

**PERCEPTION ON FORMAL EDUCATION AMONG LOK
PADAS SLUM AREA PEOPLE IN BLIMBING, MALANG**

THESIS

**BY
HENI AINUL ROHMAH
11130111**



**DEPARTMENT OF SOCIAL SCIENCE EDUCATION
FACULTY OF TARBIYAH AND TEACHING TRAINING
THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG
2015**

**PERCEPTION ON FORMAL EDUCATION AMONG LOK
PADAS SLUM AREA PEOPLE IN BLIMBING, MALANG**

*Presented to Faculty of Tarbiyah and Teaching Training
The State Islamic University of Maulana Malik Ibrahim Malang
in partial fulfillment of the requirement
for the degree of Sarjana Pendidikan (S.Pd)*

BY

HENI AINUL ROHMAH

11130111



**DEPARTMENT OF SOCIAL SCIENCE EDUCATION
FACULTY OF TARBIYAH AND TEACHING TRAINING
THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG**

APPROVAL SHEET

**THE PERCEPTION ON FORMAL EDUCATION AMONG
LOK PADAS SLUM AREA PEOPLE IN BLIMBING, MALANG**

THESIS

BY

HENI AINUL ROHMAH

11130111

Approved by,

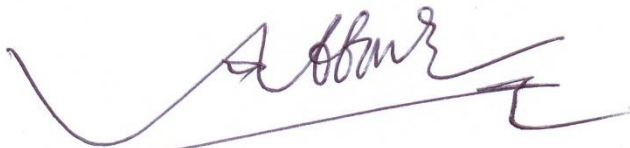
Advisor:



H. Mokhammad Yahya, MA, Ph.D
197308232000031002

Acknowledged by,

The Head of Social Science Education Program



Dr. H. Abdul Bashith, M.Si
197610022003121003

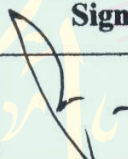

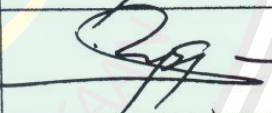
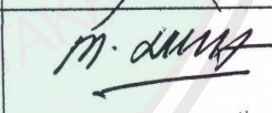
LEGITIMATION SHEET

**THE PERCEPTION ON FORMAL EDUCATION AMONG
LOK PADAS SLUM AREA PEOPLE IN BLIMBING, MALANG**

THESIS

**Prepared and compiled by:
Heni Ainul Rohmah (11130111)**

**Has been defended in front of the board of examiners on November 30th 2015
And has been approved by the board of examiners as the requirement for the
Bachelor Degree in Education/Sarjana Pendidikan (S.Pd) on November 30th
2015**

The Board of Examiners		Signature
Chairman of the board examiners Dr. H. Nur Ali, M.Pd 19650403 199803 1 002	:	
Secretary of the board examiner H. Mokhammad Yahya, MA, Ph.D 197308232000031002	:	
Supervisor H. Mokhammad Yahya, MA, Ph.D 197308232000031002	:	
Main examiner Dr. H. M. Zainuddin, MA 19620507 199501 1 001	:	

Approved by,

**The Dean of Faculty of Tarbiyah And Teaching Training
The State Islamic University of Maulana Malik Ibrahim Malang**


**Dr. H. Nur Ali, M.Pd
19650403 199803 1 002**

DEDICATION PAGE

By reciting Bismillah and Alhamdulillah, I dedicate this my work to:

Education in Indonesia

Beloved my father and mother (Mr. Imam Muhtarom and Miss. Binti Nafisatin) who always give me all of the best in the world. I just wanna say “I Love You”.

My teachers from kindegarten until high school and lecturers are always tirelessly devote their knowledge.

My Sister and brother (Happy, Haki, Hima, Lubis, Anfa') and dear all my family that always delivers the most beautiful smile, time, and money as my spirit through my days.

My friends in ICP IPS class (Embong, Sheylla, Ully, Asma, Septi, Auliya, Alim, Rosa, Nila, Icmi, Kiki)

My Best Friends of PMII SUNAN AMPEL UIN MALIKI MAIANG
My friends in Bolu ngopi (Embong, riza, gusdur, ilham, abeng, bahrul, septi, bara, kozin, nasiqin,)

My Beloved that give best inspiring “Mustaqim Wibowo”

MOTTO

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا أَصْبِرُوا وَصَابِرُوا

وَرَابِطُوا وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُفْلِحُونَ ﴿٢٠٠﴾

Hai orang-orang yang beriman, bersabarlah kamu dan kuatkanlah kesabaranmu dan tetaplah bersiap siaga (di perbatasan negerimu) dan bertakwalah kepada Allah supaya kamu beruntung.

