right to education and Paragraph (2) every citizen is obliged to attend basic education and the government is obliged to finance it. In Indonesia, the level of education that is being pursued by children is 12 years of compulsory education based on the Minister of Education and Culture Regulation No. 80 of 2013, consisting of elementary school (SD) equivalent, junior high school (SMP) equivalent, and continued with senior high school (SMA) equivalent. Implementation of education must have an educational component according to P.H Coombs (in Sofyan, 2008) there must be educational goals and priorities, students, management, structure and schedule, the content of learning materials (curriculum), educators, teaching aids, facilities, technology, supervision quality, research and education costs.

Children as Indonesian citizens have the right to get educational services without discrimination. However, it is very sad and heartbreaking when various media reports on various social problems of children that until now Indonesia has been independent for 74 years, there are still children as citizens who are prone to dropping out of school and even dropping out of school for reasons of poverty or other things that suffocate. Villages with low economic conditions, poor and underdeveloped, it is certain that children's learning facilities are also limited. Children from poor families in rural areas generally only have mediocre learning facilities, such as disheveled and crumpled notebooks, and simple bags, and what is more worrying is that the child's parents are indifferent to their own child's school affairs, so the child does not feel how important school is for his future (Suyanto, 2010:360).

The importance of education as a conscious and continuous element by humans in aligning their personality with beliefs and values that are circulating in society and their culture (Murtiningsih: 2004: 1) makes every state administrator try his best in educating the nation. In terms of education awareness in Southeast Sulawesi Province, it has not been fully given special treatment and attention in reaching remote and isolated areas. Based on the 2019 Regional Education Balance, Southeast Sulawesi Province recorded 33,268 elementary school dropouts, 28,652 junior high school dropouts, 15,953 high school dropouts, and 25,357 vocational high school dropouts. Policy choices in the world of education in Southeast Sulawesi as a preventive measure in ensuring access to education, especially for those who live in suburban and remote areas, cause children as part of the mandate of the 1945 Constitution, Paragraph IV to be educated, to become very marginal and marginalized. In this situation, Poule Freire called it the Culture of Silence which was carried out by the state structure in the marginalization of education.

Educational Marginalization is a phenomenon of imbalance in obtaining opportunities in the aspect of education by a group of people (Alcock 1993 in Alfitri, 2004: 1). Educational marginalization may also be associated with the phenomenon of social exclusion that occurs due to imbalances in educational development programs that are not comprehensive (Alfitri, 2004: 1). Usually marginalized communities are often associated with poverty and naive life.

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Perlman in Alfitri, (2004: 1) says that those who have been marginalized are the main characteristics of marginalization. It involves three levels, namely individuals, groups or a society (Judge 1999; Randolf and Juddi 1999; Byrne 1999 in Alfitri, 2004: 1). As children who drop out of school, they become conscious of marginalized parties and feel pressured by marginalization and want that marginalization to be aborted. On the other hand, those who are marginalized are not aware that they have been marginalized and the treatment of marginalization continues. Out-of-school children as marginalized parties are aware that they have been marginalized but still accept this marginalization as a part of their lives (Alfitri, 2004:2).

Central Buton in 2018 there were 118 elementary school dropouts, 15 junior high school students, 57 high school students and 17 vocational high school students. One year later, in 2019, 110 elementary school dropouts in Buton Tengah, 60 junior high school dropouts, 68 high school dropouts and 20 vocational school dropouts. This number will continue to increase from year to year if anticipatory efforts for school dropouts are not immediately addressed, it will further decline and expand to various problems for dropout children and will get worse after the Covid-19 outbreak in Indonesia.

