

**SOCIOLOGICAL ANALYSIS TOWARD VILLAGERS'
PERCEPTION ON EDUCATION IN BADURAME LAMONGAN**

THESIS

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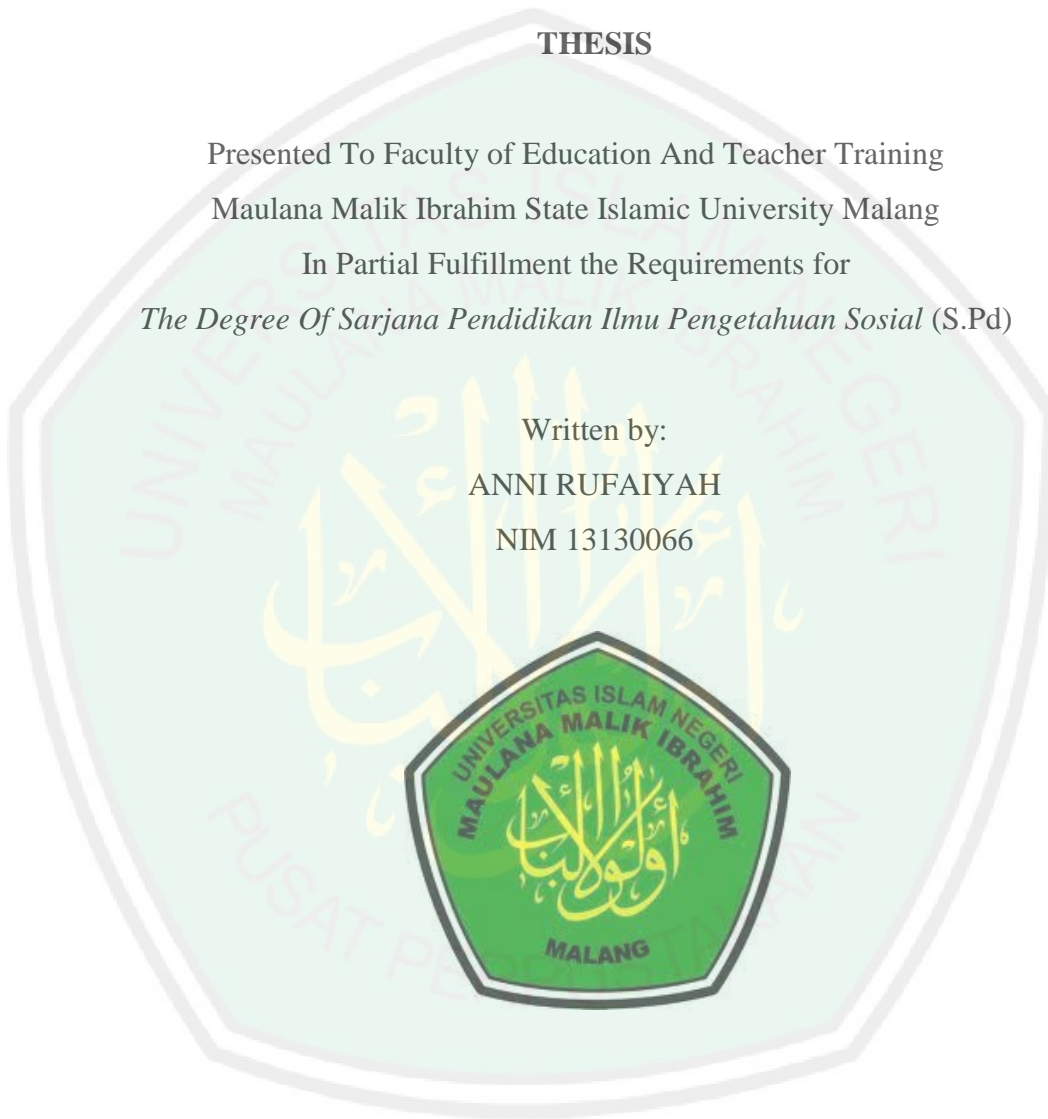
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**SOCIOLOGICAL ANALYSIS TOWARD VILLAGERS’
PERCEPTION ON EDUCATION IN BADURAME LAMONGAN**

THESIS

Presented To Faculty of Education And Teacher Training
Maulana Malik Ibrahim State Islamic University Malang
In Partial Fulfillment the Requirements for
The Degree Of Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd)

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SOCIAL SCIENCE EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG

2020

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CHILD EDUCATION IN BADURAME, LAMONGAN**

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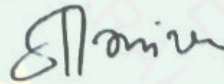
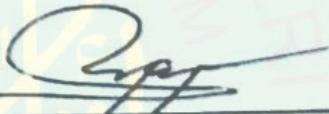
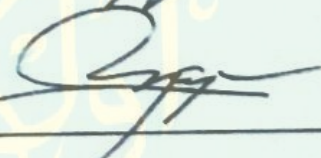

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DEDICATION

Thanks and gratitude to God who has given me grace and blessings to be able to complete my Thesis. Shalawat and greetings that also always given to our Prophet Muhammad SAW that has led us from the dark to the lightness of Addinul Islam Wal Iman.

I would like to dedicate this Thesis to my beloved and beloved ones that always give me motivation and support for my parents, my siblings, and my big family, with their support i can finish this thesis well. Those who have supported and encouraged me to always spirit of doing this thesis in both physical and material ways.

Thanks to friends member of ICP FITK 2013, the class I loved who gave motivation, love one another, thank you for being my family.

And i do not forget to give thank to my Advisor of my thesis, H. Mokhammad Yahya. MA, Ph.D, who has been patient and guided me to completion this thesis.

MOTTO

THERE IS WILL, THERE IS WAY



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Malang, February 24th, 2020

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CERTIFICATE OF SKRIPSI AUTHORSHIP

I here by declare this Thesis is originally written by Anni Rufaiyah, student of Social Science Education Department (PIPS) as the requirement for degree of Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other Sarjana status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, i am the only person who is responsible for the thesis if there is any objection or claim from other.

Malang, March 04th, 2020

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PREFACE

Alhamdulillah, praise and gratitude of authors offer the presence of Almighty God who has given all the grace, hidayah, favors, and gifts, until the author can complete this thesis. Blessings and greetings hopefully always expressed to our Prophet Muhammad. Along with his family, his companions, and his followers.

In making this thesis in order to follow up the study which as graduation requirements to obtain a Bachelor of education at Social Science Education Departement, Faculty of Tarbiyah and Training Science at Maulana Malik Ibrahim Malang State Islamic University.

In the writing of this thesis, the author realized there are still many shortcomings and limitations of science writers have. But thanks to the encouragement and help from various parties. Therefore, it is appropriate that the authors say thanks to all those who have helped in the creation of this thesis. Thanks the author tell:

1. Prof. Dr. H. Abd. Haris, M.Ag. The Rector of Maulana Malik Ibrahim State Islamic University.
2. Dr. H. Agus Maimun, M.Pd. As the Dean of Faculty of Tarbiyah and Teaching Maulana Malik Ibrahim Malang State Islamic University.
3. Dr. Alfiana Yuli Efiyanti, MA. Chairman of the Department of Social Science Education, along with all staff of Faculty of Tarbiyah and Teaching Maulana Malik Ibrahim Malang State Islamic University.

4. H. Mokhammad Yahya, MA, Ph.D, As the supervisor of the thesis proposal has plenty to give science and time to the author so that the author can complete this thesis well.

5. To my parents, my siblings, my big family, and all my friends who have been providing support to the author, the motivation to complete this thesis well.

Within arrange this thesis may have a some shortcomings and errors is a limitations of the science of author have.

Malang, February 24th, 2020

Writer



Anni Rufaiyah
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ARABIC – LATIN transliteration

The Writing of Arabic – Latin transliteration in this thesis is complying the guidelines of transliteration base on the shared decision of Minister of Religious Affairs and the Minister of Education and Culture Republic of Indonesia No. 158 in 1987 and no. 0543 b/U/1987 which generally can be explained as below:

A. Alphabet

ا	=	a	ز	=	Z	ق	=	Q
ب	=	b	س	=	S	ك	=	K
ت	=	T	ش	=	Sy	ل	=	L
ث	=	Ts	ص	=	Sh	م	=	M
ج	=	J	ض	=	Dl	ن	=	N
ح	=	h	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	ها	=	H
د	=	d	ع	=	‘	ء	=	‘
ذ	=	dz	غ	=	Gh	ي	=	Y
ر	=	r	ف	=	F			

B. Long vocal

(a) Long Vocal	=	ā
(i) Long vocal	=	i
(u) Long Vocal	=	ū

C. Diphtong Vocal

وا	=	aw
اي	=	ay
وا	=	ū
اي	=	ī

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ABSTRACT

Rufaiyah, Anni 2020. Sociological Analysis Toward Villagers' Perception on Education in Badurame Lamongan. *Skripsi*, Social Science Education Departement, Faculty of Education and Teacher Training Islamic State University of Maulana Malik Ibrahim Malang. Advisor: H. Mokhammad Yahya, MA, Ph.D

Key Word : Perception, Education, Villagers

Education is very important for all human beings especially within a time to though the education, seeking more experience, knowledge, etc. It is good done at a young age. So should the education of children should be prioritized by all parents, as a provision of children to be successful people, and useful in the future. But it is unfortunate that many children in this Badurame village do not continue their education after high school to college, many are interested in working directly instead of going to school. And also many of the parents who has perception to eperienced education may not also be able to guarantee their children to be able to live worthy to come. From that problems appear the research about Sociological Analysis Toward Villagers' Perception on Education In Badurame Lamongan.

The research objectives are (1) To explain the education in Badurame Lamongan , (2) To explore the villagers' perception on education in Badurame Lamongan , (3) To explain the social costruction of the villagers' perception on education in Badurame Lamongan.

This research use qualitative research approach and the kind of research is case study. the data collection technique are Interview, observation, documentation. The data analyzed by reduction of no relevant data, presentation of data and then make a conclusion. The validity of data use triangulation.

The result of this research are : (1) According to the data that has been collected seen many children who only with graduate in elementay school and also senior high school which can be concluded that there are some children in this village Badurame who is not interested to continue his education to the higher level, (2) the perception parents who send their child to school want to their children more advanced (knowledge, job, future career), wide insight, more independent, success, beneficial knowledge, while the perception of the parents who do not send their children to school more likely beause money making orientation, even there is also about cost less, (3) the social constuction of the perception on child education among villages are influenced by a culture, social role and the cognitive ability.

ملخص

روفاغية ، آني 2020. تحليل اجتماعي تجاه إدراك أهل القرية على تعليم الأبناء في بادورامي، لامونجان. البحث، قسم تعليم العلوم الاجتماعية، كلية التربية وتدريب المعلمين، بجامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج. تحت إشراف: الدكتور، هـ. مُحمد يحيى، الماجستير.

الكلمات المفتاحية : الإدراك، تعليم، القرية

التعليم مهم للغاية لجميع البشر وخاصة الأوقات للتعليم، والبحث عن المزيد من الخبرة والمعرفة، وما إلى ذلك. إنه عمل جيد في الصغار؛ لذلك ينبغي أن يكون إعطاء الأولوية لتعليم الأبناء من قبل الآباء والأمهات، ليكونوا ناجحين ومفيعين في المستقبل. ومن المؤسف أن العديد من الأبناء في قرية بادورام لا يواصلون دراستهم من مرحلة المدرسة العالية إلى مرحلة الجامعي، منهم مهتمون بالعمل بدلاً من الذهاب إلى المدرسة. و العديد من الآباء الذين لديهم تصور على التعليم، فإنه قد لا يكون قادرة على ضمان أبنائهم ليكون قادرة على العيش في المستقبل. من تلك المشاكل تظهر البحوث حول التحليل الاجتماعي نحو تصور أهل القرية حول تعليم في بادورامي، لامونجان. أهداف البحث هي (1) لبيان تعليم في قرية بادورامي لامونجان، (2) لاستكشاف إدراك أهل القرية على تعليم في بادورامي، لامونجان، (3) لبيان الباعث الاجتماعي من إدراك القرويين على تعليم بادورامي، لامونجان. يستخدم هذا البحث منهج البحث النوعي ونوع البحث هو حالة دراسية. طريقة جمع البيانات هي المقابلة، والملاحظة، والوثائق. البيانات التي تم تحليلها عن طريق الحد من عدم وجود بيانات ذات صلة، وعرض البيانات ثم تقديم استنتاج. ضمان البيانات باستخدام التثليل. النتيجة من هذا البحث هي: (1) وفقاً للبيانات التي تم جمعها، فقد شاهد العديد من أبناء يتخرج في المدرسة الابتدائية موصولاً إلى المدرسة العالية فحسب. وهذا يمكن أن نستنتج أن هناك بعض الأبناء في هذه القرية غير مهتمين بمواصلة دراستهم إلى المستوى الأعلى، (2) إدراك الآباء والأمهات الذين يرسلون أبنائهم إلى المدرسة يريدون لديهم أكثر تقدماً في (المعرفة، والوظيفة، والوظيفي في المستقبل)، والبصيرة واسعة، وأكثر استقلالية، والنجاح، والمعرفة المفيدة، في حين أن التصور من الآباء والأمهات الذين لا يرسلون أبنائهم إلى المدرسة قد يميلون إلى حصول المال، على الرغم من وجود سبب آخر مثل قلة التكلفة، (3) الباعث الاجتماعي إلى مثل هذا الإدراك تجاه تعليم الأبناء متأثر بالثقافة، الأدوات الاجتماعية وبقاء المعرفة.

ABSTRAK

Rufaiyah, Anni 2020. Analisis Sosiologis terhadap Persepsi Masyarakat desa Pada Pendidikan di desa Badurame, Lamongan. Skripsi, Ilmu Sosial Pendidikan Jurusan, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: H. Mokhammad Yahya, MA, Ph.D

Kata Kunci: Persepsi, Pendidikan, Masyarakat desa

Pendidikan sangat penting bagi semua manusia terutama dalam masa-masa untuk menempuh pendidikan, mencari lebih banyak pengalaman, pengetahuan, dll. Hal ini baik dilakukan pada usia muda. Jadi seharusnya pendidikan anak-anak harus diprioritaskan oleh semua orang tua, sebagai bekal anak-anak untuk menjadi orang sukses, dan berguna di masa depan. Tetapi sangat disayangkan bahwa masih banyak anak-anak di desa Badurame ini tidak melanjutkan pendidikan nya setelah lulus dari SMA ke perguruan tinggi, banyak yang tertarik untuk langsung bekerja dari pada melanjutkan ke sekolah. Dan juga banyak dari orang tua yang mempunyai pemikiran bahwa dengan pengalaman pendidikan tidak dapat menjamin anak mereka dapat hidup sejahtera di masa depan. Maka dari itu muncul penelitian mengenai Analisis Sosiologis terhadap Persepsi Masyarakat desa pada Pendidikan di desa Badurame Lamongan.

Tujuan Penelitian yakni, (1) untuk menjelaskan bagaimana pendidikan di desa Badurame Lamongan, (2) untuk mencari tahu bagaimana persepsi masyarakat desa terhadap pendidikan di desa Badurame Lamongan, (3) untuk menjelaskan bagaimana konstruksi sosial dari persepsi masyarakat desa terhadap pendidikan di desa Badurame Lamongan.

Penelitian ini menggunakan pendekatan penelitian kualitatif dan jenis dari penelitian yakni studi kasus. Teknik pengumpulan data menggunakan wawancara, observasi, dokumentasi. Data analisis dari mereduksi data yang tidak relevan, presentasi data, dan kemudian membuat kesimpulan. Keabsahan data menggunakan triangulasi.

Hasil dari penelitian ini yakni: (1) Menurut data yang telah dikumpulkan terlihat banyaknya anak yang hanya dengan lulusan sd dan juga sma yang mana bisa disimpulkan bahwa ada beberapa anak di desa Badurame ini yang tidak berminat untuk meneruskan pendidikannya ke jenjang yang lebih tinggi, (2) persepsi orang tua yang menyekolahkan anak mereka ke sekolah menginginkan agar anak mereka lebih maju (pengetahuan, pekerjaan, karir masa depan), memiliki pengetahuan yang luas, lebih mandiri, sukses, ilmu yang bermanfaat, sedangkan persepsi dari orang tua yang tidak menyekolahkan anaknya lebih mengorientasikan untuk mendapatkan uang, meskipun ada juga yang kekurangan biaya, (3) pembangunan sosial dari persepsi masyarakat pada pendidikan anak di desa tersebut terpengaruhi oleh Budaya, peran sosial dan kemampuan kognitif.

CHAPTER I

INTRODUCTION

1.1 Background

Education is the learning, knowledge, skills, and habits of people who are passed from one generation to the next through teaching, training or research. Education often takes place under the guidance of others, but also makes it possible to be self-taught.¹

Education is very important for all human beings, especially within a time to through the education, seeking more experience, knowledge, etc. It is good done at a young age. So should the education of children should be prioritized by all parents, as a provision of children to be successful people, and useful in the future.

According to Ki Hajar Dewantoro in his education trilogy that is how family, school, and society role can be a tool of character formation and child mentality.² Because a family has a big influence to his children's education, if in a family happen a dispute between parents it will influence to their child's mindset. And next is school be a second home for a child which is can influence child's lifestyle because of their social interaction among students. The last is society it will be in a wider condition, a child will be faced with a wider social interaction, so that they can know how to be a good person, can place something in the right place.

¹Dewey, Jhon (1916/1944) *Democracy and Education*. The free press. Page 1-4

²Ahmad Syaikhudin, *Konsep Pemikiran Pendidikan menurut Paulo Freire dan Ki Hajar Dewantoro*, Cendekia Vol. 10 No. 1 Juni 2012 (accessed on August 19th, 2017, 20.41 pm)

From the definition of education above has illustrated that very important position of education because it can change the behavior and also develop the ability, talent of someone as a provision to continue a better life.

In the world of education many problems that arise as well as the system in the educational institution, or humans contained in it example teachers, students, staff etc. Education plays a very important role, because by taking education will be able to improve the quality of the nation's children.

But many children who do not continue their education to a higher level, than some general research reveals that there are several factors that influence such as economic factors, there are also other factors that influence contained in the internal factors and external factors. The internal factors arise from the child's self and the hearing of invitation from friends to not continue education. In addition to internal factors there are also external factors that the family's economic situation that allows the child can not continue his education despite the desire for education, lack of parental attention, and also the relationship of parents less harmonious. From a brief survey by researchers, rural residents or some parents do not even motivate their children to continue their education to a high level, instead they parents do not care about the future of children, as if "what is the use of high school will eventually become a farmer, Housewives etc. "The statement seems to be indoctrinating to the child not to continue his education and to think more about working with hope in order to earn a lot of money and can connect his life.

Rural residents is intended as a community have a very tight relationship and deeper than their relationship with residents of other rural communities. Living systems are usually grouped on the basis of kinship system.³ In this research will take data from the objects of rural society exactly in Badurame villages, Lamongan East Java, where the atmosphere in the village is still very visible attitude help each other, and also the bond of fellow neighbors is very strong like a brother. Because the abnormal is framed in this village, which village with a population of approximately 2 thousand people and also the village area is surrounded by paddy fields and it makes the difficulty of the Jangkaun to get something if not mutually Please help between residents or neighbors, but it is unfortunate that many children in the village do not continue their education after high school to college, many are interested in working directly instead of going to school. And also many of the parents who has perception to eperienced education may not also be able to guarantee their children to be able to live worthy to come.

In Badurame village the number of children who do not continue the school to a higher level, because the condition in the village that makes the children in the village Badurame is reluctant to continue to higher education, such as having no intention as well as the desire to acquire science by taking formal educations, and also supported with people after graduating high school they continue to seek employment outside the village but not by proceeding to higher education.

³Dr.Soerjono Soekanto dan Dra. Budi Sulistyowati, *Sosiologi Suatu Pengantar*. PT.Rajagrafindo Persada Jakarta 2014, page 134

From the problems that exist then the authors are encouraged to research as researchers take the title "Sociological Analysis toward Villagers' Perception on Education in Badurame Lamongan " this is because in Badurame Villagers which shows the phenomenon of children who are not many who continue their education, in the perspective of the rural community itself.

1.2 Statement of the Problem

1. How is the education in Badurame Lamongan?
2. What are villagers' perception on education in Badurame Lamongan?
3. How is the social construction of villagers' perception on education in Badurame Lamongan?

1.3 Research Objectives

1. To explain the education in Badurame Lamongan.
2. To explore the villagers' perception on education in Badurame Lamongan.
3. To explain the social costruction of the villagers' perception on education in Badurame Lamongan.

1.4 Significances of the Study

From the exposure to the above research objectives, it is expected that this research can provide theoretical and practical benefits that can be applied in the education world, as well as rural communities, especially in the village of Badurame Lamongan. The benefits expected by the researcher can be useful for the Institute, which is specifically the institution of Maulana Malik Ibrahim Malang State Islamic University, as a development in science. For the community, namely as an information material to rural communities in the

village of Badurame Lamongan about the importance of education for children. And lastly for the writer to show the results of the research and provide information to various circles as additional knowledge and meaningful insight, and also to add knowledge, experience, and insight of critical thinking in order to train the ability to understand the problems of education.

1.5 Limitation of problem

Base on this research that have a title Sociological Analysis toward Villagers' Perception on Education in Badurame Lamongan, have a limitation within this researcher because of limited a time and energy in looking a data and also have a mean to focus in research so that not too wide within the explanation. As for the limit that is :

- a. The first limitation problem is researcher will use a place that more small, that is *dusun* Gorame a part of Badurame village as a place to looking for the data.
- b. The second limitation problem in child education in this case researcher use sample data for a child around junior high school and senior high school.

1.6 Originality of the Study

There are several previous studies that have themes related to this research, the first research conducted by Himayatun Nisa who students of Social Science Education Departement and Faculty of Tarbiyah and Training Science at Maulana Malik Ibrahim Malang State Islamic University research year 2016 entitled Perception of Fishermen society towards higher education, case studies

in Village of east Legung Batang-batang, Sumenep, Madura East Java. The results of this study indicate that fishermen community in Sumenep Madura region is including the community that is categorized as a society capable and sufficient to meet the needs of his life although there are still some that are still short in economic terms. And in this society's perception of high education almost all people say important, only a few who argue not, so long as his child can read is enough. The research conducted by Himayatun Nisa 'on the perception of fishing communities towards higher education, while my research on village people's perception of children's education, of these two studies has some of the first differences regarding the subject taken about the fishing communities and villagers from which the conditions of the place, Culture, etc. That are very different will also influence the different mindsets and perceptions of each of these societies. The second about the location of Himayatun Nisa's research took place in the Village of East Legung Batang-batang Sumenep Madura East Java, whereas I took place in the village of badurame Lamongan East Java where the geographical layout was very different.

The second previous research was conducted by Wardatul aini student of Social Science Education Departement and Faculty of Tarbiyah and Training Science in Maulana Malik Ibrahim Malang State Islamic University research year 2016 with theme Higher education in perception of farmer community of ponds in gumeno village Manyar, Gresik East Java study of herbet blumer theory analysis result from this research shows that farmers perception of ponds on higher education is good and also associated with hebert blumer theory that

farmers of ponds in conveying the meaning of higher education to children is very diverse, especially when viewed from the age side of parents about his thoughts on higher education will be more simple thinking usually resigned. Research conducted by Wardatul aini on Higher education in perception of farmer community of ponds in village of gumeno, Manyar Gresik East Java is use analysis of herbet blumer theory, while my research on village people's perception on child education in badurame villagers, Lamongan, East Java, Some of the first differences about the subject taken about the village community with tambak farmers, the second difference in the previous research chose higher education as a dependent variable, whereas in my study using children's education, in both studies have similarities that both see the perception of a community .

The third previous research was conducted by Nur Aslikudin student of Islamic Religion of Education in faculty of Tarbiyah and Training Science at Salatiga State Islamic Religion Institute year 2015 with theme Perception of Society about the Important of Formal Education that Implication within adulthood attitude in child at *dusun* Semoyo, Sugihmas, Grabag. Magelang Central Java. This research that conducted by Nur Aslikudin have a similarity with my research in both research talk about perception of society, and also talk about the education of child in that society. But Nur explain in his research with an important thing of education, because in society that he choose, some child do not continuing formal education as like in school, they more choose working and some go to islamic boarding shcool which is just doing pray, reciting holy quran

and kitab. But the differences between this research with my research are the first the location, and the second about society in this research just talk society as generally, but in my research talk about rural society, and the third this research talk about formal education in adulthood attitude child, but in my research talk about child education.

1.7 Definition of Terms

To further facilitate in understanding the terms that have been used by researchers in the title of this study, the researchers will explain the affirmation of the title as follows:

The perception of the villagers in Badurame village Lamongan East Java is the point of view and thought about the education of the child.

Perception is a belief on opinion, often held by many people and based on how things seem.⁴

Perceptions of Latin *perceptio*, *percipio* is the act of composing, recognize and interpret sensory information in order to provide an overview and understanding of the environment.⁵

Perception or observation is a psychological process in which the stimuli received by individuals processed in such a way, so that the stimuli have meaning. Briefly, perception can be interpreted as a process of interpretation of sensory data received by a person.⁶

⁴www.dictionary.cambridge.org/dictionary/english/perception. accessed on August 11st, 2017

⁵Presepsi, wikipedia bahasa indonesia, ensiklopedia bebas, (<https://id.wikipedia.org/wiki/Persepsi>) accessed on October 27th, 2016

⁶M. Syahril Iskandar, *Pembentukan persepsi visual pada iklan televisi*, vol 3 no 1, 2011, page 2

According to the above explanation perception can be interpreted and interpretation of someone after they see the circumstances around them and receive information from their senses so they can express their views. So each individual allows to have different perceptions of what they see or they can. And this study will see the perception of Badurame villagers Lamongan East Java about children's education.

Rural society is society in which there is a low ratio of inhabitants to open land and in which the most important economic activities are the production of foodstuffs, fibres, and raw materials. Such areas are difficult to define with greater precision, for although in nonindustrialized nations the transition from city to countryside is usually abrupt, it is gradual in industrialized societies, making it difficult to pin point the boundaries of rural places.⁷

Rural society here in this research placed in badurame village Lamongan East Java, that an environment are still harmoniously, quite and majority a people here be a farmer, they life about take care of the farm, and also livestock. Some of people work as factory labor.

Education of children in the village community is an education that should be taken by a child to get his right to learn in order to be useful in his life someday.

⁷Encyclopedia Britannica, [www. Britannica.com/topic/rural-society](http://www.Britannica.com/topic/rural-society) accessed on August 20th, 2017

1.8 Systematic Discussion

To facilitate the reader and writer in understanding this research requires systematic discussion. So the systematics of the discussion composed of Chapter I with the Introduction contains the background of the problem, the focus of research, research objectives, research problems, research originality, the definition of terms and systematic research. And the second chapter with the study of literature that contains about the village community, the thinking of the village community, the factors that affect the community, the understanding of child education according to the village community itself, the function of an education.

Furthermore, the third Chapter with Research method that contains about approach and type of research, researcher's presence, research location, data and data source, data collection technique, data analysis, research procedure, and temporary library. Next, the fourth Chapter with Exposure of data and research result which is the exposure of data and research results that have been conducted by researchers who discussed about the condition of the Badurame villagers Lamongan East Java, and the general description of children's education in the village community, and the factors that influence inside it.

Next fifth Chapter with a discussion that contains the analysis and interpretation of data. And the last is Chapter VI which is the last chapter that contains the conclusions of all the research results and comes with suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURES

2.1 Theoretical Foundations

2.1.1 Perception

Perception is a belief or opinion, often held by many people and based on how things seem.⁸

The selective perception process according to Blech & Blech is a process passed by consumers from starting to receive information, then analyzing, putting it in memory and start reapplying it for the coming time.

Through the four stages in the formation of perception is the stages when someone processes the information that enters him, namely the following:

1. Exposure is the stage when one begins to receive information through the five senses that are owned. Exposure occurs when stimuli come from a variety of sensory receptor. Consumers concentrate on some stimulus, or are not aware of the stimuli of others and do not even care about some messages.
2. Attention is the stage when one begins to place the information received into a stimulus. Attention refers to the level where information processing is emphasized over a specific stimulus.

We can receive too much information (overload information) and

⁸www.dictionary.cambridge.org/dictionary/english/perception. accessed on August 11st, 2017

not worth the amount of info you want or can afford to process. This is due to the limited capacity of the human brain for information. It therefore came to pass the perceptual selection process, which means humans tend to only pay attention to the small portion of the stimuli they receive.

3. Comprehension is the stage when one begins to interpret the incoming information into a specific meaning.
4. Retention is the stage when a person has begun to not remember the overall they read, see, or by even though they are already interested and can already interpret the information.⁹

These four phases encourage the emergence of perceptions that each may differ between individuals, depending on how each individual interprets a given information into each individual's stimuli. This difference occurs because:

1. Affected by internal factors such as the belief in each individual, needs, moods and expectations vary.
2. Affected by external factors such as size, color, intensity and everything that can be seen and heard.

Following Goffman's ideas in Frame Analysis, the cognitive sociological use of attention and disattention highlights the mental fences with which we typically frame social reality, regarding most thing as out of frame and unworthy of our attention. Define in this way, attention can

⁹ George E. Belch & Michael A. Belch. *Advertising and Promotion, An Integrated Marketing Communication Perspective*, Mc Graw Hill, 2007

refer to the mental act of selectively focusing our awareness, but it can also refer to selective sensory attention. Registering only selected details among the technically available stimuli while disattending the rest.

Such selective sensory attention is a key process underlying the social construction of perception (and, extension, the social construction of reality).¹⁰

A major theoretical issue on which psychologists are divided is the extent to which perception relies directly on the information present in the stimulus. Some argue that perceptual processes are not direct, but depend on the perceiver's expectations and previous knowledge as well as the information available in the stimulus itself. According to Helmholtz is considered one of the founders of perceptual research. He argued that between sensations and our conscious perception of the real world there must be intermediate processes. Such processes would be, for example, 'inferential thinking' which allows us to go beyond the evidence of the senses (these inferences are at an unconscious level) thus Helmholtz was an early constructivist who believed perception is more than direct registration of sensation, but that other events intervene between stimulation and experience.¹¹

Below is the simplified figure of Helmholtz theory.

¹⁰ Friedman Asia, *Perception: A Cognitive Sociological Approach*, Rutgers University accessed on January 15th, 2020

¹¹ Socialscientist.us/nphs/psychIB/psychpdfs/theoryofperception. Accessed on August 21st, 2017

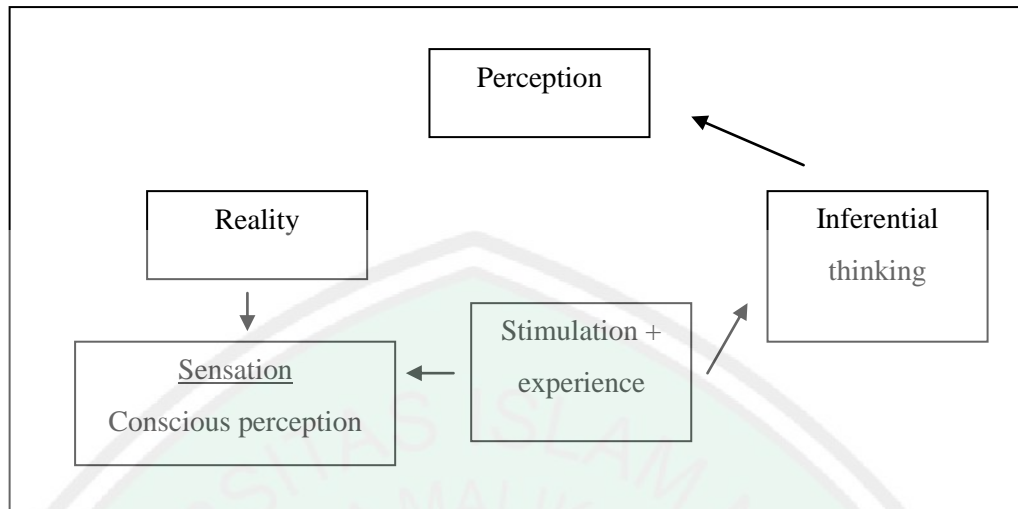


Chart 2.1: Helmholtz theory of Perception

Human always do perception activity, almost everyday human experience it from they do perception when they interact with human being, seeing someone's personality and so forth. In explanation of Dedi Mulyana mention outline of human perception are divided into two, that is:¹²

1. Perception towards objects (physical environment): the properties of the outside, whereas in response to the perception of the nature of the outer and inner (feelings, motives, expectations, and so on). People will give preception to you at the time when you give perception to them. In other words, the perception of human nature againts interactive.
2. Perception againts the human, through the physical symbols while perceptions of people through the verbal and nonverbal symbols.

¹²Deddy Mulyana, *Ilmu Komunikasi: Suatu Pengantar*, PT. Remaja Rosdakarya, Bandung 2005, page 171

People are more active than most objects and more difficult to foreseen.

Thus occurred in the vilager of Badurame, Lamongan East Java like this where they are having perception to their children's education for the continuation of the life of the child. What they are sympathetic or also very ignore at all about their children's education.

As for the factors that influence the occurrence of perceptions, as follows:¹³

a. Functional factors

Functional factors come from the needs, past experience and other things including what are known as persoal factors. Krech and Crutchfield¹⁴ formulated the propositions are functionally seective perception. This proposition means that the object that meet the objectives of the individual who did the perception.

b. Structural factors

The strucural factors that determine perceptions of individual, like environment, culture, law, values within society very influential to someone in perceives something.

In this research, researcher will be use the theory of **Ulric Woods** perception is the construction of a description, and reality is just consensus perception.

¹³Jalaludin Rakhmat, Psikologi Komunikasi, PT. Remaja Rosdakarya, Bandung 2011, page 54

¹⁴Jalaludin Rakhmat, Psikologi Komunikasi, PT. Remaja Rosdakarya, Bandung 2011, page 55

And a perception can happen that there are factors that affect the formation of such a perception to a person. As explained below:

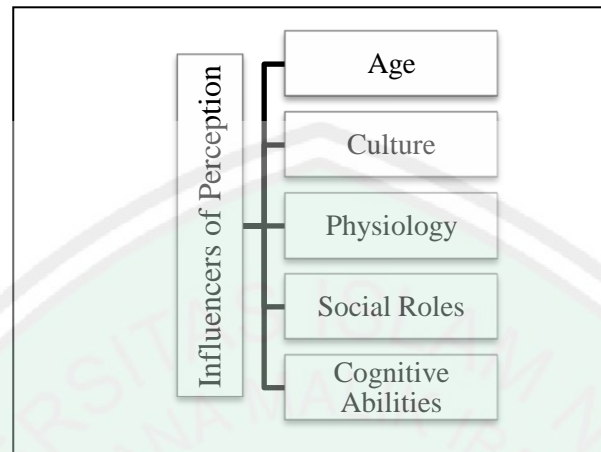


Chart 2.2: How to Influence of Perception

That affects perceptions such as:

1. Age

Age greatly affects a wide range of one of them in this context of age can affect how a person is perceptual. The higher the person's age, the more spacious they will be, the more they perceive something, certainly with the many considerations and experiences he has ever experienced.

For example what? You said I was fat? No, I say you're "phat ". Slang often interfere with received messages as intended. Each generation introduces new languages, fashions, and other communications that distinguish them from their future generations.

2. Culture

Different cultures will differ also how one is perceptual to something, such as when the US company, Gerber, started to sell baby food in Africa, they used the same packaging as in the US, that is with the baby image on the label. Sales flop and they immediately realized that in Africa the company usually puts the contents of the image on their label. This example is one of many that demonstrate how our perception is influenced by culture.

3. Physiology

Such an example of waking up on the wrong side of the bed often affects how you will see everything throughout the day. Being tired, a little under the weather, or dealing with stress can affect how we see others.

4. Social Role

Sets of rights, duties, hopes, norms and behaviors that one must face and fulfill. So depending on how much social role a person should play, it will greatly affect how someone perceive something.

5. Cognitive Abilities

Critical reflection A critical thinker may look more closely at issues before forming an opinion. One of the greatest things about being college-educated is that we learn to view things from the dual perspective, and become critical consumers of information

After some factors that affect the formation of perception above, here is the process of how the perception can form:

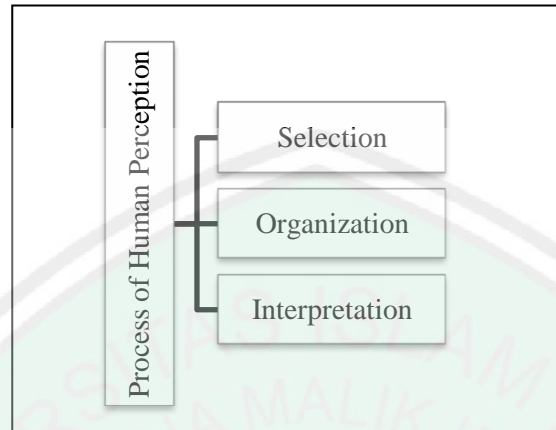


Chart 2.3: Process of Human Perception

Perception that mean in this research is giving the mean for society or parents to their child education at Badurame Lamongan East Java. Where should a child have their right to learn something, got the knowledge and so forth.

2.1.2 Rural Community

The village community in general we can see is a group of several people who are in the village. To be able to explain the meaning of the village community, must first know the understanding of the community and the village.

According to Horton and Hunt Hunting, community is a human organization that is interconnected with each other.¹⁵

Society (as a society term translation) is a group of people who form a semi-closed system (or semi-open) where most of the interaction is

¹⁵Rahardjo, *Pengantar sosiologi pedesaan dan pertanian*, Gajah Mada University Press, 2010, page 64

between individuals within the group. The word "community" itself is rooted in the Arabic word *musyarak*. More abstract, a society is a network of relationships between entities. Society is an interdependent community (interdependent).¹⁶

The village in the most general sense is a reflection of a humble, undeveloped life, but to understand it is not simple.¹⁷

The main feature attached to the village is its function as a (settling) place of a relatively small group of people. In other words, a village is marked by the attachment of its citizens to a particular territory. Attachment to this region besides especially to residence, also to support their lives.¹⁸

In the legislation of the Republic of Indonesia concerning the village law the meaning of the village is:

"The village is a village and village customs or called by another name, hereinafter referred to as *kesatuan*, is a village of the Community law which has borders that are authorized to organize and administer the Affairs of the Government, the interests of the local community based on community matters, origin, and/or the traditional stuff that is recognized and respected within the unitary State of the Republic system of Government Indonesia."¹⁹

According to Willits and Bealer, who evaluated a composite definition of rural, using ecological, occupational and sociocultural variables at an individual and social level. They assumed that people and places differed

¹⁶Masyarakat, wikipedia bahasa Indonesia, ensiklopedia bebas, (<https://id.wikipedia.org/wiki/Masyarakat>) accessed on October 26th, 2016

¹⁷*Ibid.* page. 29

¹⁸*Ibid*

¹⁹Undang Undang Republik Indonesia Nomor 06 Tahun 2014 Tentang Desa Bab 1 Pasal 1 Butir 1. page 2

in both number and amount of rural characteristics and concluded that being rural in regard to one component did not imply a high degree of rurality in regard to other components. Furthermore, their research indicated that breadth, power, and directionality of rural components were highly inconsistent. Their work underscores the complexities involved when attempting to define a rural area.²⁰

Rural people in general are people who use natural resources in the field of agriculture where by rural communities downhill doing activities in the agricultural sector. The existence of the natural resources used is influenced by the population and the consumption pattern of the population on the resource.²¹

The definition of a rural community for sociologists, the term “rural society” implies the following:

1. It is a small society, meaning there by that it has a small population and extends over a shorter physical area.
2. Density of rural population is very low and it may be clustered according to the criteria of social status
3. It is an agrarian society
4. It is made by traditional moral customs (mores) and folkways. It preserves the traditional culture.

The Characteristic of the Rural Community are include bellow:

²⁰Jeanine Bosak and Baron Perlman, *A Review of Definition of Rural*, university of Wisconsin, Journal of Rural Community Psychology. Vol. 3 No. 1, 1982

²¹Rosyid dan Rudiarto, *Karakteristik sosial ekonomi masyarakat petani kecamatan banndar dalam sistem livelihood pedesaan*, vol 1, No 2, 2014 page 75

a. General Environment and Orientation to Nature

Rural society usually still have a strong bound with a nature, because they dependent with natural elements like rain, heat, soil.

b. Occupation

Because the society in rural is majority be a farmer as their occupation.

c. Density of Population

As the density of population is low, the people have intimate relationships and face-to-face contacts with each other. In a village, everyone knows everyone.

d. Greater Homogeneity of Population

Homogeneity, or similarity of such social and psychological characteristics in the population as language, beliefs, mores, and patterns of behaviour, is found much more in rural than in urban areas.

e. Social Differentiation

The heterogeneity of a city's population by necessity indicates a high degree of social differentiation. In contrast, the segments of rural society, being highly homogeneous in nature, are relatively independent, with a low degree of social differentiation.

f. Social Control

Because of personal and informal contacts, size and homogeneity of rural communities, and other factors, social

pressure by the community in rural areas is strong, and conformity to social norms is more by informal social pressure than by other means of social control.

g. Standard of Living

Home conveniences, public utilities, educational, recreational and religious facilities and other facilities for living can be provided if supported by a sufficient population base. While urban areas have such concentration and density of population and are able to provide these conveniences, rural communities usually do not.

h. Social Solidarity²²

In rural areas, cohesion and unity result from common traits, similarity of experience, common and objectives that are shared by rural people, informal non-contractual personal relationships.

Roucek and Warren (1962) according to them villagers have the following characteristics:

- a. The magnitude of the role of the primary group,
- b. Relationships are more intimate and durable,
- c. Homogeneous,
- d. Low social Mobility.²³

From the above explanation can be concluded that the village community is a group of people who are in a place where each individual

²²J.B. Chitambar, *Introductory rural sociology*, Wiley Eastern Limited, 1973

²³Rahardjo, *Pengantar sosiologi pedesaan dan pertanian*, Gajah Mada University Press, 2010, page 40

has a close relationship and also still strongly adhere to the customs in the area. Therefore, the village community is still very closed with the development in any field, they seem difficult to leave the old tradition.

2.1.3 The Education

Education is important for everyone, is a formal education or non formal education. And also there is an education's intermediary or education can shaped through the environment. According to national education figure of Indonesia is Ki Hajar Dewantoro said that there are trilogy of education that is the first is the role of family, and the second is school, and the last is society.²⁴ The moral and themindsetof child can happend through trilogy education above.

The definition of education is the action or process of educating or of being educated, also a stage of such a process.²⁵

In the law of the Republic of Indonesia Number 20 Year 2003 on the national education system, that:

“Education is a conscious effort and planned to bring about an atmosphere of learning and the learning process so that learners are actively developing the potential for her to have a spiritual power of religious, self-control, personality, intelligence, morals, as well as the necessary skills themselves, the community, the nation and the State.”²⁶

From explanation above about the education in General can be seen that education holds a lot for a success, because the presence of education

²⁴Ahmad Syaikhudin, *Konsep Pemikiran Pendidikan menurut Paulo Freire dan Ki Hajar Dewantoro*, Cendekia Vol. 10 No. 1 June 2012

²⁵www.merriam-webster.com/dictionary/education accessed on August 22nd, 2017

²⁶Undang Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Bab 1 Pasal 1 Butir 1. Page 2

that is one transmit or receive science, can expand insight on ourselves, and can also be facilitate us in the socialize or interact between people, looking for a job, and also adds to the creative ideas that will be popping up in our minds. because education is seen it is necessary, then a must for young children to educated until his time was completed by the school, where children preparation will get new experiences, knowledge, so that it is easy for the life to the fore. Here, education is divided into two that is child education and adult education.

That's where a lot of it is said that the education is often referred to as pedagogy while the adult education andragogy. The child education will be different with adult education. Child education will take place in the form of assimilation, identification, impersonation.

In this case the investigators will focus to the child's education. How important the education for child at Badurame Vilager Lamongan East Java.

In category of child theresome age relate development periods nad examples of defined intervals are : “ newborn (ages 0-5 week), infant (ages 5 week-2 years) toddler (ages 3-4 years), play ager/ Grade schooler (ages 5-12), Early adolescent (ages 13-15 years) late adolescent (ages 16-19 years). In this research, that meant by reseacher about child education is child that have 13 until 20 years old that is child in adolescent stage.

Adolescence refers to the period of human growth that occurs between childhood and adulthood. Adolesence begins at around age 10 and ends

around ages 21. This transition between childhood and adulthood leads to rapidly changing behaviors, identity disturbances and strong emotions. Although these characteristics can frustrate or confuse parents. They are developmentally normal and a natural part of an adolescent's growth. There are the characteristics of adolescent social and development are:

1. Labile Emotions

Adolescents can shift moods rapidly, vacillating between happiness and distress and self-confidence and worry. Some of these mood changes stem from biological sources. Increased hormones and changes to the brain structure arise from normal physical growth. Also, complex social interactions such as conflicts with friends, school pressures and experimentation with romantic relationships can exacerbate the labile emotional state of adolescents.

2. Personal Identity

Adolescence is a time when teenagers begin to explore and assert their personal identities. During this developmental period, teenagers engage in a process of searching for where they fit in with peers and society at large.

3. Peer Relationship

During adolescence, relationships with peers begin to take precedence over relationships with the family. Although family interactions are still important and essential for a teen's

development, adolescents often place a stronger emphasis on their friends' perceptions and values. Likewise, during the adolescent years, teens might be strongly influenced by their peers' beliefs and behaviors.

4. Independence and Testing Boundaries

Adolescents often test parents' and teachers' rules and boundaries. Although this rebellious behavior might seem oppositional to parents, in most cases, this behavior is driven by the adolescent's need to develop autonomy, experience new activities and earn more independence

5. Self-Centered Attitudes

It is often difficult for adolescents to look at circumstances from other people's perspectives. This is due, in part, to their still-developing brain structures. Thus, adolescents might come off as self-centered and focused on their own needs without considering how those needs affect others.²⁷

²⁷oureverydaylife.com/5-characteristics-adolescent-social-emotional-development-4827 accessed on August 21st, 2017

CHAPTER III

RESEARCH METHODS

3.1 Approach and Type of Research

The approach used by the researchers in this study is qualitative research. Qualitative research as a model developed by Madzab Baden synergize with the flow of phenomenology philosophy requires the implementation of research based on natural situations so often people also call it a naturalistic method. Simply can be expressed that qualitative research is to examine informan as research object in environment everyday life.²⁸

The type of research used in this study is a case study, using this approach the researchers will examine the villagers of Badurame Lamongan East Java and also units associated with the theme of research in depth.

3.2 The Presence of the Researcher

In this study because it uses qualitative research, then that becomes a tool in the process of data collection is the researcher itself. Once the importance of the position of the researcher in qualitative research process because the time of data collection, the researchers themselves who acts as a data collector and the term used is a *human instrument*.²⁹

²⁸Idrus Muhammad, *Metode Penelitian Ilmu Sosial*, PT Gelora Aksara Pratama, Yogyakarta, 2009, page 23

²⁹*Ibid.* page 43

3.3 Research Sites

The object of this research is community of badurame village Lamongan East Java. The location of this study located in Badurame Lamongan East Java will be very important for researchers to conduct research in order to collect the necessary data.

3.4 Data and Data Sources

Data is all information on all matters relating to the purpose of research.³⁰

Qualitative research data obtained from things observed, heard, felt, and thought by the researchers. Of course the information is always related to the focus of research. The data is usually an interview that will be used as a narrative.³¹

Sources of data in the study as follows:

- a. Head of village from Badurame, Lamongan East Java.
- b. Villagers around the village of Badurame, Lamongan East Java.
- c. The child in this village of Badurame, Lamongan East Java

3.5 Data Collection Technique

To obtain the data in the field in order to describe and answer the focus of the research being studied, it is necessary to use the data collection method as follows:

³⁰*Ibid*, page 61

³¹*Ibid*, page 62

a. Interview

According Koentjaraningrat, danandjaja, there are two models of interviews include interviews not planning on focusing and casual interviews. Focused non-planning interviews are unstructured questions, but always center on a particular subject matter. A casual interview is an interview focused on the chosen people without going through the selection first and thoroughly researched, but encountered by chance.³²

In this case the researchers conducted interviews to the village head Badurame, to children who do not continue their education, parents and villagers to obtain data as investigators need the public's view of the village the children's education, factors that influence it, and also the data in question In facilitating the research to be obtained through the village head. in below include the interviewee and the process:

No	Amount	Interviewee	Process
1	1	Head of village in Badurame Lamongan East Java	Researcher will meet the head of village in head of village's office, and looking for the data about a child in Badurame village that still do their education and do not.
2.	4	The parents of child who do not continue their school	Researcher will meet, talk, and ask to the parents, include why their child did not continue his education, what the factor that influence, etc.
3.	4	The parents of child who	Researcher will meet, talk, and ask to the parents, why they have

³²*Ibid*, page 104

		continuing the school	to entering school of their child, what they motivation.
4.	4	The child	Researcher will chatted with them as a friend, to get that information or data from that child about their education.
5	2	The society around in Badurame Lamongan East Java	Researcher will ask to them, to know their opinion about how important child education in their live.

Table 3.1: Interview the Process

b. Observation

Observation is the activity of recording phenomena done systematically. Observations can be done either (participatory) or nonparticipative.³³

In this method, researchers collect data by approaching objects, observing directly, and taking things that are related to the theme of research on social circumstances, culture that can affect the views of the village community.

Researcher do the observation in Saturday and sunday because looking for the exact time when weekend time in that village that is Gorame. Researcher do observe in that village to collect the data concern about how the child education there, the perception of villagers about child education, and also the social constrution of perception on child education.

³³ *Ibid*, page 101

c. Documentation

Documentation is one method of collecting qualitative data by viewing or analyzing documents created by the subject himself or by others about the subject.³⁴

Because to complete the data from the interviews and observations, this documentation data collection technique is done to obtain data related to the statistical data of the percentage of children who receive education, income level of the village community, and other data that can complement the information.

3.6 Data analysis

Data analysis in qualitative research is the process of searching and compiling data systematically obtained from observation, interview, field note, and documentation study, by organizing synthetic data, arranging into pattern, choosing which is important and which one Studied, and also make conclusions so easily understood by self and others.

Meanwhile, according to experts Miles and Huberman, there are three qualitative data analysis techniques namely data reduction, data presentation, and conclusion.

a. Data Reduction

Reduction of this data is one of the qualitative data analysis techniques. Data reduction is a form of analysis that sharpens, classifies, directs, discards the unnecessary and organizes the data

³⁴Penelitian kualitatif, metode pengumpulan data, <https://fitwiethayalisi.wordpress.com/teknologi-pendidikan/penelitian-kualitatif-metode-pengumpulan-data/>, accessed on October 27th 2016

in such a way that the final conclusion can be drawn. Reduction does not necessarily mean quantification of data.

b. Presentation of Data

The presentation of this data is one of the qualitative data analysis techniques. Presentation of data is an activity when a set of information is compiled, thus giving the possibility of conclusion. Form of presentation of qualitative data in the form of narrative text (form of field notes), matrix, graph, network and chart.

c. Conclusion

Conclusion is one of the qualitative data analysis techniques. A conclusion is the result of an analysis that can be used to take action.

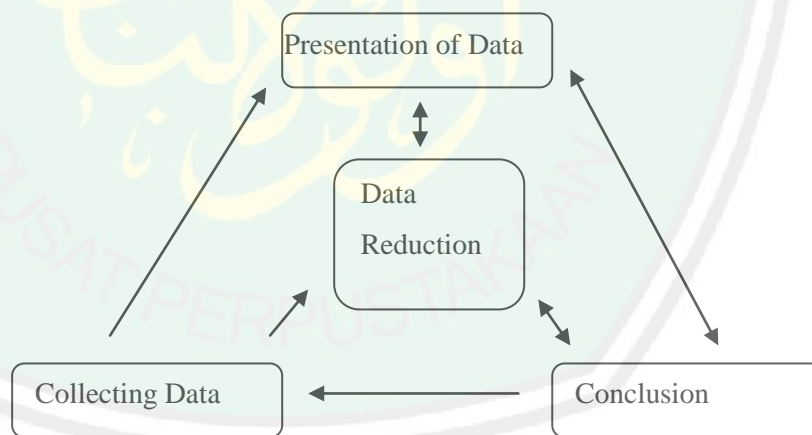


Chart 3.1: Interactive model of Miles & Huberman

3.7 Checking the Validity of Data

The checking technique validity of data that used in this research is triangulation technique. Triangulation is a technique of checking data that benefitted something outside of that data to checking necessity or as comparator of that data. Mudjia Raharjo argues basically triangulation is a multimetode approach done by researchers at the time of data collection and analysis³⁵. It can be interpreted that triangulation is used to see the existing phenomenon from some point of view so that the data obtained valid because the data source can be compared from other sources. The techniques used according to Denzin there are four kinds, namely:

a) Triangulation of Resources

Triangulation of resources is needed to test the credibility of data through data obtained from several sources studied. In this research, the source used as a credibility test is data from a villagers in dusun Gorame, Badurame, East Java. Some data from different viewpoints are compared in truth to get credible research results.

b) Triangulation Technique

Triangulation techniques are done by testing data sourced from the same subject, but using different techniques. In its application, researchers will collect data on badurame village in the process which uses several techniques: first by interviews with the child and parents villager in badurme, then the validity of the data will be performed using

³⁵ Mudjia Raharjo, *Triangulasi Dalam Penelitian Kualitatif*. (<http://www.uin-malang.ac.id/r/101001/triangulasi-dalam-penelitian-kualitatif.html>, accessed on Jumat, October 15th, 2010)

in-depth observation and documentation through data that get from that villagers itself which is can substantiate the result.

c) Triangulation of Time

Implementation of time triangulation is extracting data performed at different times though with the same or different subjects to test the credibility of research data.

d) Triangulation Theory

The data credibility test uses several theories to examine research findings for data validity.

3.8 Procedures Research

In this research where the researcher will be doing the step that must through, the step include:

3.8.1 Pre field stage, in this section researcher arrange the research plan, selecting a location base on problem, arrange the licenses to do research in that place.

3.8.2 Field work stage, in this stage divided to three that is doing a direct observation, entering a field of research, and arrange the research report base on the data that have collected.

3.8.3 Data analysis stage, in this section researcher will analyze the data that have collected with a method of data analysis that have explain above.

3.8.4 Writing the report stage, in this section every activity of research is a report research. In this research, researcher will arrange the report according the systematic report writing are listed above

CHAPTER IV

EXPLORE OF DATA AND RESEARCH FINDINGS

4.1 Finding a Data

In this research the authors choose Lamongan area as a place of research, because it felt that this area contained a point that made the authors interested in researching in the place, about the child education exactly in the hamlet of Gorame, Badurame Village, Lamongan East Java.

4.1.1 Brief History of Badurame Village

This village of Badurme is divided into two hamlets, namely Gurame and Badu, which each village has its own history. In ancient times there was a grandfather who liked and was very diligent in working, he cleared/cleared the land until it was clean and could be planted but then left behind and not treated. Then he brought new land and left it again so on because of the habit that he was called mbah Udu which means stupid, then the area occupied by mbah Udu was called Badu.

While the name of the village of Gorame comes from the name of the (Bogo kelampis tree) which grows large and dense, and under the tree is always crowded ("rame-rame" in "Javanese language") used by the surrounding community for cock fight, so that the area is called Gurame.

4.1.2 Geographical Condition

With what has been described above, the research location is located in lamongan precisely in the village of Gorame, Badurame village, here the author will describe the geographical conditions in Gorame Lamongan area, because with the explanation of the geographical conditions in the area, the location will greatly affect an area with the different climates, atmosphere, and surrounding conditions that can affect the mindset and perception of someone living nearby.

Topography altitude when the badurame turi lamongan is a low land which is about 3 meters above sea level. Based on BPS data from the Central Bureau of Statistics (*Badan Pusat Statistik*) in Lamongan District in 2009 the rainfall in the Badurame village reached an average of 8mm, the highest rainfall occurred in December up to 14mm which was the highest rainfall during the 2004-2009 period.

In Badurame village, Lamongan is located and surrounded by rice fields, and the village must pass through the rice fields first. Gorame hamlet is located in the middle which is surrounded by villages and rice fields, the following is detailed:

- The north borders the Karangwedoro village and some rice fields
- South, bordering the village of Wangun Rejo and some rice fields

- West, bordering the village of Geger and some rice fields
- East, bordering the village of Keben and also with some rice fields

Gorame Village, Badurame Village, is located in a rural area, a few villages pass through some rice fields to get to Badurame village, while the distance of Badurame Village to the subdistrict capital is about 7 km, which can be reached in 20 minutes. While the distance to the district capital is around 14 km, which can be reached in about 1 hour.

4.1.3 Demographical Condition

Based on data from the Village Government Administration in 2010, the number of Badurame villagers consists of 457 households, with a total of 2250 people, with details of 1106 men and 1144 women, as detailed in the table below:

Population by Age					
No.	Age	Man	Woman	amount	Percentage
1	0-1 yrs	26	21	47 people	2%
2	2-3 years	31	33	64 people	3%
3	4-5 yrs	34	32	66 people	3%
4	6-11 yrs	123	206	22	10%
5	12-17 yrs	102	104	206 people	9%

6	18-20 years	61	48	114 people	5%
7	21-54 years	563	528	1091 people	50%
8	> 55	177	224	405 people	18%
Total number				2250 people	100%

Table 4.1: Demography Data

In the data exposed above, indicates that in the villagers of Badurame the majority of the population there are many women from the male population, and which after the sum of various aspects of the age with a percentage of 50% is found in the position People aged about 21 to 54 which is age in the category of productive.

4.1.4 Economic condition

In terms of the economy, the community of Badurame village is included in the majority of agricultural villages, namely, which is so many a number of people who have a livelihood as a farmer. As the data below will display various livelihoods from Badurame village beside as a farmers, as follows:

No	The livelihoods of Badurame villagers	Amount
1	Farmers	559
2	Traders	132
3	Civil Servants	25
4	Handyman/Service	124
5	Others	90

Table 4.2: The Livelihoods Data

In addition to the majority of the population is the livelihood of farmers, there is also unisex who is in the livelihood as civil servants, Handyman/Service, traders, etc.

4.1.5 Infrastructure Condition

In the village of Badurame there are several kinds of infrastructures to support the passage of activities that are located in the Badurame village as much as possible such as education infrastructure and health infrastructure, here is the amount of infrastructure data In the village of Badurame:

No	Education infrastructure	Amount
1.	Paud Building	2
2.	Kindergarten Building	2
3.	Elementary School building	2
4.	Al Quran Education Park TPQ	1

Table 4.3: Education Infrastructure Data

No	Health infrastructure	Amount
1.	Posyandu	2
2.	Polindes	1
3.	MCK	0
4.	Clean water Facilities	2

Table 4.4: Health Infrastructure Data

4.1.6 Religious Condition

The majority of the population in Gorame village is Islamic, but Kejawen Islam which is still running customary customs that exist in the village, although there are some who are Christian.

In this research the author describes how the religious conditions that exist in the village Gorame Badurame is by categorists into 4 namely:

1. Religious Buildings

Religion in this Building form of place of worship in this hamlet such as mosque, in this hamlet there is a main mosque named Masjid Nuruddin, and also do not forget there are many Mushola around 3 Mushola located in this hamlet, There are some privately owned and also the ones belonging to the rural outside of the village who developed the mosque in the hamlet. Although there are Christians who are in this hamlet but there is no church

building in this village because there is only one person who is Christian.

2. Religious Knowledge

There are Islamic educational institutions in the hamlet such as TPQ, which there are children who recite the Qur'an here, and also there are teachers who teach the Koran or Ustadz and Ustadzah. In addition to educational institutions there are usually studies held on the Islamic days such as commemorating the Prophet's Mawlid.

In addition to the existence of Ustadz and Ustadzah who teach the Koran in this hamlet there is also a respected figure and become a role model and also become Ta'mir mosque in this hamlet.

According to the author after observing in the village environment and also interviewing some of the residents who live here as a resource in this study, the authors see there are some people who look religious and also others who are not seen Religious at all.

3. Religious Activity

There are various forms of religious events in this village that are as follows:

1. Yasin Tahlil, this religious event is usually followed by mothers, fathers and the Karang Taruna, which is carried out

each week, but with different days of each circles, such as Yasin mothers were done on a Thursday night, Yasin Fathers On a Friday night, and if Yasin Karang Taruna was done on a Sunday night.

2. Diba'an, this religious event followed by teenage girls and performed every Saturday night with a recitation of the Mawlid Diba '.
3. The event of death, as in general the family of deceased people will be visited by the local community by conveying his mourning and also not forgetting to bring rice for the deceased family.
4. The village clean event, in this hamlet there is a tomb of elders or elders which is considered sacred by the majority of the villagers, if every there is a village net event which is always held there such as the implementation of the study at night Before the core event next to her heart and each "kind of family member is obliged to make dishes like one chicken tail which will be dull in the tomb as a taste of the likes of the earth they gained and also do not forget to spreading the coins on Morning event to be taken after scramble by the villagers. Sometimes there are also some who ask for prayer assistance to the tomb of the Mbah Mantri. The author

considers the sacredness of the elder tomb in the hamlet to have an effect on the way they think.

4. Religious norm/ethic

As explained by the authors in the religious knowledge points and also the background of the history of the hamlet, there are some people who still look unreligious, the residents here there are still seen like to pit the chicken although not every day, and also still there young men and fathers who do not perform their primary obligations as Muslims, namely Friday prayers.

But on the side of the residents in this village people are friendly and also have the nature of each other to help fellow neighbors, and also because of their nature that cares about each other, almost never happened bad things in this hamlet such as theft or Also fights.

4.1.7 The Education in Badurame

The child education that occurs in the village of Gorame is like walking as usual but not balanced. Why like that, some parents will be able to teach their children from the earliest school level of PAUD/TK and not all in school, there is a course that is only taught by his parents at home, and will be in school to the next level like elementary school, the majority of children in The village went to Elementary School in the area, after the children's Elementary Schools will go to the next level, namely Junior High School.

The children of Gorame village in this position there is no want to continue the school, there are also a child go to schools from their house but did not entered the school, many of whom are boys who do this. In Junior High School level the children who often skip school so many who do not continue his school to Senior High School, because of that the parent in that village may think the education of his child is only until the Senior High School level only, therefore not uncommon after high school children who direct decided to work in such a factory, because by working they will earn money.

As below is the data that has been obtained by the authors about the statistical data on education in this village:

No.	Information	amount	Percentage
1.	Illiteracy Age 10 years and above	-	0
2	Pre-school age	126	6%
3	Kindergarten / PAUD age	256	11%
4	Not completed in primary school	246	11%
5	Graduated from elementary school	679	30%
6	Graduated from junior	427	19%

	high school		
7	Graduated from high school	449	20%
8	Graduated from PT / Academy	63	3%
Total number		2250	100%

Table 4.5: Education Data

Visible from the above index illustrates that the number of numbers at the end of the SD, while the second stage is on the high school level, by looking at the index above the author while concluding many of his children in this village who stopped on the High school level only and partially went into a more tigggy crime, and many also choose to continue working to make money.

Because in this village, the majority of the population is the livelihood of farmers and peasants, so many of them can only have their children to school until the junior high school and senior high school level.

From the results of the speakers who have interviewed authors can be categorized:

1. Children of elementary and junior high school are the majority of the family, which are the livelihood of agricultural workers.
2. The child of high School is a farmer family, and educators (teacher).

The results of the conversation that the author with the head of village Badurame coincided in the village of Gorame which is very aware of the circumstances in the area:

"In this case, if our role as a village government here to the education of children in this village in fact can not be too intervened because for the problem of their education level depends on their parent, while We can only help make a container for them to be able to think and move productive with the existence of Karangtaruna. and also indeed for Karangtaruna most who dominate in his care are the children who attend school while for children who have been dropped into members only "

*"Dalam masalah ini mbak kalau peran kita sebagai pemerintah desa disini terhadap pendidikan anak didesa ini sebenarnya tidak bisa terlalu ikut campur karena untuk masalah jenjang pendidikan mereka itu tergantung kepada orang tuanya masing-masing, sedangkan kita hanya bisa membantu membuat wadah untuk mereka agar bisa berfikir dan bergerak yang produktif dengan adanya karangtaruna. dan juga memang untuk karangtaruna kebanyakan yang mendominasi dalam kepengurusanya adalah anak-anak yang bersekolah sedangkan untuk anak-anak yang sudah putus sekolah menjadi anggotanya saja "*³⁶

With the existence of socialization that has been in the facilitations of the village government in the form of Karangtaruna group to the youth in this hamlet will at least help children in this village gorame more productive with a variety of activities that is designed for the village.

Such activities are expected to have a good impact on teenagers to be able to develop their mindset, as there will be many activities that require them to interact with their fellow friends, and submit their ideas, Respect for each other's opinions, in order to be able to immature them. With

³⁶ Interview to head of village Badurame name Mr. Juadi, on Sunday, July 22nd, 2018

hoping for young child With hope for the young children who are in this village who do not continue their education to the higher level they still can get the knowledge from mutual sharing experience of thoughts of fellow group Karangtaruna, which there are many From sharing people from adults who are young children with a variety of educational background there are still junior, high school, work, and there are also some of the young people who continue their education in the college level.

According to the father of the village head here with the container of the coral Taruna is expected from various circles with different backgrounds that they can share each other knowledge and experience they have.

4.1.8 The Perception of Villagers on Education in Badurame

In the village, there are many characters from each individual who live there, so there will be various perceptions that differ in regard to something, Remembering after the authors ask several parents and also the head of village how in the case of children's education in this village tends to have a child's right to seek knowledge in elementary school, junior high school, but also still there is a child who does not continue to a higher level.

The perception here is intended by the author that is the perception of citizens in this Badurame village and also the parents of their children,

which is how they look at education for their children from the background of the family owned. How to view children's education by parents will be very different kinds. The author classifies the perception of communities in the Gurame Hamlet to the education of their children into 4 parts that is:

1. Perception of Head of Village

According to Mr. Juadi as the head of village in Badurame village, he perceptual:

“Education is very important mbak especially for our children, the child is the successor of the nation, if the children do not learn how the fate of our country, because the child issues such as assets for all of us, so as we nurture it, the way we Guiding the child to be a good child of polite and also have a high intellectual, it is important his education yes this mbak so that our children have an open thinking, not narrow, and can also be wiser to respond to this life if they are mature.

*“Pendidikan sangat lah penting mbak apalagi untuk anak-anak kita, anak adalah penerus bangsa, jika kalau anak-anak tidak mengenyam pendidikan bagaimana nasib negara kita, karena anak isu semacam aset bagi kita semua, jadi bagai mana kita mengasuhnya, cara kita membimbing anak untuk menjadi anak yang baik sopan dan pula mempunyai intelektual yang tinggi, nah penting nya pendidikan ya ini mbak supaya anak kita memiliki pemikiran yang terbuka, tidak sempit, dan juga bisa lebih bijaksana menyikapi kehidupan ini jika mereka sudah dewasa”.*³⁷

2. The society around Gurame Hamlet

Here the author took 2 respondents from the society namely

Mom.Lesti and Mom. Sumiati:

Here's her perception:

³⁷ Interview to head of village badurame name Juadi, on Sunday, July 22nd, 2018

a. Mom. Lesti

"Education is very important for children, TP also parents must still keep an eye on the Mbak, if left alone the same ya mbak aja, even troublesome people who guide in school. If I'm mbak my son even my phone that I live next to my house watch properly, because usually it likes to emulate his friend if again play it, yes sometimes rude talk sometimes also likes to behave less polite, yes it also name Children but yes if his parents can give good advice to his child may be the attitude of his children to be good.

If I am very caring and the child's education is very important. Because the child of our Lord's deposit as a parent must be prepared to educate them with compassion and to the fullest extent, so that they can be a useful child in the community".

"Pendidikan sangat penting mbak buat anak, tapi juga orang tua harus tetap terus mengawasi mbak, kalo dinjar njarne anak nya ya sama aja mb, malah menyusahkan orang yang membimbing di sekolah. Kalau saya mbak anak saya bahkan ponakan saya pun yang tinggal di sebelah rumah saya awasi dengan benar, karena biasanya itu mbak suka niru-niru temannya kalau lagi bermain gitu, iya terkadang bicara kasar kadang juga suka berperilaku kurang sopan, ya memang namanya juga anak anak tetapi ya kalau orang tuanya bisa memberi nasihat secara baik kepada anaknya mungkin perilaku anak nya menjadi baik.

Kalau saya mbak sangat peduli dan pendidikan anak itu sangat lah penting. Soalnya anak titipan tuhan kita sebagai orangtua harus siap mendidik mereka dengan kasih sayang dan secara maksimal, lha supaya mereka dapat menjadi anak yang berguna di masyarakat".

b. Mom. Sumiati

"Education is important mbak, if the language of the child now (less update) of information, because mbak i position on my son yes, if he does not know the education or blind to education, what is it I just let at home only and do nothing, but the education is very useful and many have the benefit if the child is also sincere in running it, because the child can be more acquainted with many new sciences, many experiences and many others mbak. I think it's that way".

“Pendidikan penting mbak, kalau bahasa anak sekarang biar tidak kudet (kurang update) akan informasi, karena mbak saya memposisikan pada anak saya ya, kalau dia tidak mengetahui pendidikan atau buta akan pendidikan, apa iya dia cuma saya biarkan dirumah saja dan tidak melakukan apa-apa, padahal pendidikan itu sangat berguna dan banyak memiliki manfaat jika anak tersebut juga sungguh-sungguh dalam menjalankannya, karena anak dapat lebih mengenal banyak ilmu-ilmu baru, banyak pengalaman dan masih banyak yang lainnya mbak. Menurut saya seperti itu”.

3. Perception of Parents who send their Children to School

There are 4 respondents who are taken by the authors to get the result of public perception about the education of children, namely Mr. Suparman, Mr. Saekan, Mr. Zainal, Mom. Sri. Here's their perception:

a. Mr. Saekan

"if my opinion mbak, education for my son is very important anyway, because without school at the age of catagorize still child, it's son did not going forward not have an insight to the world science like that, to progress him and for the future of him.

Than mbak if they are not school is he can reading, writing, not going to be able to mbak so that the school or the establishment is very important, and if not school how the child can be progress, so pitty that child he do not know knowladge, moreover if can tha child will enter to islamic boarding school so that they have a good ethics and get to know the religion also”

“Kalo saya mbak ya, pendidikan untuk anak saya ya sangat penting sih, karena tanpa sekolah diusia yang digolong dini ya, itu anak gk bakalan maju gak punya wawasan untuk dunia ilmu gitu kan, untuk kemajuan dia dan untuk masa depan dia.

Terus mbak kalo mereka gak sekolah apa ya dia bisa baca menulis, gk bakalan bisa mbak makanya adanya sekolah atau pendiidkan itu sangat penting, dan kalo tidak sekolah yokopo

kan kasian anaknya gk bisa maju, gk punya pengetahuan, apalagi kalo bisa ya dipondokkan biar etikanya baik dan dapat agamanya juga”³⁸

From one of the parents in the village of Gorame said that the education is considered important for his son, and already should the child should obtain the right to learn, know the knowledge and also learn to socialize against others So that the child does not become quiet and inactive.

From an interview to this parent he besides the destiny of the education of his son, he also thought to include his son the Islamic pesantren with the hope that his children can obtain religious knowledge and learn the value of polite or moral, because according to him with good moral children will be able to appreciate each other's people, having a polite towards the person who is older than them.

b. Mr. Zainal

“Very important mbak education is mainly religious education, in the Islamic religion itself is also my education is oriented to the science, until until the science is there is his book that to learn how to seek science and so-called Ta'lim Mutaalim it Mbak, The Prophet also said that we as parents are obliged to educate the child, give science, directing the knowledge, because of what, just because for the provision of the son himself Mbak, when the child is educated already have no return to everywhere But his own self and to us as a parents when we were not there so. But if in the element of education in general later he did not blind the information so in the world

³⁸ Interview to the parents in Gorame village name Mr. Saekan, on Saturday, July 21st, 2018

work even the World Armpit society he schools of boarding school or formal education he will be able and will be a developer in society or in religion For why, because he has science. And also mbak although in terms of my economy was fitting but I still strive, because I believe in the Lord if we educate the child if we do not place himself to educate the child, we provide to the teacher such teachers, Especially if the trend is the teacher whose criteria he entered in Ta'lim Mutaalim, the man Wirai and so it is better so, I if the problem of funds if my child wants to mudok so anyway I will be able to search for the cost for send my child to islamic boarding school mbak as like that.”

“Sangat penting mbak pendidikan itu terutama pendidikan agama, di agama islam sendiri pun pendidikan itu saya orientasikan ke ilmu, sampai sampai ilmu itu kan ada buku nya yang untuk mempelajari bagaimana mencari ilmu dan sebagainya yaitu ta'lim mutaalim itu mbak, wong kaneng nabi pun juga bilang kita sebagai orang tua itu berkewajiban untuk mendidik anak, memberikan ilmu, mengarahkan ilmu, karena apa ya karena untuk bekal anakitu sendiri mbak, ketika anak sudah berpendidikan sudah berilmu kembalinya tidak kemana-mana tapi kedirinya sendiri dan ke kitasebagai orang tua ketika kita sudah tidak ada begitu. Tetapi kalau dalam unsur pendidikan secara umum nanti dia tidak buta akan informasi jadi didunia kerja maupuun dunia masyarakat ketiak dia sekolah mengenyam pendidikan pesantren ataupun formal dia akan bisa dan akan menjadi pengembang dimasyarakat atau di agama karena kenapa, karena dia punya ilmu. Dan juga mbak meskipun dalam segi ekonomi saya itu pas-pasan tetapi tetap saya upayakan, karena saya percaya kepada tuhan bahwasanya kalau kita mendidik anak andaikan kalau kita tidak manpu sendiri untuk mendidik anak, kita pasrahkan kepada guru guru seperti itu, terutama kalau dipesantren itu guru yang kriteria nya masuk di ta'lim mutaalim itu , orangnya wirai dan sebagainya itu lebih bagus begitu, saya kalau masalah dana jika anak saya mau mondok gitu bagaimanapun akan saya upayakan untuk mencarikan buat biaya mondok mbak begitu”³⁹

Mr. Zainal also includes the type of person who strongly agrees that education for children is a very important thing

³⁹ Interview to the parents in gorame village name Mr. Zainal, on Saturday, July 21st, 2018

more education about religion. He cares deeply about the needs of his son regarding the science that his son must obtain to provision his life in the future.

c. Mom. Sri

“Education is very important for our children can make their brains grow, when the child sees the problem must have a way out and can be thought about to describe the problem.

And also why if in education there are usually challenges, yes that's the goal so that the mind's power is working well.”

“Pendidikan itu sangat penting bagi anak anak kita soalnya bisa membuat otaknya biar berkembang, ketika anak melihat masalah pasti punya jalan keluar dan bisa termotifasi terus untuk menyelesaikan masalah itu.

Dan juga kenapa kalau di pendidikan itu biasanya ada tantangan-tantangan, ya itu tujuannya supaya daya pikiran anaknya itu bekerja dengan baik.”⁴⁰

According to Mom Sri, education is also very important to the life of her son in the future with the hope if many get the challenges in the child phase to look for science in the education process. With hope also so that their child can face and solve problems easily when he is adult someday.

d. Mr. Suparman

“Actually the school is not very important mbak, the most important children can read, write, and count that the basic parts may still I can teach it at home. But because in a community that is so condition, if there is a child who is not school surely there are rumors of the rumors of his parents so

⁴⁰ Interview to the parents in Gorame village name Mom Sri, on Saturday, July 21st, 2018

so, whose son is so so, in order to reduce such things as I am among those who can afford, yes finally I Send my child a school, and also his children want to go to school, but my son actually does not really master the lesson when at school, but his son wants to learn, so I still send to school. I as parents hope that there is a result so, because also have spent money to finance his school so, who knows later he can succeed and help me so Mbak”

“Sebetulnya sekolah itu tidak terlalu penting mbak, pokok anak bisa membaca, menulis dan berhitung gitu yang dasar dasar saja mungkin masih bisa saya mengajarnya dirumah. Tapi karena di lingkungan masyarakat kan begitu mbak ya ada anak yang tidak sekolah nanti pasti orang tuanya gini lah anaknya ginilah gitu lah jadi demi mengurangi hal-hal yang seperti itu saya kan termasuk orang yang mampu, ya sudah saya sekolahkan saja anak saya toh anaknya juga mau, tapi anak saya sebenarnya gini mbak disekolah itu tidak terlalu bisa gitu tapi anaknya mau, jadi ya tetep saya sekolahkan saja. saya sebagai orang tua berharap biar ada hasilnya gitu saja kan juga sudah keluar uang untuk membiayai sekolahnya gitu, siapa tahu nanti dia bisa sukses dan membantu saya gitu mbak”⁴¹

Mr. Suparman with his statement that he thinks the education is not very important but he still has to school their children so as not to be seen as ugly as the people around, because it is commonplace and ordinary if the villagers are often discussing the problems of other people, so he was in the process of his son, and also because of the economic support he was quite able to have his son.

⁴¹ Interview to the parents in gorame village name Mr. Suparman, on Sunday, July 22nd, 2018

4. Perception of Parents who did not send their Children to Schools

There are 4 respondents who are taken by the authors to get the result of public perception about the education of children, namely Mr. Sarman, Mr. Hari, Mr. Jono, Mom. Pariyem. Here's their perception:

a. Mr. Sarman

“why must entering school of the child to senior high school or more high of that like a college, and the end they will be a joblessness, because people that after graduated of senior high school or college usually so much that still confused they want work to be. And if directly work the child get the money by themselves and also can fulfill their necessary, not always ask money to me as parents.”

“kenapa mbak repot repot menyekolahkan anak ke sma atau lebih lebih bisa ke perguruan tinggi, toh pada akhirnya nanti ujung-ujung nya bakalan nganggur, yang sekolah tinggi tinggi itu, soal e biasanya banyak yang bingung mau kerja apa, lha kalau yang langsung kerja kan anaknya bisa mendapatkan uangnya sendiri dan bisa menyukupi kebutuhannya sendiri, ndak harus minta uang terus kepada saya selaku orangtuanya,”⁴²

b. Mr. Jono

“The actual education of us was pmau to school the child but how else Mbak may God give destiny to I have not been able to school my son Mbak, his son would like me to do but his father's farmer this is all fit all right so yes I am suruh to help in the rice field only Mbak, who knows tomorrow-tomorrow if you can, we are as parents Yes will register pursue the package so, if now actually also want to be able to get the child Mbak, but from the family yes this is a condition of all The fitting of my son can not continue his schooling. And graduated from

⁴² Interview to the parents in Gorame village name Mr. Sarman, on Saturday, July 21st, 2018

SD was also thankful Alhamdulillah Mbak. Actually it was my son wanted to school Mbak but saw the situation of his parents who like this kept finally him according to it.”

“pendidikan sebenarnya dari kita itu pingin menyekolahkan anak tapi priapun maleh mbak mungkin pengeran ngersani durung iso e mbak arek e iki ape tak sekolahno tp bapak e tani ngene sembarang e yo pas pasan dadi yo tak kokon ngewangi nang sawah wae mbak bekne mene ne arek e nek wis iso kene dadi wong tuwo paling yo kejar paket, nek sakniki sebenere e kene pingin nyekolahno anak mbak, tapi teko keluarga yo ngene iki mbak keadaan e serba pas pasan dadekno anak ku ga iso ngelanjutno sekolah e, lan lulus sd iku yo wis alhamdulillah mbak. Sebenere niku anaknya pingin sekolah mbak tapi ningali keadaan orang tua kados ngeten dia manut.”⁴³

Mr. Jono is from the background of the underprivileged, he is a farmer but he cares deeply about the education of his son, to the fact he really wants and hope his son can continue his education, his son So in fact had a great willingness to continue his schooling or education but with the constraints of the lack of the perekonomians in their family made Mr. Jono decided not to get him to the children and invite To help in the rice fields.

c. Mr. Hari

“I’m a sales mbak and because also I used to be a small and not school, now incidentally my son school is just up to graduate school continues his son is not going to the school schools come to me sales, so I guess what it is almost the same as These courses, so he can find science in courses to be able to develop the business. I do from small also not school directly follow the cooperation of the Chinese dlu in the city next to Mbak. If I think it is important that the education but do not

⁴³ Interview to the parents in Gorame village name Mr. Jono, on Sunday, July 22nd, 2018

have to be in the school like that mbak, so even my son is not school but if he has a working spirit Yes I think no school nor what what he said he later wanted to learn to develop a The administration of the sales, yes let's course the course does not have to school so, I think like that Mbak.”

“Saya ini kan jualan mbak ya dan soalnya juga saya dulu kecil juga tidak sekolah, sekarang kebetulan anaknya saya sekolah kan hanya sampai lulus smp terus anaknya sudah tidak mau sekolah pinginnya ikut saya jualan, jadi saya kira apa ya hampir sama seperti kayak kursus-kursus gitu, jadi dia bisa mencari ilmu di kursus-kursus untuk dapat mengembangkan usaha. Saya kan dari kecil juga tidak sekolah langsung ikut kerja sama orang cina dlu di kota sebelah mbak. Kalau menurut saya penting pendidikan itu tapi tidak harus disekolahkan gitu loh mb, jadi anak saya tidak sekolah pun tapi kalau dia punya semangat kerja ya sudah saya kira tidak usah sekolah juga tidak apa apa katanya dia nanti pingin belajar mengembangkan mengelola administrasi jualan nya, ya biar kursus kursus itu saja tidak harus sekolah gitu, saya kira seperti itu mbak.”⁴⁴

According to Mr. Hari education for his son is important but not necessarily by passing formal educational institutions such as schools, because he argues that one will be able to get an education or science from and in any way.

Because he was in his childhood not in school until high but he can live prosperous now so he believes more if by hard work someone will be able to live worthily in his future, do not have to taste Formal education such as elementary school to college.

⁴⁴ Interview to the parents in Gorame village name Mr. Hari, on Sunday, July 22nd, 2018

d. Mom. Pariyem

“Education is not important actually, because I was actually in a village that has a lot of paddy so education is not important, most importantly my child it can get the rice field well.

Because I initially was able to school the child, and why I continue to say it is not important at first I was doing a child but my son often did not go up the class well after that my son did not want to enter the school nah from there I already did not School, after which he participated so he did not finish SD, but now his life is also fine he is now have and owner the chicken farmer Mbak, if retrospect education that in school is not very important, that is important we can count We at home can also teach him about count, calculating the money that is important, how to collect wealth.”

“pendidikan itu tidak penting sebetulnya, soalnya saya ini sebetulnya di desa yang punya sawah banyak jadi pendidikan itu tidak penting, yang terpenting anak saya itu bisa mengelolah sawah itu dengan baik gitu,

Soalnya mbak awalnya saya menyekolahkan anak, dan mengapa kok saya terus bilang tidak penting awalnya saya menyekolahkan anak tetapi anak saya sering tidak naik kelas nah setelah itu anak saya itu jadi tidak mau masuk sekolah nah dari situ ya sudah tidak saya sekolahkan, setelah itu dia ikut kesawah jadi dia itu tidak tamat sd, tapi sekarang hidupnya juga baik-baik saja dia sekarang jadi peternak ayam itu loh mbak, kalau dipikir-pikir pendidikan yang di sekolah itu tidak terlalu penting, yang penting kita bisa berhitung kita dirumah juga bisa mengajari kalau berhitung, menghitung uang itu yang penting, bagaimana cara mengumpulkan kekayaan.”⁴⁵

From the opinion of the mother of Pariyem above he said the education of children is not very important because there is an experience where his first child who had not graduated from elementary school but his life is fine until now is fulfilled because of processing Chicken farms. And up to his last child

⁴⁵ Interview to the parents in Gorame village name Mom Pariyem, on Sunday, July 22nd, 2018

he did not send his son, he was more oriented to how to live by finding a lot of money so that he could live worthily.

the authors got interview to parent that their child can not continuing their education to the high education. According to him money are more important they are more oriented on how to earn a lot of income and live prosperous, than continuing to the high education, with the considerations eventhough the child have been a high education later they just stay at home without getting job maybe, it is will waste of money just for getting high education, they prefer to course their children and also there are do work, if they doing a job probably they will got a money soon as posible, and also can fulfill their necessary and also helping the parents, because in this village the authors see, there is a lifestyle which everyone imitate each other between their neighbour, what the neighbour have the will try to got a same level of their neighbour, with their children got a job, they will get what they want, and can welfare their family.

After listening and getting how parents are perceptual to the education of his child, at least the authors get a wide range of objectives why the parents in the village of Gorame were sent their children to school and not sent their children to school after Interviewing, namely:

1. Parents who sent his son to school are Mr. Saekan, Mom. Sri, Mr. Zainal, and Mr. Suparman, and following each of their perception about the purpose of sending their children:

- a. According to Mr. Saekan his purpose is:
 “My goal is to have my child make up for my child to get his life, get his time as a child in general, play, learn, with his peers and gain knowledge from his teachers, I do that so my child Get a decent life in the future mbk”.

*“Tujuan saya meyekolahkan anak saya supaya anak saya mendapatkan kehidupannya, mendapatkan masanya sebagai anak-anak pada umumnya, bermain, belajar, dengan teman-teman sebayaanya dan mendapatkan ilmu dari guru-gurunya, saya melakukan itu supaya anak saya mendapatkan kehidupan yang layak kedepannya mbak”.*⁴⁶

- b. According to Mom. Sri her purpose is:
 “So that he can see the outer circle besides the home, so they adapt to anyone with any condition it learning from the school before properly plunging into actual life”.

*“supaya dia dapat melihat lingkuangn luar selain di rumah, jadi mereka beradaptasi dengan siapapun dengan kondisi apapun itu belajarnya dari sekolah sebelum benar benar terjun ke kehidupan sebenarnya”.*⁴⁷

- c. According to Mr. Zainal his purpose is:
 “In order to be a child who activity sholihah directly he is beneficial to his ward gratitude is given a mandate by the Lord to be a child with good work, so the child who benefits, and in the workplace also does not struggle, yes so a successful child in the world As well as by the end of it”.

*“supaya menjadi anak yang sholih sholihah dia bermanfaat bagi lingkungannya syukur-syukur diberi mandat oleh tuhan supaya menjadi anak yang dengan pekerjaan yang baik, jadi anak yang manfaat, dan di dunia kerja pun tidak kesulitan, ya jadi anak yang sukses di dunia maupun diakhirat lah seperti itu”.*⁴⁸

⁴⁶ Interview to the parents in Gorame village name Saekan, on Saturday, July 21st, 2018

⁴⁷ Interview to the parents in Gorame village name Mom. Sri, on Saturday, July 21st, 2018

⁴⁸ Interview to the parents in Gorame village name Mr. Zainal, on Saturday, July 21st, 2018

d. According to Mr. Suparman his purpose is:

“My goal is to tell the child let me be looked at the community is not negative hold his parents also come to the good name, there is that said the son of this father when established why not school is not good Mbak finally”.

*“tujuan saya menyekolahkan anak itu biar dipandang masyarakat itu tidak negatif terus orang tuanya kan juga ikut baik namanya, masak nanti ada yang bilang anaknya bapak ini loh padahal mapan kok tidak sekolah kan tidak baik mbak akhirnya”.*⁴⁹

Very true if the child needs his time to learn and seek his or her identity by gaining a decent education at their age and by processing through the learning of interaction to fellow people will be more knowledge they can get and Hopefully will someday become a person who will be useful in the future.

Basically, the child still requires direction in any case, therefore it is advisable for the child to be organized so that they can obtain proper and organised knowledge, because in the institution or school there is a teacher who could deliver and guide the children to good things, by giving them the magic according to the existing subjects and more more teachers can also give examples of good behavior to the child so that the child can try the behavior of the teacher.

But in fact there are also parents who send their children to the School only for the purpose of not being a waffle for residents

⁴⁹ Interview to the parents in Gorame village name Mr. Suparman, on Sunday, July 22nd, 2018

around, although there is still a good intention to send his son to the school so that eventually his son becomes a successful person.

2. Parents who do not send their children to school is Mr Sarman, Mom. Pariyem, Mr. Jono, and Mr. Hari, and following each of their perception about purpose is not to send their child:

- a. According to Mr. Sarman his purpose is:

“Because there is no money mbak for entering my child to school, and more good if the child can be independent, he can got a job by theirself, i want to forbid him but the child have a will to got a job because also he have a friend to get a job together. I am totally fine mbk alhamdulillah my child have a job”.

*“Ya karena gaada uang mbak gae nyekolahno anak ku, lha wong luwih apik nek arek e mandiri dewe, wes iso golek kerjoan dewe, entok duwit dewe, kate menging iki yo piye arek e yo gelem soal e onok kancane kae loh mbak seng dijak barengan kerjo. Aku yo iyo iyo ae mbak alhamdulillah wes entok penggawean”.*⁵⁰

- b. According to Mom. Pariyem her purpose is:

“Because his son does not want to school, in fact not worth the pride but if often do not climb the class ya waste money, although now the school school is free Mbak but the books remain pay later not money and so on, yes already his son Home alone”.

*“karena anaknya tidak mau sekolah, sebenarnya tidak patut diomongkan tapi kalau sering tidak naik kelas ya buang buang uang mbak, walaupun sekarang sekolah sekolah gratis mbak tetapi buku-buku tetap bayar nanti belum uang jajan dan sebagainya, ya sudah anaknya dirumah saja”.*⁵¹

⁵⁰ Interview to the parents in Gorame village name Mr. Sarman, on Saturday, July 21st, 2018

⁵¹ Interview to the parents in Gorame village name Mom Pariyem, on Sunday, July 22nd, 2018

- c. According to Mr. Jono his purpose is:

“For now with my son who is not school, they when big when mature can align with his educated friend friends in any way, perhaps with his own son who seeks education outside school or later somehow But what is important is my expectation, when I do not want to be educated my son, then break the school because of economic problems”.

*“untuk saat ini dengan anak saya yang tidak sekolah, mereka ketika besar ketika dewasa bisa sejajar dengan teman temannya yang berpendidikan entah dengan cara apapun, mungkin dengan anaknya sendiri yang mencari pendidikan diluar sekolahan atau nanti bagaimanapun tapi yang penting harapan saya, saat tidak kepingin anak saya tidak berpendidikan, lha putusnya sekolah itu karena masalah ekonomi tadi”.*⁵²

- d. According to Mr. Hari his purpose is:

“Because the education is now being turned it in the school it is yes and there is a lot of education that can be obtained outside of it, so do not have to follow the rules of the country is not a problem”.

*“soalnya pendidikan sekarang yang dipentingkan kan itu yang di sekolahan itu ya padahal kan banyak pendidikan yang dapat didapatkan di luar itu, jadi tidak usah mengikuti aturan negara pun tidak masalah”.*⁵³

Different indeed with parents who can sent their child in school because with the adequacy of the material also the spirit in her parents to have the child to be able to. While all the economic limitation experienced by Mr. Sarman and also Mr. Jono who make their child can not continue his school. The Notabene is just a farm worker, with all its economic limitations that can impede them to get a higher dream. To be able to get a decent education. But not with Mr. Hari and Mom. Pariyem which is the economic

⁵² Interview to the parents in Gorame village name Mr. Jono, on Sunday, July 22nd, 2018

⁵³ Interview to the parents in Gorame village name Mr. Hari, on Sunday, July 22nd, 2018

aspect they are numbered family who have sufficient, but do not school the son because of the thought that when a person working hard without schools will be able to live prosperous in his future.

According to the author about the perception of society that is in the village of Gorame is by looking at what has been conveyed by the parents of children who do not continue his school and parents who continue his schooling is from the Mr. Saekan, Mom. Sri, Mr. Zainal where he was an educator and also had higher education he would argue if education is very important for children of Indonesia, because it can provision many experience of them to gain knowledge, With that he believes the children of Indonesia will be able to live more prosperous in the future, with the hope of using his skills that have been honed when drawing science until high education. And also they has enough in the category of economics to school his son until higher education.

While not with Mr. Sarman, Mr. Jono who is only a farm worker who is seen economically with the income that is so fitting, think again to be able to blame the child, and also different thinking with Mr. Saekan, Mom. Sri, Mr. Zainal about the welfare Children that can be gained when gaining a lot of knowledge and experience a lot. But Mr. Sarman, Mr. Hari, Mom. Pariyem argues that the child can prosper by working directly and will earn money directly. It seems that his benchmark is just to get a lot of

money if it works in the factory, get a course and be a businessman, continuing the parents business and wander in the city next to which his wages are quite large. And the child will prosper can live his own needs.

4.1.9 Social Construction of the Villagers Perception on Education in Badurame

People are social beings, therefore they will not escape the nature of interdependence between each other, especially in a rural, sometimes their social souls are very high than the public in urban areas. In individual villages, it will feel like a very close relationship with one another. And as has been characterized by the fact that village people usually tend to be homogeneous in the village that is examined by their author the majority of his work as farmers. So there is no sense of mutual feeling high in the side of the position, they embrace the community together, there is no sense of individualist.

After the authors interviewed and observed several people in the hamlet, how they formed their perception with many factors that influenced them such as age, culture, fiology, social role, cognitive ability. Here's the data the author obtained:

1. Age

Of the 8 people who have the author interviewed their average age of about 40 years, following Mr. Sarman aged 54 years, Mr

Saekan aged 46 years, Mr. Suparman aged 38, Mr. Zainal aged 65, Mom. Pariyem aged 61, Mr. Hari Aged 46 years, Mr. Jono is 55 years old, and Mom. Sri is 43 years old. And also 2 respondents around the community namely Mom. Lesti 45 years old and Mom. Sumiati aged 45 years.

2. Culture

If in a cultural sense perhaps of them have similarities because it is in one region. Most of them are Muslim.

3. Physiology

From all respondents when viewed in the physical sense they look very healthy and also still fit all, although like the Father Zainal who is older than the other respondents, but he is still very healthy at all.

4. Social Role

From the respondents who have a more role in this village community is Mr. Zainal which he is one of the village religious figures, and also Mom. Sri and Mr. Saekan he became an educator in an educational institution, then Mr. Jono, Mom. Pariyem, and Mr. Sarman he was a farmer, then with Mr. Hari as an entrepreneur and Mr. Suparman is a self-employed.

5. Cognitive Ability

In terms of cognitive ability, parents who are in this society average only junior high school graduates, such as Mr. Jono, Mr.

Sarman and Mom. Pariyem graduate Junior High School, then Mr. Zainal, Mr. Saekan, and Mom. Sri they graduate of Bachelor, while Mr. Suparman graduated Senior high school, and Mr. Hari did not end SD.

In addition, we know what is behind the community in the Gorame village to the education of their child and what is exactly the cause that causes the child to not continue its establishment after graduating from junior high school and the same. Here are the results of the chat writers with village heads:

“For their cause of dropouts most of the economic factors mbak, to the extent there are several children who are still junior high school he also while working, and in addition to economic factors are the environmental factors of intercourse. So here there are some children who do not have to wear pop with his friends during the night eventually lazy school and until the old man already can not force him”

“untuk penyebab mereka putus sekolah kebanyakan faktor ekonomi mbak, sampai-sampai ada beberpa anak yang masih sekolah smp dia juga sambil bekerja, dan selain faktor ekonomi adalah faktor lingkungan pergaulan . jadi disini ada beberapa anak yang gara-gara keasikan nimbrung dengan teman-temannya siang malam akhirnya malas sekolah dan sampai-sampai orang tuanya pun sudah tidak bisa memaksanya.”⁵⁴

In this case the child is very much in need of support by his parents, his master should be able to know the capacity of their child, their child's potential, so they parents will be able to steer his children to step into a good path, but Also because his lack of education from his own parents

⁵⁴ Interview to head of village Badurame name Juadi, on Sunday, July 22nd, 2018

makes them can not do much to their children, can only try to school their children in the early levels only.

As for the response from the child who did not continue the school and prefer to continue working than back to school like Wendi and Anggun:

“why i must entering school mbk? If i school it may just waste of money, if i getting a job instead i earn money, can make help my parents to buy anything, and also can make buy some food, anyway Mbak I've been tired of thinking lessons, so if I can be active in my school if even later I even lazy in the study, I do not even throw waste money again Mbak, anyway I have come my friend I said that the work and Get money its will be nice Mbak”.

*“lapo mbak atek sekolah barang? Sekolah malah ngentekno duwit tok, nek kerjo kan kene entok duwit. Iso gae ngewangi wong tuwo tumbas opo opo, gae mangan, lagian mbak aku wes males mikir, iyo nek engko aku iso sregep sekolahku lha nek aku gk sregep, aku malah mbuak mbuak duwit maneh, lagian aku melu karo koncoku iku loh nek kerjo dan langsung oleh duwit mbak enak”.*⁵⁵

Wendi chose to work on continuing his schooling because he could help his parents by earning money from the work. Here's a response from Anggun:

“Just want to work Mbak, want to holding money alone without the hassles of parents, not school itdoes not matter, the important thing later I can got salary and I will collect and give to my parents, the rest I will wear for me. So far I was glad I worked, there are also many friends. If I later the school will add to the burden of parents having to spend his money for me school, pity he is not yet my sister brother, so I gave in mbak and will work help my parents and my sister brother. It is also an economic condition that does not allow Mbak”.

“Ya ingin saja bekerja mbak, ingin memegang uang sendiri tanpa merepotkan orang tua, tidak sekolah tidak apa apa yang penting nanti saya dapat gaji dan akan saya kumpulkan untuk saya

⁵⁵ Interviewed to Wendi child who did not continuing school, on Friday, July 20th, 2018

*kasihkan ke orang tua saya, dan juga sisanya akan saya pakai untuk saya. Sejauh ini senang-senang saja mbak saya bekerja, disana juga banyak teman. Kalau nanti saya sekolah akan menambah beban orang tua harus mengeluarkan uangnya untuk saya bersekolah, kasihan beliau belum lagi adik adik saya, jadi saya mengalah saja mbak saya akan bekerja membantu orang tua saya dan adik adik saya. Kan juga kondisi ekonomi yang tidak memungkinkan mbak”.*⁵⁶

The other opinions of children who do not continue their school that is

Prima and Sukma:

“it does not matter Mbak, would be how again his condition like this, do not have the cost to continue the school, then also said mother told to help in the rice fields only, yes finally I did not proceed to high school. But said the mother if the money has accumulated all ya can chase the package so mbak.

Yes actually I want Mbak school, there are many friends from many area and also can learn with tools that have been facilitated by the school that is not there”.

“Mboten nopo nopo mbak, nggeh kondisine kados ngeten, mboten gadah biaya damel nerusaken sekolah terus kaleh mak nggeh diken ten saben mawon, nggeh pun kulo mboten lanjut ten sma. Tapi teros e mak nek yotrone pun ngumpul nggeh saget kejar paket ngoten mbak.”

*Nggeh sebenere pingin mbak sekolah, ten mriko katah rencang saking pundi-pundi trs nggeh saget belajar kaleh alat-alat seng pun di fasilitasi saking sekolah seng ten mriki mboten wonten”.*⁵⁷

According to Prima child who does not continue this school, he includes a child who is in the condition of his family economy is insufficient, but from seeing the way he says, speaks a subtle, he's a good boy, he understands the condition of his parents And does not demand anything against his parents. In fact, Prima wants to go to school and look at education is one important thing, to be able to upgrade its

⁵⁶ Interviewed to Anggun child who did not continuing school, on Friday, July 20th, 2018

⁵⁷ Interviewed to Prima child who did not continuing school, on Sunday, July 22nd, 2018

capabilities. But the family financial condition that is not possible makes Prima can not continue the school.

“Because I want to marry, and also have found a suitable couple mbak, so I decided to end my school and get married, instead of on my school is i can not a focus because I am dating, I decided to marry, alhamdulillah my candidate Already established and God willing can guide me.

My parents enabled Mbak from the future I did the sorts, so they obeyed what I wanted.

If the problem work or make money yourself actually want mbak but yes so I trust everything to my husband only”

“karena saya ingin menikah, dan juga sudah menemukan yang cocok mbak, jadi saya memutuskan untuk menyudahi sekolah saya dan menikah, dari pada nanti sekolah saya tidak fokus gara gara saya pacaran, saya memutuskan untuk menikah, alhamdulillah nya sih calon saya sudah mapan dan insyaallah bisa membimbing saya.

Orang tua saya membolehkan mbak dari pada nantinya saya berbuat yang macam-macam, jadi mereka menuruti apa yang saya mau.

*kalau masalah bekerja atau menghasilkan uang sendiri sebenarnya ingin mbak tapi ya begitu saya percayakan semuanya kepada suami saya saja”.*⁵⁸

When the author asks the child about if forwarding to a higher level can also work to meet his or her needs, but the child answers.

“Lhoalah Mbak I've been tired of thinking lessons, so if I can be active in my school if even later I even lazy in the study, I do not even throw waste money again Mbak, anyway I have come my friend I said that the work and Get money its will be nice Mbak”

*”lhoalah mbak aku wes males mikir, iyo nek engko aku iso sregep sekolahku lha nek aku gk sregep, aku malah mbuak mbuak duwit maneh, lagian aku melu karo koncoku iku loh nek kerjo dan langsung oleh duwit mbak enak”*⁵⁹

⁵⁸ Interviewed to Sukma child who did not continuing school, on Friday, July 20th, 2018

⁵⁹ Interviewed to Wendi child who did not continuing school, on Friday, July 20th, 2018

Another with Wendi, Anggun, and Prima who did not continue his schooling but they more choose to work and also help his parents in the rice fields, Sukma did not continue his school because he wanted to marry.

After hearing the statement from the child because of lack of awareness to learn and may be less support from the elderly, and cause children to send school. Regardless of their right to educate his child in various ways, but the author would prefer to give education to the child as high and give understanding to the child so that the child is more aware of the importance of seeking knowledge High-height.

CHAPTER V

DISCUSSION

5.1 The Education in Badurame

The child is the next generation, so at least as a parent or older person is expected to make a good example of children, so that the child can sample the good attitude of his parents, such as family is the education First for the child, Like the Word of God that is contained in the Surah At-Tahriim verse 6 which reads:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا قُوًا أَنْفُسُكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ
عَلَيْهَا مَلَائِكَةٌ غِلَظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ



Hai orang-orang yang beriman, peliharalah dirimu dan keluargamu dari api neraka yang bahan bakarnya adalah manusia dan batu; penjaganya malaikat-malaikat yang kasar, keras, dan tidak mendurhakai Allah terhadap apa yang diperintahkan-Nya kepada mereka dan selalu mengerjakan apa yang diperintahkan.⁶⁰

From the verses above can be understood that how a family has a full responsibility to keep the family members so as not to fall into the bad things and disobeyed Allah is how here parental roles are very important to their

⁶⁰ Al Quran Surah At Tahriim verse 6

children, the first education before the child in school and gaining more and wider knowledge can also be useful.

As according to Ki Hajar Dewantara said that there is a trilogy of education that is the first role of a family (parents, siblings, etc.), and the second is the role of the school (which there is a teacher and his peers) and the third is Community.⁶¹

5.1.1 The Condition of Education in Badurame Village

Education is very important for everyone, especially for children will be very important to support and develop children's mindset, children's creativity, children's motor. Because children are still in the process of growth stage which is very good if educated and given insight or knowledge.

After the authors observe and interview the community in the village Badurame, look at the condition of his village, which also contains educational institutions in the form of children's right garden and elementary school that is intended for children "local residents. After that if you want to proceed to the next education eg Junior High School, Senior High School, and College, the child in Badurame village can not find the institution in his village but must exit the village to Look for the school that they want.

⁶¹Ahmad Syaikhudin, *Konsep pemikiran Pendidikan menurut Paulo Freire dan Ki Hajar Dewantoro*, Cendekia Vol. 10 No.1 June 2012

The results of statistical data that the authors have gained is that the number of schools in the elementary school level of about 30% and the second largest is in the position of Senior high School association with a percentage of about 20%, while the most small results The percentage is located at a college farm of about 3%. In the results of data that has been exposed above can be concluded that there are some children in this village Badurame who is not interested to continue his education to the higher level. Which one is the child that is the subject in my research.

Some of the children in Badurame village are also often gathered in the stalls that provide WiFi, using their handphone, they can linger in the stall to get Internet network for free.

Indeed living in the present era with fast-growing technology and very easy access to anything, often we are pampered by the facilities, but if we do not really use that technology is also wrong because the technology If not used with the right use will be able to cause a good effect, such as handphone, lively all circles even children are already good at wearing mobile phone, with and also the network is very Facilitate the surfing in the virtual world, any information can be obtained, but that is if the child who is still not old enough already in love permission to use the phone let alone without supervision from the child's parents can be able to open anything they want, therefore education is very important to bridge so that the attitude of the child can be controlled well, because teenagers have some characteristics that are the first emotions of those who are still labil,

seeing children who are in this village they are in the condition of being friends with their peers and because in the environment children are aged. They are many who play mobile phones it will affect other children who initially do not have the phone want to buy it too. Therefore their emotions are still very bullish, which is where parents can control their daughters in directing their true behavior. The second characteristic is the self-centered attitude in which this position of the child is very difficult in accepting the opinions of others, and also they consider themselves the most true of themselves, hence the importance of his parents understand and understand how the nature of their child in order to be able to direct his son properly without offending the child in fact even makes the child not believe in what is said and counsel from his parents.

With the education given to the child, whatever is conveyed by parents and teachers in his school, the Anak They are still in the position of need to be guided, directed so as not to be in the children who behave poorly.

Because if the child they are attending will be busy and focus with their obligation of learning, with some homework to be completed or just simply read the material of learning materials to improve their knowledge insight. Until there will be no time wasted to play mobile phone continuously.

5.1.2 The Role of Parents within their Children's Education

What builds a child's character is that it is nothing but a little bit of a parent's character, but it can also be formed from the outside. Regarding the discussion of this research the authors have collected the data that will be outlined in this chapter.

The result of the interview with the father of the head of the village, the child there many who were night spent with his fellow friends, they just spent their time with a friend with his friend in the street crossroad sometimes also gathered in the stall The available WiFi to play online games or such. Without the control of the child's parents will freely play without limits, they can play as they like with their friends, lucky if their friends have a positive impact but otherwise will damage the nature, attitudes of the children. Because at the age of this very young child, their ego is still very tinggi-tingginya, what they want to be obtained and also can not be said to determine and understand which is good and which is not good for him. If parents are conscious and can control their children well then the output of the child will be good, such as teaching the child a good and polite attitude toward others especially to the older person from him, planting the positive values The child, and not forgetting the parents must always give good examples. So that the child reluctantly and reluctant to emulate the good behavior of his parents.

5.2 The villagers' perception on Education in Badurame

As people have the reason and the mind to lead them to determine the way of life, but they will not escape the various factors that lead to the perception of a person. As happened in this gorame hamlet there are some informant that has different perception about child education for their child.

From the 8 informant parents who have been interview by the author, the authors divide into two parts that the perception of parents who send children and parents who do not send children with a variety of hopes to the child. From the parents who send the children to school that is called Mr. Saekan, Mr Zainal, Mr. Suparman, and Mom. Sri. As bellow:

- a. According to Mr. Saekan send his child to school so that the child can progress, has a good future, has a wide insight.
- b. According to Mr. Zainal send his child to school so that gain science that benefits, no shortage of information.
- c. According to Mom. Sri send his child to school so that the child's self-reliant, good child thought.
- d. According to Mr. Suparman send his child to school so that can be succeed in the future.

While from the parents who do not send their children to school that is Mr. Sarman, Mr. Hari, Mr. Jono, and Mom. Pariyem, as follow:

- a. According to Mr. Sarman who do not send his children to school because fear out a lot of money, money making orientation.

- b. According to Mr. Hari who do not send his children to school because money making orientation.
- c. According to Mr. Jono who do not send his children to school because not have enough cost.
- d. According to Mom. Pariyem who do not send his children to school because education is not very important, accumulating wealth, money making orientation.

Meanwhile, according to the community, they think that the education of the child is important, and they are to school their children in order to become a useful child, gaining experience.

Of all the perceptions of the community in Gorame village, the writer classifies the people here considering that the education of the child is important because they want their children to be more advance (advance here like within knowledge, his jobs, and future career), have a wide insight, so that they can be more independent, Being a successful person, have a beneficial knowledge, while the person who does not send their child is because, they cost less, they are more oriented to how to earn as much money, afraid to spend a lot of money.

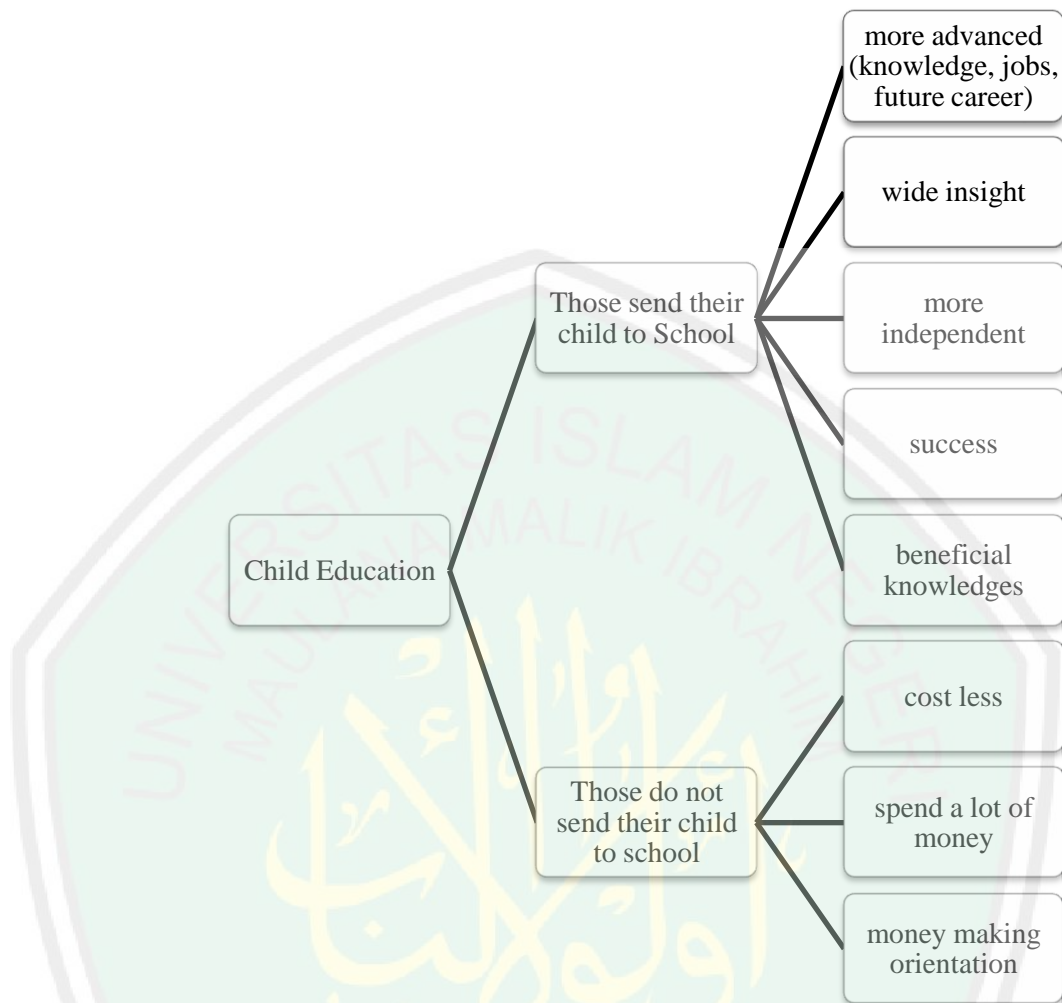


Chart 5.1 :Perception on child education of villager in Badurame village

After seeing from some of the data that has been collected, from the parents who were to have the child and the parents who did not have the child to be able to be very different. As said by Mr. Saekan, Mr. Zainal, Mom. Sri, and Mr. Suparman whose notabene he is a person who is said to have had a background until higher education so his perspective or his perception of education His son was very knowledgeable, he wanted his son to continue his schooling until high even if needed to be put to the institution of boarding schools while the school so

that his children get the science of not only science but Moral and religious sciences are also good because it is formed in the boarding school. He more orientated his children to get knowledge that as much as many do not need to make money in advance, because he believes that a child in the future if the science and the nature is quite a lot, they will be able to Survive out there and it will also be easy to get the job by relying on their knowledge and do not forget to also expect the science that can be useful in the world and the hereafter.

Different from Mr. Sarman, and Mr. Jono, whom he had as a farm worker, they relied solely on the money in the farming to provide for their life, which is important enough he said. Therefore, he prefer his son to work directly in factories or work anywhere where his income or salary is quite a month, which is very reasonable to live his life will be worth it. He more orientated his son to earn money by working directly and not having to continue his schooling to a higher level. While Mom. Pariyem, and Mr. Hari that he belongs to have enough treasures, but he wants their children to jump to the world of work, because by hard work they will get a successful person, not necessarily in the way Education.

5.3 Social Construction of the Villagers' Perception on Education in Badurame

As the perception that has been built by each individual in view of something does not escape how the factors that affect them are looking at something. Similarly, in this study, where the parent or village community of Badurame had different views on their child's education. That's because of the factors that affect someone conveying their perception.

And according to the Ulric wood approach is a factor that can influence the formation of people's perception of something. That is Age, Culture, Physiology, Social Role, and Cognitive Abilities.

Like his thing Mr. Saekan said that children's education is very important for their children. Because he was aware of the importance of education for everyone especially for his children. With his age that is still relatively young 46 years, he has seen the social reality which today is digital and also more modern, where the people have to interact and survive each other so that it can Fulfilled he gave attention and also chose to provide education for their children are expected to be a provision for their children to interact and survive easily because it has more knowledge. Once the perception of Mr. Sakean with his background also included educators in an educational institution.

The perception of the father of the hoist is almost the same as the perception of Mom. Sri, who wants her son to be able to move forward, because he was behind her education until the time and felt so very important education for a Child, also with Mr. Zainal even though his age was quite old but he was aware of the importance of education for his son. Unless Mr. Suparman keep his child to school because it may be his factor including people who are well-being so if not concerned with his child's education it will make his reputation become down.

But not with Mr. Sarman whom he saw only the people who were in the village alone, who was a farm worker and during his life spent in this village alone, he saw and knew if the neighbor neighbor who had The fate of the lack in

terms of the economy where his children work wandering into the next city can live worthily. Although not all residents here are wealthy only work in the factory. But it is attributed to their lives enough to be able to fulfill their life needs as well sometimes that can wake up the house for their parents to work in the factory. With such a view so Mr. Sarman would appreciate his son not to continue his education to the higher level. With his perception as it was found to be respected by the culture in which the village tends to have a lifestyle that mimics each other among others.

Mr. Jono said that education is very important even with his junior high school graduates but he is aware of the importance of education for his children but it is the lack of sufficient economic circumstances that make the child He was unable to pursue his education. Unlike Mom. Priyem, where she has many rice fields, is clear in the economic level no doubt, but she does not one of her children, she said the education is not very important, it turns out that affects the perception He like that because Belau have a child who first is not good at the level he often sleep up class and eventually not school, but in a hard worker and until finally become a successful person, therefore Mom. Pariyem not too Believe about the quiet, because without education even the child can be a person as long as they work hard.

Same with the perception of Mr. Hari more telling his son to work hard to be a successful person, without formal education is not a problem, because he thought the successful man people who have a lot of money, so he More orientated on how to find money with as many as possible by working hard.

Thus, the perception of this village community about education with reference to Ulric theory seen in Badurame village community is in the surrounding environmental factors (culture), which is looking at the surrounding conditions with the many people who are teenagers who work and more directly oriented to get money from the education, as if culture and become a role model of the village Badurame, resulted in the community especially the parents who are the majority of farmers and the lack of knowledge that they have about how important education actually, making them consider education for the child to be less important as long as they can succeed in their own way without education. And the second is the social role which many social roles are labeled to some individuals, some who play as ordinary people, community leaders, people who influence the development of the village, etc., this affects how they view the importance of education according to them, as does the community leaders where he feels the label as a pilot then will give the best example possible, and from assuming education is important, because there is a social role he has assumed. And the third is cognitive ability, where the people who have been or educated have the view that education is important, because they have felt how the importance of education for children is the successor of the nation. The chart social construction of villagers' perception like below:

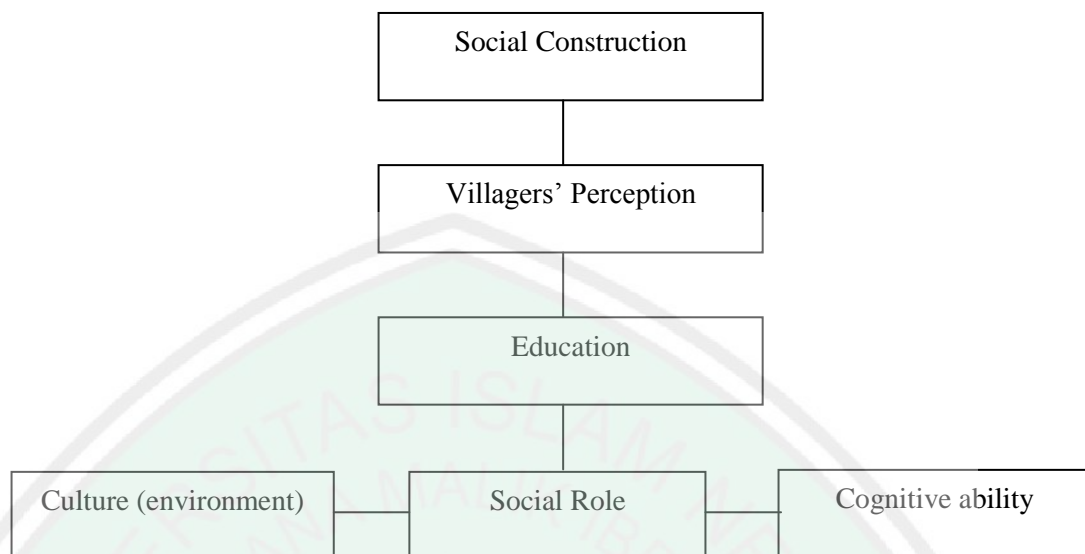


Chart 5.2: The Social Construction of Villagers' Perception

So social that constructed the perception of society about what should happen to the education of their children, namely through factors in terms of culture or society around them, social roles are labeled in each individual, and also cognitive ability. It is hoped that the people of this village can understand how often the importance of giving socialization about the important education, so that the motivation of parents and children in the village can increase, and kept away from the number of low education, or behavior is not good anyways.

CHAPTER VI

CONCLUSION

6.1 Conclusion

1. The Education in Badurame Lamongan

As explained and presented in the previous chapter of children's educational conditions that occur in this village, there are still children who do not continue their education to junior high, high school or college.

In this case it is still lacking his parents's attention to the education of his son, the lack of control of the parents for his son, and that it causes the child to be free to work on what they want, as many children spend time in stalls of this village that provide free internet, to play games and also chat with their friends, and also let his children work without continuing their education.

According to the data that has been collected seen many children who only with graduate in elementay school and also senior high school which can be concluded that there are some children in this village Badurame who is not interested to continue his education to the higher level.

2. The Perception of Villagers on Education in Badurame.

Of the many kinds of perceptions that have been gathered from the parents who were to be able to have their children and parents who did not.

Get results:

- a. The perception of the parents who are in the process of the child is based on hopes of success in the future of his son, making the

children have knowledge, has a deeper understanding and the child is much more independent.

- b. The perception of parents who do not have the child to be able to see how the successful people by having money and more oriented to the money by directly searching for work or becoming a businessman, and there is also constrained because Shortage of costs for the child to be able to.

3. Social Construction of the Villagers' Perception on Education in Badurame.

So many social construction factors that can influence the formed of perception on child education among Badurame Village, among others in terms of Age, Culture, Physiology, Social Role, and Cognitive Ability. And between the factors that have been deposited in the majority that appears to influence the perception of society is in terms of culture and cognitive ability. The authors divide it into two sides of the person who considers important education and people who are not particularly considering education is important. That is:

- a. People who think education is important is that there is a majority of people have a good cognitive ability, such as those whose parents have higher education, who are truly aware of the importance of child education, and more can consider everything with maturity so as to get good decisions and what they want best for their child. And also people who think education is important is people have social

role in that environment, because of he should be a good figure for the community.

- b. People who consider education not very important are those who are more likely to be influenced by their culture. What culture is like the culture of wanting to have something similar to its neighbors, which in general the village community is homogeneous, with its homogenization makes it as if all should be all round. By targeting those conditions they prefer to make their children earn money, to help the welfare of their own.

6.2 Recommendation

From the research that has been done by the authors in the field at least the author will give advice that will be aimed to improve the development of the village community Badurame, the following suggestion are:

1. Advice to people especially parents to give full attention to children, supervise children, and wherever possible educate the child to be a child both in terms of moral and social. Because it is usually the character formed in the child is a reflection of his parent. And also because the child is the successor generation of the nation who needs to be in the best possible to be able to get a good and qualified forerunner.
2. Advice to the local government or the village government to provide or to conduct socialization about the importance of education for children, and other socialization that is useful for the development of the Community village Badurame.

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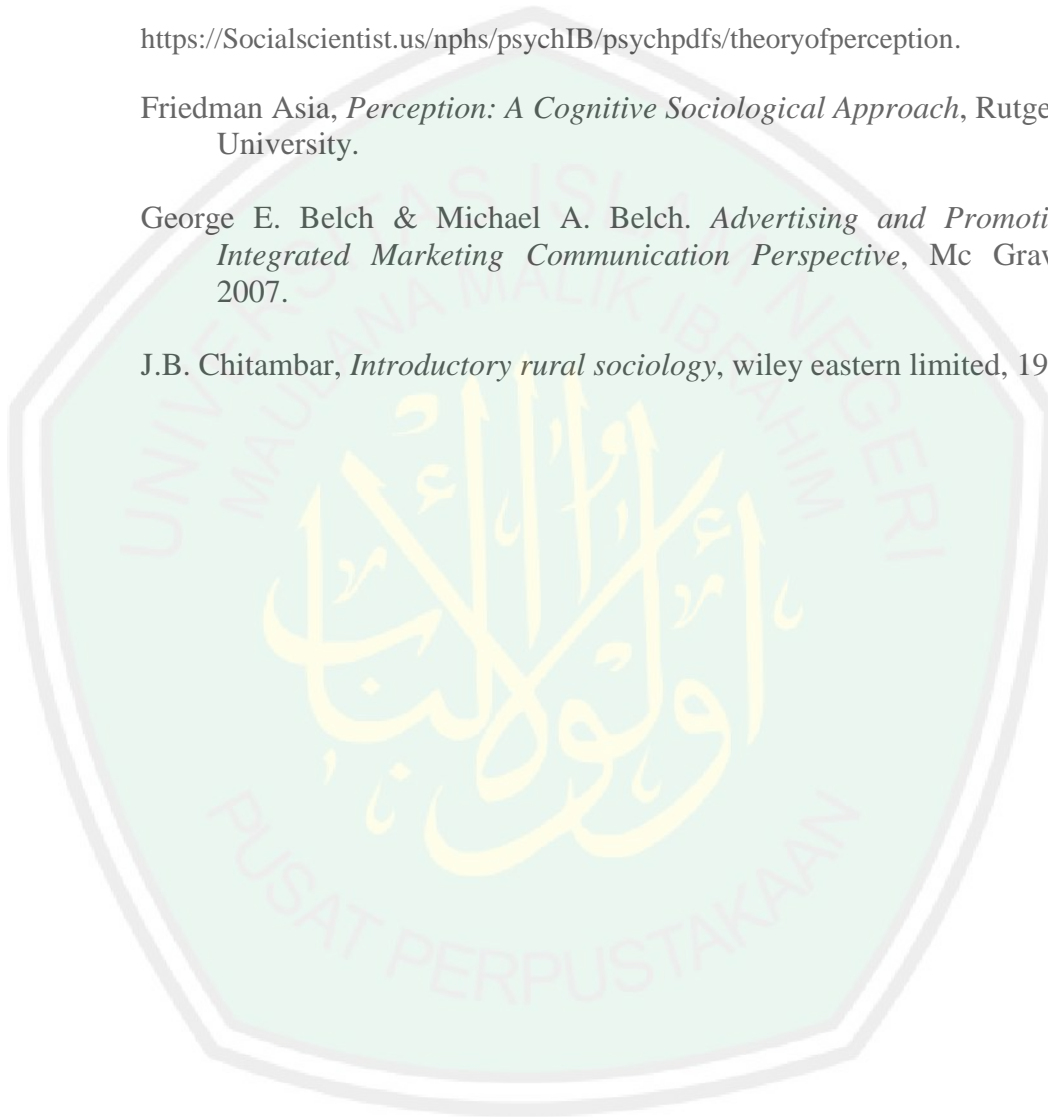
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on Child Education in Badurame Lamongan

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8.	25 February 2020	Acc on Final Exam	

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Appendixs

1. Observation guideline

- a. Interview for the Community and head of villagers
 1. What do you think about education for children?
 2. How important is your child's education?
 3. Why is child's education important?
 4. What do you think the factors that could affect the child are not in school?
- b. Interview for parents whose children are school and not school
 1. What do you think about education for children?
 2. How important is your child's education?
 3. Why is child's education important?
 4. What is the expectation of the father/mother by the management of your child?
 5. What do you think the factors that could affect the child are not in school?
 6. What is the purpose of the Mr and Mom to your child?
 7. What is the purpose of the father's mother not to blame?
 8. Why to be a child to blame?
 9. Why not to be able to blame the child?
- c. Interview for a child
 1. Why are you not school?
 2. How is your parents ' attitude if you don't continue school?

2. Transkrip of Interview

Interview to head of village

Sources : Mr. Juadi
 Date of Implementation : Sunday, July 22nd, 2018
 Place of Implementation : The office of village

Apa yang bapak lihat tentang perkembangan pendidikan di desa ini?

Dalam masalah ini mbak kalau peran kita sebagai pemerintah desa disini terhadap pendidikan anak didesa ini sebenarnya tidak bisa terlalu ikut campur karena untuk masalah jenjang pendidikan mereka itu tergantung kepada orang tuanya masing-masing, sedangkan kita hanya bisa membantu membuatkan wadah untuk mereka agar bisa berfikir dan bergerak yang produktif dengan adanya karangtaruna. dan juga memang untuk karangtaruna kebanyakan yang mendominasi dalam kepengurusanya adalah anak-anak yang bersekolah sedangkan untuk anak-anak yang sudah putus sekolah menjadi anggotanya saja

Apa menurut anda faktor yang dapat mempengaruhi anak tidak bersekolah?

Untuk penyebab mereka putus sekolah kebanyakan faktor ekonomi mbak, sampai-sampai ada beberpa anak yang masih sekolah smp dia juga sambil bekerja, dan selain faktor ekonomi adalah faktor lingkungan pergaulan . jadi disini ada beberapa anak yang gara-gara keasikan nimbrung dengan teman-temannya siang malam akhirnya malas sekolah dan sampai-sampai orang tuanya pun sudah tidak bisa memaksanya”

Interview to the parents

Sources : Mr. Saekan
 Date of Implementation : Saturday, July 21st, 2018
 Place of Implementation : His house

Bagaimana menurut anda tentang pendidikan untuk anak?

Kalo saya mbak ya, pendidikan untuk anak saya ya sangat penting sih, karena tanpa sekolah diusia yang digolong dini ya, itu anak tidak bakalan maju tidak punya wawasan untuk dunia ilmu gitu kan, untuk kemajuan dia dan untuk masa depan dia

Apakah pendidikan anak itu penting menurut anda? Mengapa!

Penting, Terus mbak kalo mereka tidak sekolah apa ya dia bisa baca menulis, tidak bakalan bisa mbak makanya adanya sekolah atau pendidikan itu sangat penting

Apa harapan bapak/ibu dengan menyekolahkan anak anda?

Ya biar anaknya bisa mengerti mbak

Apa menurut anda faktor yang dapat mempengaruhi anak tidak bersekolah?

Apa ya mbak, mungkin ya kalo saya melihat tetangga-tetangga saya yang anaknya 'maaf' tidak dapat melanjutkan sekolahnya itu biasanya dari faktor ekonomi mbak yang menghambat mereka. Sudah untung kan mbak saget maem niku, seng penting damel seng pokok riyin.

Apa tujuan bapak/ibu menyekolahkan anak?

Tujuan saya menyekolahkan anak saya supaya anak saya mendapatkan kehidupannya, mendapatkan masanya sebagai anak-anak pada umumnya, bermain, belajar, dengan teman-teman sebayaanya dan mendapatkan ilmu dari guru-gurunya, saya melakukan itu supaya anak saya mendapatkan kehidupan yang layak kedepannya mbak.

Mengapa menyekolahkan anak?

Dan kalo tidak sekolah yokopo kan kasihan anaknya tidak bisa maju, tidak punya pengetahuan, apalagi kalo bisa ya dipondokkan biar etikanya baik dan dapat agamanya juga

Sources : Mr. Sarman

Date of Implementation : Saturday, July 21st, 2018

Place of Implementation : His house

Apa tujuan bapak ibu tidak menyekolahkan anak?

Ya karena tidak ada uang mbak gae nyekolahno anak ku, lha wong luwih apik nek arek e mandiri dewe, wes iso golek kerjoan dewe, entok duwit dewe, kate menging iki yo piye arek e yo gelem soal e onok kancane kae loh mbak seng dijak barengan kerjo. Aku yo iyo iyo ae mbak alhamdulillah wes entok penggawean.

Mengapa tidak menyekolahkan anak?

Kenopo mbak repot repot nyekolahne anak ke sma utowo seng luwih duwur iso nang perguruan tinggi, wong yo akhir e engko ujung-ujung e bakalan ngannggur, yang sekolah tinggi tinggi itu, soal e mb biasane iku akeh seng jek bingung ape golek kerjo opo, lha nek seng langsung kerjo kan anak e iso oleh duwit gae awak e dewe gae urip e dewe ape tuku opo-opo iku loh mb, wes ora kudu jaluk duwit maneh nang wong tuwone, ngoten loh mb, dadi aku yo wes gak repot-repot nyekolahno.

Sources : Mom. Sri

Date of Implementation : Saturday, July 21st, 2018

Place of Implementation : Her house

Bagaimana menurut anda tentang pendidikan untuk anak?

Pendidikan itu sangat penting bagi anak anak kita soalnya bisa untuk otaknya biar berkembang, ketika melihat masalah pasti punya jalan keluar dan termotifasi terus untuk menyelesaikan masalah itu. Dan di pendidikan kenapa ada tantangan, supaya daya pikirnya main

Pentingkah pendidikan anak menurut anda?

Pendidikan sangat penting

Apa harapan bapak/ibu dengan menyekolahkan anak anda?

Harapannya supaya anak menjadi anak yang baik, tapi kan sekarang itu orang pintar itu banyak tapi orang yang pintar dan baik itu sangat sedikit. Makanya disekolahkan

Apa tujuan bapak/ibu menyekolahkan anak?

Tujuan supaya dia dapat melihat lingkungan luar selain di rumah, jadi mereka beradaptasi dengan siapapun dengan kondisi apapun itu belajarnya dari sekolah sebelum benar benar terjun ke kehidupan sebenarnya.

Sources : Mr. Jono
 Date of Implementation : Sunday, July 22nd, 2018
 Place of Implementation : His house

Bagaimana menurut anda tentang pendidikan untuk anak?

Pendidikan sebenarnya saking kulo itu pingin menyekolahkan anak tapi priapun maleh mbak mungkin pengeran ngersani durung iso e mbak arek e iki ape tak sekolahno tapi bapak e tani ngene sembarang e yo pas pasan dadi yo tak kokon ngewangi nang sawah wae mbak bekne mene ne arek e nek wis iso kene dadi wong tuwo paling yo kejar paket, nek sakniki sebenere kene pingin nyekolahno anak mbak, tapi teko keluarga yo ngene iki mbak keadaan e serba pas pasan dadekno anak ku gak iso ngelanjutno sekolah e, lan lulus smp iku yo wis alhamdulillah mbak. Sebenere niku anaknya pingin sekolah mbak tapi ningali keadaan orang tua kados ngeten dia manut

Pentingkah pendidikan anak menurut anda?

Penting pendidikan

Apa harapan bapak/ibu dengan tidak menyekolahkan anak anda?

Harapan untuk saat ini dengan anak saya yang tidak sekolah, mereka ketika besar ketika dewasa bisa sejajar dengan teman temannya yang berpendidikan entah dengan cara apapu, mungkin dengan anaknya sendiri yang mencari pendidikan diluar sekolahan atau nanti bagaimanapun tapi yang penting

harapan saya, saya tidak kepingin anak saya tidak berpendidikan, lha putusnya sekolah itu karena maslah ekonom tadi

Apa menurut anda faktor yang dapat mempengaruhi anak tidak bersekolah?

Faktor karena ekonomi, sebenarnya anaknya kepingin sekolah tapi melihat keaaadaan orang seperti ini dia manut kepada kita



Sources : Mr. Hari

Date of Implementation : Sunday, July 22nd, 2018

Place of Implementation : His house

Bagaimana menurut anda tentang pendidikan untuk anak?

Saya kira sama aja mbak, soalnya saya dulu kecil juga tidak sekolah, sekarang kebetulan anaknya saya sekolahkan hanya sampai lulus sd terus anaknya sudah tidak mau sekolah pinginnya ikut saya jualan, jadi saya kira apa ya hampir sama seperti kayak kursus-kursus gitu, jadi dia bisa mencari ilmu di kursus-kursus untuk dapat mengembangkan usaha. Saya kan dari kecil juga tidak sekolah langsung ikut orang cina dulu di surabaya gitu,

Pentingkah pendidikan anak menurut anda?

Penting

Mengapa pendidikan anak itu penting?

Penting pendidikan itu tapi tidak harus disekolahkan gitu loh mbak , jadi anak saya gak sekolah pun tapi kalau dia punya semnagnt kerja ya sudah saya kira tidak usah sekolah juga tidak apa apa katanya dia nanti pingin belajar mengembangkan mengelolah atministrasi jualannya , ya biar kuursus kusrus itu saja gak harus sekolah gitu , saya kira seperti itu

Mengapa tidak menyekolahkan anak?

Tidak begitu penting untuk sekolah formal, soalnya pendidikan sekarang yang diorientasi kan itu yang di sekolahan itu ya padahal kan banyak pendidikan yang dapat didapatkan di luar, jadi tidak usah mengikuti aturan negara pun tidak masalah.



Sources : Mom. Pariyem

Date of Implementation : Sunday, July 22nd, 2018

Place of Implementation : Her house

Bagaimana menurut anda tentang pendidikan untuk anak?

Pentingkah pendidikan anak menurut anda?

Pendidikan itu tidak penting sebetulnya, soalnya saya ini sebetulnya di desa yang punya sawah banyak jadi pendidikan itu tidak penting, yang terpenting anak saya itu bisa mengelolah sawah itu dengan baik gitu,

Soalnya mbak awalnya saya menyekolahkan anak, dan mengapa kok saya terus bilang tidak penting awalnya saya menyekolahkan anak tetapi anak saya sering tidak naik kelas nah setelah itu anak saya itu jadi tidak mau masuk sekolah nah dari situ ya sudah tidak saya sekolahkan, setelah itu dia ikut kesawah jadi dia itu tidak tamat sd, tapi sekarang hidupnya juga baik-baik saja dia sekarang jadi peternak ayam itu loh mbak, kalau dipikir-pikir pendidikan yang di sekolah itu tidak terlalu penting, yang penting kita bisa berhitung kita dirumah juga bisa mengajari kalau berhitung, menghitung uang itu yang penting, bagaimana cara mengumpulkan kekayaan.

Apa tujuan bapak ibu tidak menyekolahkan anak?

Anaknya tidak mau sekolah, sebenarnya tidak patut diomongkan tapi kalau sering tidak naik kelas ya buang buang uang mbak, walaupun sekarang

sekolah-sekolah gratis mbak tetapi buku buku tetap bayar nanti belum uang jajan dan sebagainya ya sudah anaknya dirumah saja.

Mengapa tidak menyekolahkan anak?

Membuang buang uang toh anaknya juga tidak mau sekolah



Sources : Mr. Zainal

Date of Implementation : Saturday, July 21st, 2018

Place of Implementation : His house

Pentingkah pendidikan anak menurut anda?

Sangat penting

Mengapa pendidikan anak itu penting?

Sangat penting mbak terutama pendidikan agama, di agamaislam sendiri pun, ketika namanya pendidikan saya orientasikan ke ilmu,sampai di ilmu itu kan ada buku untuk belajar ilmu yaitu taklimu mutaalim itu, jadi sangat penting mbak pendidikan itu, kanjjeng nabi pun juga bilang kita sebagai orang tua itu wajib atau berkewajiban untuk mendidik anak, memberikan ilmu mengarahkan ilmu, karena apa karena ntuk bekal anak itu sendiri, ketika anak sudah berpendidikan sudah berilmu kembalinya ga kemana mana tapi ke dia dan ke kita ketika kita sudah tidak ada gitu, itu kalau orientasinya ke akhirat ke unsur agama kalau d unsur konvensionalnya unsur pendidikan nya itu nanti dia akan tidak buta akan informasi jadi didunia kerja maupun dunia masyarakatketiak dia sekolah mengenyam pendidikan pesanren ataupun formal dia akan bisa dan akan menjadi apa ya pengembang dimasyarakat atau di agam akarena kenapa dia punya ilmu.

Apa harapan bapak/ibu dengan menyekolahkan anak anda?

harapan menjadi anak yang solih solihah dia bermanfaat bagi lingkungannya syukur-syukur diberi mandak oleh tuhan supaya menjadi anak yang dengan peerjaan yang baik, jadi anak yang manfaat, dan di dunia kerja pun tidak kesulitan, ya jadi anak yang sukses di dunia maupun diakhirat lah seperti itu.

Apa tujuan bapak/ibu menyekolahkan anak?

tujuan pendidikan itu sangat penting baik itu pendidikan pesantren atau pun pendidikan formal, kalau masalah bagaimana akan saya untuk perekonomian itu pas psan tapi saya upayakan, karena saya peraya kepada tuhan bahwasanya kalau kita mendidik anak andaikan kalau kita tidak mampu sendiri untuk mendidik anak kita pasrahkan kepada guru guru seperti itu, terutama kalau dipesantren itu guru yang kriteria nya masuk di taklim mutaalim itu, orangnya wirai dan sebagainya itu lebih bagus begitu, saya kalau masalah dana jika anak saya mau mondok gitu bagaimanapun akan saya upayakan untuk mencari buat biaya mondok begitu.

Sources : Mr. Suparman
 Date of Implementation : Sunday, July 22nd, 2018
 Place of Implementation : His house

Pentingkah pendidikan anak menurut anda?

Sebetulnya sekolah itu tidak terlalu penting, tapi menurut saya sih ga penting sekoalh itu kanbisa membaca bisamenghitung kita kan diruma juga bisa mengajari yangseperti itu yang pentingdasar dasar nya saja gitu,

Mengapa pendidikan anak itu tidak penting?

Sebetulnya sekolah itu tidak terlalu penting tapi karena di lingkungan masyarakat kan begitu mabk ya ada anak yang tidak sekolah nanti pasti orang tuanya gini lah gitu lah jadi demi meminimalisir hal” yang semacam itu saya kan termasuk orang yang mampu ya sudah saya sekolahkan saja anaknyapun juga mau, tapi anak saya sebenarnya gini mbak diseklah itu tidak terlau bisa gitu tapi anaknya mau, jadi ya tetep saya sekoklahkan saja

Apa harapan bapak/ibu dengan menyekolahkan anak anda?

Harapan meyekoalhkan anak walaupun anak saya tidak terlalu bisa dalam belajar tapi anak saya mempunyai kemauan untuk sekolah ya saya sebagai orang tua berharap biar ada hasilnya gitu saja kan juga sudah keluar uang untuk membiayai sekolahnyagitau, siapa tau nanti dia bisa sukses dan membantu saya begitu.

Apa tujuan bapak/ibu menyekolahkan anak?

Tujuan saya menyekolahkan anakitu biar dipandang masyarakat itu tidak negatif terus orang tuanya kan juga ikut baik namanya , masak nanti ada yang bilang anaknya bapak ini loh padahal mampu kok tidak sekolah kan tidak lucu mbak ya.



Interview to the Society around

Sources : Mom. Lesty
 Date of Implementation : Saturday, July 21st, 2018
 Place of Implementation : Her house

Bagaimana menurut anda tentang pendidikan untuk anak?

Pendidikan sangat penting mbak buat anak, tp juga orang tua harus tetap terus mengawasi mbak, kalo dinjar njarne anak nya ya sama aja mb, malah menyusahkan orang yang membimbing di sekolah. Kalau saya mbak anak saya bahkan ponakan saya pun yang tinggal di sebelah rumah saya awasi dengan benar, karena biasanya itu mbak suka niru-niru temannya kalau lagi bermain gitu, iya terkadang bicara kasar kadang juga suka berperilaku kurang sopan, ya memang namanya juga anak anak tetapi ya kalau orang tuanya bisa memberi nasihat secara baik kepada anaknya mungkin perilaku anak nya menjadi baik.

Pentingkah pendidikan anak menurut anda?

Penting

Mengapa pendidikan anak itu penting?

Kalo saya mba sangat peduli dan pendidikan anak itu sangat lah penting. Soalnya anak titipan tuhan kitasbagai orangtua harus siap mendidik mereka

dengan kasih sayang dan secara maksimal, lha supaya mereka dapat menjadi anak yang berguna di masyarakat.

Apa menurut anda faktor yang dapat mempengaruhi anak tidak bersekolah?

Kalau masalah itu mbak, kalau saya melihat tetangga saya itu anaknya tidak melanjutkan sekolahnya karena mereka ikut kakak kelasnya yang lebih dulu terjun bekerja di pabrik itu, jadi anaknya ikut, tp ya orang tuanya mengiyakan aja, ga tau juga mbak ya apa motif orang tua nya kok memperbolehkan anaknya diusia itu untuk bekerja. Ya itu tadi loh mbak apa yang seerti saya katakan anak disini itu suka latah meniru apa yang teman mereka lakukan kalau tidak ada kontrol dari orang tua yang lebuah nanti bakal ngikut ngikut aja

Sources : Mom. Sumiati

Date of Implementation : Saturday, July 21st, 2018

Place of Implementation : Her house

Bagaimana menurut anda tentang pendidikan untuk anak?

Pendidikan penting mbak, kalau bahasa anak sekarang biar tidak kudet (kurang update) akan informasi, karena mbak saya memposisikan pada anak saya ya, kalau dia tidak mengetahui pendidikan atau buta akan pendidikan, apa iya dia cuma saya biarkan dirumah saja dan tidak melakukan apa-apa, padahal pendidikan itu sangat berguna dan banyak memiliki manfaat jika anak tersebut juga sungguh-sungguh dalam menjalankannya, karena anak dapat lebih mengenal banyak ilmu-ilmu baru, banyak pengalaman dan masih banyak yang lainnya mbak. Menurut saya seperti itu.

Pentingkah pendidikan anak menurut anda?

Penting

Interview to a Child

Sources : Wendi

Date of Implementation : Saturday, July 21st, 2018

Place of Implementation : His house

Mengapa kamu tidak sekolah?

Lapo mbak atek sekolah barang? Sekolah malah ngentekno duwit tok, nek kerjo kan kene entok duwit. Iso gae ngewangi wong tuwo tumbas opo opo, gae mangan, lagian mbak aku wes males mikir, iyo nek engko aku iso sregep sekolahku lha nek aku gk sregep, aku malah mbuak mbuak duwit maneh, lagian aku melu karo koncoku iku loh nek kerjo dan langsung oleh duwit mbak anak, lhoalah mbak lagian aku wes males mikir, iyo nek engko aku iso sregep sekolahku lha nek aku gk sregep, aku malah mbuak mbuak duwit maneh, lagian aku melu karo koncoku iku loh nek kerjo dan langsung oleh duwit mbak anak

Sources : Prima

Date of Implementation : Sunday, July 22nd, 2018

Place of Implementation : His house

Mengapa kamu tidak sekolah?

Mboten nopo nopo mbak, nggeh kondisine kados ngeten, mboten gadah biaya damel nerusaken sekolah trs kaleh mak nggeh diken ten saben mawon, nggeh pun kulo mboten lanjut ten sma. Tp teros e mak nek yotrone pun ngumpul nggeh saget kejar paket ngoten mbak.

Apakah kamu ingin sekolah?

Nggeh sebenere pingin mbak sekolah, ten mriko katah rencang saking pundi-pundi terus nggeh saget belajar kaleh alat-alat seng pun di fasilitasi saking sekolah seng ten mriki mboten wonten.

Sources : Sukma
Date of Implementation : Friday, July 20th, 2018
Place of Implementation : Her house

Mengapa kamu tidak sekolah?

Nggeh pun ketemu seng cocok mbak, jadi saya memutuskan untuk menyudahi sekolah saya dan menikah, dari pada nanti sekoah saya tidak fokus gara gara saya pacaran, saya memutuskan untuk menikah, alhamdulillah nya sih calon saya sudah mapan dan insyaallah bisa membimbing saya.

Bagaimana sikap orang tuamu jika kamu tidak meneruskan sekolah?

Orang tua saya membolehkan mbak dari pada nantinya saya berbuat yang macam-macam, jadi mereka menuruti apa yang saya mau.

Sources : Anggun
Date of Implementation : Friday, July 20th, 2018
Place of Implementation : Her house

Mengapa kamu tidak sekolah?

Ya ingin saja bekerja mbak, ingin memegang uang sendiri tanpa merepotkan orang tua, tidak sekolah tidak apa apa yang penting nanti saya dapat gaji dan akan saya kumpulkan untuk saya kasihkan ke orang tua saya, dan juga sisanya akan saya pakai untuk saya. Sejauh ini senang-senang saja mbak saya bekerja, disana juga banyak teman. Kalau nanti saya sekolah akan menambah beban orang tua harus mengeluarkan uangnya untuk saya bersekolah, kasihan beliau belum lagi adik adik saya, jadi saya mengalah saja mbak saya akan bekerja membantu orang tua saya dan adik adik saya. Kan juga kondisi ekonomi yang tidak memungkinkan mbak.

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