(QS Ali-'Imraan:200)

H. Mokhammad Yahya, MA, Ph.D
The Lecturer of Tarbiyah and Teaching Training Faculty
The State Islamic University of Maulana Malik Ibrahim Malang

SUPERVISOR OFFICIAL NOTE

Matter : Thesis of Heni Ainul Rohmah
Appendixes : 4 (four) Exemplars

Dear,
The Dean of Faculty of Tarbiyah And Teaching Training
The State Islamic University of Maulana Malik Ibrahim Malang
At
Malang

Assalamualaikum, wr wb

Having carried out several times for guidance, both in terms of contents, language and writing techniques, and after reading the following thesis:

Name : Heni Ainul Rohmah
NIM : 11130111
Program : Social Science Education
Title of Thesis : Perception on Formal Education Among Lok Padas Slum Area
People in Blimbing, Malang

As the supervisor, I argue that this thesis have met the standard, and all requirement, therefore it is qualified to be examined and defended

Wassalamualikum, wr wb

Supervisor,



H. Mokhammad Yahya, MA, Ph.D
197308232000031002

CERTIFICATE OF THESIS AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitled "*Perception on Formal Education Among Lok Padas Slum Area People in Blimbing, Malang*" is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotation and bibliography. Due to fact, I am the only person who responsible for the thesis if there are any objections or claim from others.

Malang, October 29, 2015



Heni Ainul Rohmah

PREFACE

Alhamdulillah Praise to Allah SWT who has give mercy, taufiq and guidance, so that the writer can finish this thesis with the title *“Perception On Formal Education According Lok Padas Slum Area People In Blimbing Malang”*.

Blessings and greetings always praised to the Prophet Muhammad, the family, friends and his followers who have brought the truth to whole human that al-Deen Islam that we expect his syafa’ah in the world and in the hereafter.

The writing and preparation of this thesis is intended to complement the overall activity of students that have been declared by The State Islamic University of Maulana Malik Ibrahim Malang as a form of accountability author became Students in Islamic University of Maulana Malik Ibrahim Malang and to meet one of the requirements to obtain a Bachelor Degree of Social Science Education in UIN Maliki Malang.

The writing and preparation of this thesis is intended to complement the overall activity of students that have been declared by The State Islamic University of Maulana Malik Ibrahim Malang as a form of accountability author became Students in The State Islamic University of Maulana Malik Ibrahim Malang and to meet one of the requirements to obtain a Bachelor Degree of Social Science Education in The State Islamic University of Maulana Malik Ibrahim Malang.

The writer are fully aware that the limited capacity and lack of experience, many obstacles and difficulties encountered in the preparation of this thesis. By finishing this thesis, the writer do not forget to say gratitude to all those who provide direction and guidance in the preparation of this scientific work, with all humility, the writer say thank you to:

1. My beloved parent (Mr. Imam Muhatrom and Mrs. Binti Nafisatin) who always support and give the best everything in the world.
2. Prof. Dr. H. Mudjia Rahardjo, M.Si as Rector of The State Islamic University of Maulana Malik Ibrahim Malang.
3. Dr. H. Nur Ali, M.Ed, as Dean of Tarbiyah and Teaching Training Faculty.
4. Dr. H. Abdul Bashith, M Si, as Chairman of Social Science Education Program.
5. H. Mokhammad Yahya, MA, Ph.D, as advisor who has provided direction and guidance until this thesis is completed.
6. Lecturers of State Islamic University of Maulana Malik Ibrahim Malang who has guided the writer during the learning in this university.
7. My beloved family who always help and support everyday.
8. My beloved friends who give me experience (Sheylla, Emma, Wisnu, Riza, Uilly, Septi, Iis), all my friends of IPS especially my friends of ICP thanks for everything that you have given to me.
9. Friends in ICP IPS 2011 and friends in primary IPS of 2011 who always cooperate, discuss and fight together in carrying out this study and always provide motivation and a lot of valuable experience.

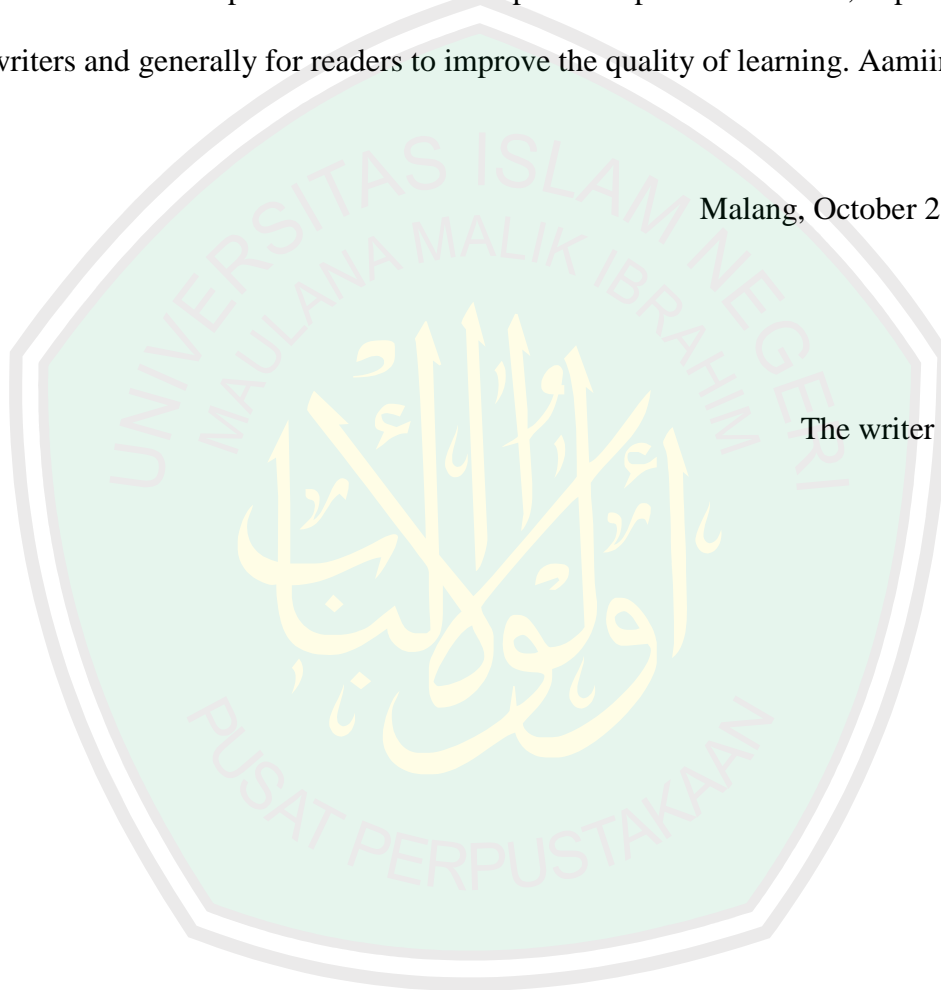
10. My best friends in PMII UIN Malang

11. All those who have helped in the completion of this thesis, which can not be mentioned one by one.

The writer hope what the writer report can provide benefits, especially for writers and generally for readers to improve the quality of learning. Aamiin.

Malang, October 29, 2015

The writer



GUIDELINES FOR ARABIC-LATIN transliteration

Arab-Latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the Minister of Religious Affairs and the Minister of Education and Culture number. 158 year 1987 and number. 0543 b/U/1987 can be broadly described as follows:

A. Letter

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	ه	= h
د	= d	ع	= ‘	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Vocal

Vocal (a) length = â

Vocal (i) length = î

Vocal (u) length = û

C. Vocal Diphthong

أو = Aw

أي = Ay

أو = û

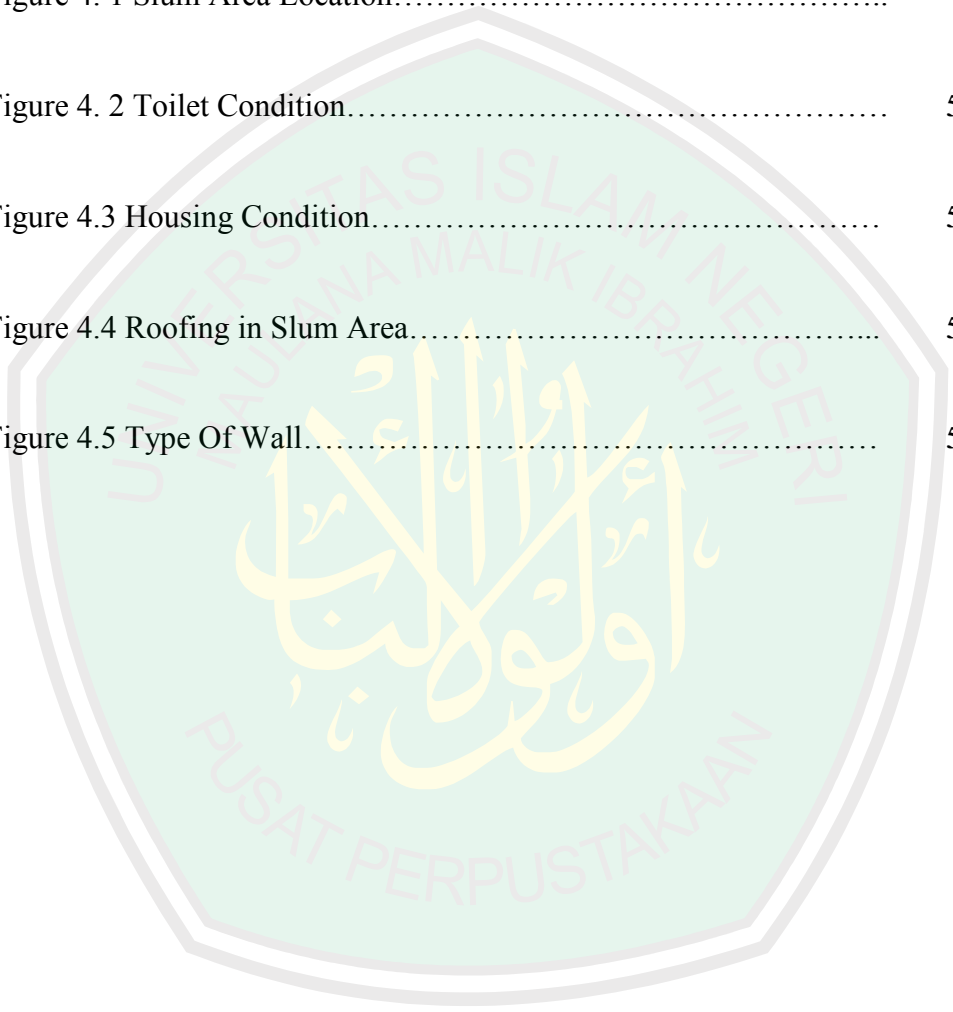
إي = î

LIST OF TABLES

Table 1.1 Previous Research.....	7
Table 3.1. List of Informants (Society of Slum Area).....	43
Table 4.1 Total population based on gender.....	51
Table 4.2 Total Population Based on Age.....	51
Table 4.3 Total Type Of Floor.....	55
Table 4.4 Total types of Roof.....	56
Table 3.4: Total type of Wall.....	57
Table 4.5 Total of Population Based on Education.....	62

LIST OF FIGURES

Figure 3.1. Data Analysis.....	45
Figure 4. 1 Slum Area Location.....	49
Figure 4. 2 Toilet Condition.....	52
Figure 4.3 Housing Condition.....	54
Figure 4.4 Roofing in Slum Area.....	56
Figure 4.5 Type Of Wall.....	57



LIST OF APPENDIXES

- Appendix I : Efidence of Consultation
- Appendix II : Certificate of Research from Faculty
- Appendix III : Certificate of Research from Administration Villages
- Appendix IV : Certificate of Family card
- Appendix V : Picture
- Appendix VI : Biography



TABLE OF CONTENTS

TITLE SHEET	ii
APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
DEDICATION PAGE	v
MOTTO	vi
ADVISOR OFFICIAL NOTE	vii
CERTIFICATE OF THESIS AUTHORSHIP	viii
PREFACE	ix
GUIDELINES FOR ARABIC-LATIN TRANSLITERATION	xii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDIXES	xv
TABLE OF CONTENTS	xvi
ABSTRACT	xx
CHAPTER I INTRODUCTION.....	1
A. Background of Study.....	1
B. Focus of the Study.....	3
C. Objective of Study.....	3
D. The Significances of Study.....	4
E. Limitation of Study.....	4
F. The Terms of Study.....	4
CHAPTER II LITERATURE REVIEW.....	7

A. Perception.....	11
1. Definition of Perception.....	11
2. Terms occurrence of Perception.....	12
3. Process of Perception.....	13
4. Factors Influencing Perceptions.....	14
a. Selective Attention.....	14
b. The characteristics of the stimulus.....	14
c. Values and individual vices.....	15
d. Past experience.....	15
B. The Concept of Slum Area.....	15
1. Definition of Slum.....	16
2. Pattern Characteristics of Spatial Slums.....	21
C. Formal Education.....	25
1. Definition of Education.....	25
2. Social Education Environment.....	28
3. Role of Family in Education.....	31
a. Physical Education And Health Sciences.....	31
b. Education Intellect.....	32
c. Spiritual Religious Education.....	32
CHAPTER III RESEARCH METHOD.....	40
A. Approach and Types of Research.....	40
B. Attendance Researchers.....	40

C. Research Locations.....	41
D. Sources of Data.....	41
E. Data Collection Procedures.....	42
1. Method of interview.....	42
2. Documentation Methode.....	44
F. Data Analysis.....	45
1. Data Reduction.....	46
2. