



Analysis of Informal Education of Corn Farming Families in Relationship with Desire to Send Children to School

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ABSTRACT

This study aims to determine the process of informal education in corn farmers' families and the views of corn farmers on children's education in Samata Exit Karatuang, Banataeng District, Bantaeng Regency. Data collection techniques used observation, interviews, and documentation. Data analysis techniques used data collection, data reduction, data presentation and conclusion drawing. The results showed that: (1) The educational process that occurs in farming families is generally parents educate and guide their children since their children were small in the form of education about morals, religion, economy and good character and personality in accordance with the child's physical development. (2) farmers have the view that education is very important, but many factors influence, so that they are constrained in their desire to send their children to school, and there are also those who think that education is less important, education is described as only being able to read and write.

Keywords: Informal Education; Drop Out; Farmer Family

INTRODUCTION

Education is the most important process that will always exist in a person who will develop intellectual and personality aspects in the life of the nation and state. Education is known since a person is born from their respective parents (Ardani et al., 2020; Başkan, 2020; Munna, 2021; Suharti et al., 2020; Toprak, 2020). The importance of education for everyone, of course, for school-age children, parents need to understand that as good parents they should be able to meet their children's educational needs.

According to that where there is a process of human life, there must be a process of education. This explanation ensures that education cannot be released in every breath of a person's life. The definition of education is also stated in Law Number 20 of 2003 concerning the National Education System in article 1 which contains:

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, intelligence, noble character, and skills needed by themselves, society, nation and state.

Based on this view of education, it can be concluded that education is a form of conscious effort made by everyone for the development of the intellectual and personality aspects of that person. The existence of an educational process that always follows the process of everyone's life, means that education is the basic direction of the development of all aspects.

Whether we realize it or not, education is the most important thing to shape personality. Education does not always come from formal education such as school or college. Informal and non-formal education also has the same role to shape personality, especially children or students. In the National Education System Law no. 20 of 2003 we can see the difference in the model of the Educational Institution. It is said that formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. While non-formal education is an educational path outside formal education that can be carried out in a structured and tiered manner. Non-formal education units consist of institutions courses, training institutions, study groups, community learning activity centers, and taklim assemblies, as well as similar educational units. While informal education is family and environmental education. Informal education activities are carried out by families and the environment in the form of independent learning activities (Arokiasamy & Tamah, 2021; Haeruddin et al., 2020).

From the explanation above, it can be said that the three paths are interrelated with one another, so that they have an influence in every process of one's life. Informal education has a very big influence on the ongoing formal and non-formal education, because informal education will continue as long as a person is still alive.

The family environment (informal) is the first place for a child to grow and develop through education. Children's character and personality are formed through education in the family environment, so that the family environment becomes the basis or reference for formal and non-formal education. This is in accordance with the opinion (Egbai, 2021; Nurjaya et al., 2020) that the family has a great influence on the growth and development of a child's personality. The family is the first environment that carries out the educational process, because at that time children have not been able to socialize with the community, so the family environment is the educator. The basis of children's education is largely determined by parents as role models and educators. The role of parents in children's education has been regulated in the National Education System Law, Number 20 Article 7 Paragraphs 1 and 2 of 2003 concerning the Rights and Obligations of Parents which reads: 1) Parents have the right to participate in selecting educational units and obtain information about their children's educational development, 2) Parents of children of compulsory school age are obliged to provide basic education to their children.

Parents have the duty and obligation to provide facilities that are not only tangible objects, but also attention, guidance, and are always sensitive to the development of their children. Children are individuals who are still experiencing development both physically and intellectually. Children become one of the important assets for families, communities, nation and state. Because children are endowed with extraordinary abilities in themselves. Development of potential or abilities in children is one of the tasks of education. Children's rights are regulated in Law Number 35 of 2014 which explains that children's rights are part of human rights that must be guaranteed, protected, and fulfilled by parents, families, communities, state, government and local governments (Rhizalino, 2016).

Samata is one of the villages in the Bantaeng sub-district, Bantaeng Regency. Based on data obtained by researchers from the Karatuang Village office, Samata village has a population of 450 people, from a male population of 238 people, while from a female population of 212

people, Samata is considered one of the small villages and far from reach, in this village only has one formal education facility, namely only elementary school (SD).

In Samata, where the majority of people work as corn farmers, based on initial observations from researchers, the people in this village can be said to be still classified as middle to lower class people, because according to the existing conditions, people's lives are still not prosperous, because their lives tend not to be. experience changes for the better, especially in economic problems and daily needs, because they only rely on the corn harvest which usually produces 2 times a year or the equivalent of every 6 months of harvest, and what is even more convincing is that the corn farming community has children aged However, according to the researcher's observations, many children from corn farming families drop out of school, starting from elementary, junior high, and high school levels. What's more worrying is that only a small number of children from corn farming families can continue their education at the high school level and beyond. College.

The number of children from farming families who drop out of school provides an indirect explanation that they have some difficulties in meeting their children's educational needs. The main cause is the problem of income, when parents' income is not sufficient for their daily needs, it will indirectly affect the fate of their children's education, the next problem is the mindset or view of the farming family on education, because in general farmers think that schools only add to the burden of costs. only and requires a lot of money, which they think if their children have reached the age of teenagers, just go straight to work, and help their parents in farming, and even just get married, especially for their daughters. And finally the cultural factor, because parents only graduated from elementary and junior high schools and didn't even go to school at all.

Basically, the education of children is the main responsibility of parents, because parents are the first educators who interact directly with their children. Children's education is not only about how children can go to school in a formal environment, but also orients how parents behave as primary and first educators. especially regarding the economy, farmers are more aware of their children that in everyday life it cannot be separated from the word money, so that the children are aware of it, and they prefer to help their parents meet their daily needs rather than going to school.

A child has the right to get one of his rights, one of which is education, they have the right to go to school and get guidance and affection from within their family environment, especially by their parents, but all of that will not be done without the awareness of parents, especially in farming families, mindset and The views of the farming family will determine the future of their children.

METHOD

This research was carried out in Samata, Karatuang Village, Bantaeng District, Bantaeng Regency. The reason for choosing this place is because the majority of people in Samata make a living as corn farmers, and many children drop out of school. Thus the researchers chose Samata to describe how the process of informal education for farming families and farmers' views on children's education. Data collection techniques using (1) observation (2) interviews and (3) documentation, this research cannot be separated from data analysis as follows: (1) data collection (2) data reduction (3) data presentation and (4) conclusions.

RESULTS AND DISCUSSION

Maize Farmer Family Informal Education Process

The family environment is the first educational environment, because it is in this environment that children first get education and guidance, it is also said to be the main environment, because most of a child's life is in the family, so that the most education received by children is in the family. . The main task of the family for the education of children is morals and religious views of life. The nature and personality of children are mostly taken from their parents and other family members.

Parents have a function and role in the family education process which is part of informal education. Article 23 Paragraph (1) of the National Education System Law states that: Informal educational activities carried out by families and the environment are in the form of independent learning activities. The family is one of the organizers and users of educational outcomes, therefore family education is an asset that must be empowered in order to improve the quality of national education.

The role of parents should be to provide education from an early age. Education that can be provided by parents can be in the form of education about religion, social, economics, culture and so on. Education is important for the growth and development of children, especially understanding about the economy, a child is introduced to economics and begins to learn the concepts of economic education such as making choices and fulfilling their needs in a family environment from an early age.

From the findings carried out by researchers, the informal education process that occurs in farming families in general is parents educate and guide their children starting from when they are small, parents/farmers in educating their children teach about religion in terms of learning. recite the Koran and pray, and when their children are in school, parents also often warn their children to study hard and do the assignments given by the teacher at school. In line with the physical growth and development of children, parents/farmers in their duties and obligations in educating children, they guide their children to become people who are devoted to both parents, and be kind to others, and monitor the association of the child so that the child - their children do not get along freely.

Parents have school-age children but many drop out of school, so that children only rely on education from their parents and the surrounding environment, one of the factors causing dropping out of school is due to a lack of understanding of the importance of education for children, costs and the pressure of daily economic needs, so that many children from farmers choose to help their parents in meeting their daily needs instead of going to school.

In the process of informal education of farming families, economic education is formed naturally, because usually economic education in the family environment cannot be separated from understanding the value of money, attitudes and behavior of children to manage and use money well. Judging from the economic condition of farmers who are still low, parents in giving understanding to their children are more aware of the difficulty of getting money, so it is evident in the fact that many children of farmers prefer to work to help their parents in meeting their daily needs rather than going to school.

Children of farmers are more concerned with the life they are living now than the life for the future, they prefer to help their parents in fulfilling the family's economy, in terms of

working, and helping to care for and harvest their parents' corn plants, so that in the end they make money to fulfill their daily lives. day.

Farmers' Views on Children's Education

From the findings conducted by the researchers, farming families have the view that education for children is not so important, they send their children only to be able to read and write, so that their children at least have the provisions not to be easily fooled by others.

In accordance with the results of research (Salmiah, 2016) that the level of awareness of parents about the importance of education for children is still very low. Many parents still think that education is only limited to equipping their children to be able to read and write. The results showed that 95.24% of respondents thought that education was useful so that children could read and write.

Parents who only graduated from elementary school or have never attended school tend to be less appreciative of the importance of education for their children. They send their children only to be able to read and write, because they think sending their children to a higher level would require a long process and no small cost. Many of them also think that it is better for their children to be directed to real things, such as helping their parents at home or in the garden, and for their daughters when they reach their teens, they should just get married (Buckley et al., 2018; Davidson & Letherby, 2019; Grindlay & Grossman, 2018; Helfrich et al., 2020; Kelly-Hanku et al., 2019; Köhler-Rollefson, 2018; Sanberg & Janssen, 2018; Wright et al., 2019).

Some farming families also have the view that education is very important, because they think that with education for children, it will affect the lives of children in the future, and can change the economic fate of the family, when children get good jobs, the lives of children and their parents will also be affected. will be better and more prosperous, but among them there are many factors that affect the education of the farmer's children, one of which is the lack of interest from their children to continue their education and the less supportive economy so that many of their children drop out of school.

As expressed by (Suurmond et al., 2020; Zengin et al., 2020) parents have the view that education is an important thing, but it is influenced by the low level of parental education and a less supportive economy, so the importance of education is only described for education only.

CONCLUSION

Informal Education Process in Corn Farmer Families The educational process that occurs in farming families is generally parents educate and guide their children since their children are still small in the form of education about morals, religion, economy and good character and personality according to the child's physical development. **Corn Farmers' Views on Children's Education** Parents/farmers have a view of children's education that education is not so important, parents/farmers send their children only to be able to write and read, so many of their children drop out of school, parents/farmers They prefer to direct their children when they grow up to help their parents, and many of their children marry easily, so their desire to send their children to school is not that great. And there are also those who think that education for their children is important, because with their children's education they gain extensive knowledge and get good job opportunities, which will change the economic fate of the family, but in their desire to send their children, parents/ Farmers do not have the money, as well as factors from the children themselves, so they are constrained by their desire to send their children to school.

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