RESEARCH METHODS

This research was conducted to explore and discover the practice of marginalization of formal education in Tanailandu Village, Mawasangka District, Central Buton Regency. Determination of informants in this study, using a purposive technique sampling, namely taking data sources with certain considerations (Sugiyono, 2014: 85). The type of research used is qualitative with a case study approach by understanding the reality of unclear, dynamic and meaningful problems, intending to dig deeper information, using general knowledge that is already known about forms of educational marginalization practices sourced from secondary data and primary data. Data collection techniques consist of Observation (Observation, Open and In-depth Interviews, Documentation Studies, and Focus Group Discussion (FGD)). Data analysis techniques in this study, using the Miles and Huberman models (in Sugiyono, 2014: 246-252), activities in the analysis of qualitative data are conducted interactively and continuously until complete, so that the data is saturated Data Reduction, Data Display, Conclusion Drawing/Verification.

FINDINGS AND DISCUSSION

The problem with education is that no dialogue is built for education that gives birth to creativity, freedom of thought and the ability to improve the lives of school dropout children in Tanailandu Village, formal education must integrate students and teachers in schools, education increases awareness and ability to analyze problems in the environment around children who dropped out of school. The forms of educational marginalization practices are as follows:

1. The lack of attention from teachers toward school dropouts

The Department of Education and Culture of the Central Buton Regency Government, which was slow to act and massively policy, directly influenced the actions of school teachers who lacked attention to school dropouts that the elite who were afraid of the legitimacy of their power were threatened with trying to limit the movement of society to silence and tame the masses (Freire, 2008: 42) because the Department of Education and Culture of the Central Buton Regency Government was slow to act and the massification of policies connected to teachers in limiting their space for movement, the restrictions in question depart from the disconnection of the learning relationship between teachers and school dropouts in the learning circle.

Public Elementary School number nine (9) of Mawasangka village teachers in Tanailandu Village have adequate Human Resources (HR) totaling 9 people, of which 5 people are Civil Servants (PNS) and 4 people are honorary staff who assist in teaching and learning activities at school. Every teacher takes one learning class called the homeroom teacher. At SD Negeri 9 Mawasangka several teachers teach almost all subjects, and have a fairly busy teaching schedule in a day. In accompanying students in learning and teaching subjects, it is often found that some students are absent more than they are present, and if they attend more games than they learn, missing lessons gives a negative signal to the sustainability of children for school, not to mention the marginal environment of children. Teachers at SD Negeri 9 Mawasangka are one of the most important parts of children's education in Tanailandu Village, regardless of the status they are responsible for as civil servants or honorary workers, both of whom have a special task so that people in Tanailandu can be smart.

The teacher's lack of attention to students at SD Negeri 9 Mawasangka is part of the act of allowing children to drop out of school which continues to occur in Tanailandu Village. According to Coleman (in Sarafah and Wibowo, 2018: 208) that equality or equity in education is one of them by providing equality in affection and attention. Equality in relation to school dropouts, namely teachers as parents of children in schools. Acts of the Republic of Indonesia Number 35 of 2014 concerning amendments to the Child Protection Act Number 23 of 2002 concerning child protection Article 13a that every child while in the care of parents, guardians or any other party responsible for upbringing, is entitled to protection from discriminatory treatment, there is no good reason to evade because local taxes provide a source of support for schools. Of course, actions that do not provide space for teachers to visit school drop-out children's homes as part of the process of elites who fear the legitimacy of their power will try to limit the movement of society to silence and tame the masses (Freire, 2008: 42). Sovereign government as the voice of the people who are

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represented deviates from the goal of the policies made are not in favor of the best interests of children, especially the education of children at their age for learning as stipulated in the 1945 Constitution.

2. Lack of parental attention to children's education

Parents who do not pay attention to children's education are caused by findings in the field showing that family financial management is poor, parental attention is lacking, learning facilities at schools are limited, children's interest in school is lacking, literacy is weak in the family, access to schools is limited, the environment wrong child friendships, and children involved in helping parents earn a living, in these circumstances dropout children are not cared for by their parents, because my child goes to school feeling tired going back and forth no one takes them, not to mention for example the water is going down they are walking feet in the mud. Circumstances that force parents to make maximum efforts for their children to continue their education seem difficult for parents of children to do because parents' understanding in educating their children is limited because they come from a poor family background, on the other hand, parents feel overwhelmed when they have to take their children to school every day. Thus, according to Freire (2008) allowing children to drop out of school by the actions of parents not to send their children to school gradually creates educational alienation from the future of school dropouts in Tanailandu Village.

3. There is no dialogue between parents and education providers

The important point of the empowerment of a community lies in access to education services, ways of life are developed through various accesses to education so that the skills of everyone in the community have continuity of learning for school dropouts. In Tanailandu Village, as an education provider, SD Negeri 9 Mawasangka is here to carry out part of the Pancasila mandate and the 1945 Constitution, as well as to provide educational services for all residents, including children who have dropped out of school.

For educational equity, the problem of dropping out of school is faced together by the parents of students, together with education providers to reach an understanding about dropping out of school, the intended understanding relates to what actions need to be taken, an agreement is made in learning evaluation at the end of each semester at school, by involving parents of students, good communication is built between teachers and parents of students and hearings with children, these processes are referred to as empathetic relations between the two poles who are both involved in a common search (Freire, 2008: 59) what is meant by a two-pole relationship is that there is a dialogue between parents and education providers, but what happens is the opposite when the empathic relationship is destroyed or anti-dialogue (Poule, Freire, 2008: 59).

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5. Relations and communication are interrupted between teachers and parents of students

The lack of parental involvement in learning evaluation at the end of each semester has implications for the connected relationship between Mawasangka 9 Public Elementary School teachers and students' parents being cut off after the children stop continuing their education. The intended relationship is between teachers at school as part of the media for transferring information to out-of-

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school children in the village of Tanailandu if there is a disagreement about the problems of the children at school and the problems of the children in the family. If a relationship is built between the teacher and the child's parents, then children who experience problems being absent at school can immediately be confirmed and communicated with the parents of children dropping out of school. As a teacher who is proactive and has an awareness of the importance of children's education there is no reason not to visit school dropouts as part of more attention to school dropouts to return to school, the elite who fear the legitimacy of their power is threatened will try to limit space the movement of society to silence and tame the masses (Freire, 2008: 42) indirectly disconnects the relationship and communication between school teachers and parents limits the space for the involvement of teachers and parents in a dialogue.

Dialogue is developed if there is good relationship and communication beforehand, school teachers and children's parents are those who become part of the determinants of the child's future, if children paid attention to their education in the present, in the future children will be better prepared to face the world in life in Tanailandu Village. Interrupted relations and communication between school teachers and parents limit the space for dialogue as a creator of culture. Culture is meant as a silent culture in the systematic achievement of humans as an act of storing information and creative action (Freire, 2008:

6. The learning system is boring for students

The relationship between students and teachers, both inside and outside the school, reveals the nature of storytelling (Lecture Learning Method) which is fundamental in the process of storytelling which tends to be stiff and lifeless (Poule, Freire, 2008: 51). Whereas in learning activities before dropping out of school at SD Negeri 9 Mawasangka, the learning system correlates with school dropouts in Tanailandu Village based on the learning method used by the teacher when teaching. Those who use the bank-style education system consciously or unconsciously even though they have good intentions, do not realize that they have worked for dehumanization and do not realize that the knowledge they impart contradicts reality (Freire, 2008: 56-57). The learning system at SD Negeri 9 Mawasangka gives a bad impression of the learning method using lectures, the lecture learning method is a one-way learning process. Making the teacher a source of information and students listeners to the material presented. One-way learning leads to a learning process that makes the study room tend to be passive and most of the students do not understand the material presented. learning methods only come from one direction, the development of student's abilities correlates significantly to the learning process, the lecture learning method in terms of the education of the oppressed a banking style learning method that knowledge is a gift granted by those who consider themselves knowledgeable to those who are considered do not know (Freire, 2008: 53).

Freire, (2008: 54) says that the ideology of teaching teachers and students being taught reflects oppression in the world of education, oppression through the learning process in the classroom results in school children experiencing learning disorders dyslexia, dyscalculia, and dysgraphia as previously stated, children Those who drop out of school stem from the learning process at school which is not actively involved.

The lecture learning method is a one-way learning process. Making the teacher a source of information and students listeners to the material presented. One-way learning leads to a learning process that makes the study room tend to be passive and most of the students do not understand the material being presented then allows some children who do not fulfill attendance at school to continue to take semester exams making it easier for children to drop out of school. The convenience meant to give leeway to students to only take the final semester exams becomes an act of discrimination against other students who actively take part in the learning process for one semester every day 6 days a week. Educational marginalization with a bank-style education system lies in the situation of school dropouts which connotes the relationship between teachers and students or students at school that the teacher teaches then the students are taught, the teacher knows something and the students don't know anything, the teacher tells stories and the students listen (Freire , 2008: 54) for a long event in the life of a school dropout with marginal tails.

7. Limited educational facilities and infrastructure

The problem of education is an element that is created through the human reality that makes its history (Freire in Murtianingsih, 2004: 82-83). Limited facilities and infrastructure in education as a result of the life events of dropout children depart from the reality of the learning process which is not supported by self-awareness space. Coleman (in Sarafah and Wibowo, 2018: 208) provides the same school for children with backgrounds in different fields, even though every year the government has allocated an education budget of 20% of the State Budget (APBN), freeing up costs for elementary school (SD) (Hakim, 2016: 62). Educational facilities at SD Negeri 9 Mawasangka do not have a special library room to serve as learning media for students, study books are very limited and are only owned by teachers at school, facilities for developing students' skills as a playground are all-limited, while infrastructure facilities such as buildings schools, study rooms, tables, chairs, blackboards, sports fields are available sober. Infrastructure such as school buildings, study rooms, tables, chairs, blackboards, and sports fields are available sparingly, indicating that the school's readiness to provide education is still neglected. boring, tables and chairs that are appropriate for use, blackboards that students can use to practice learning to write and draw, and sports fields to channel hobbies and practice cohesiveness through team/team games, but limitations lead to a disrupted learning process as a whole. The Republic of Indonesia Law Number 20 of

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2003 Concerning the National Education System, Article 1 Paragraph 1, explains that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by himself, the community, the nation and the State.

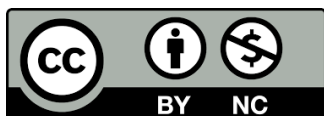
Infrastructure for learning is part of the aspect of supporting the smooth running of the teaching and learning process, lacking classrooms, forcing the situation to combine several classes into one study room blatantly ignoring problems that are considered as the basis for having to struggle out of the problems of learning classrooms (Poule Freire, 2008: 73). Educational facilities and infrastructure are intended to provide motivation and comfort in learning for students, with the condition of schools that have good infrastructure facilities students can feel at home for long at school which gives the impression that children can come to school every day, to improving education encouraging teachers and students to learn together with teachers and students by removing authoritarianism and intellectualism into the rules of human education to improve education against misinterpretations of reality in their worldly lives (Freire, 2008: 73)

CONCLUSION

Based on the results of this study, the following conclusions can be drawn: The forms of educational marginalization at SD Negeri 9 Mawasangka in Tanailandu Village, Mawasangka District, Central Buton Regency, Southeast Sulawesi, Indonesia are as follows: Forms related to marginalization in formal education towards children who drop out of school in Tanailandu Village, Mawasangka District, Central Buton Regency, Southeast Sulawesi Province, Indonesia are: (1) The teachers let the children drop out of school, (2) Parents pay little attention to children's education. (3) Loss of dialogue between parents and education providers, (4) boring learning system, (5) Limited educational facilities and infrastructure, (6) Limited human resources (HR), and (7) Limited facilities and infrastructure.

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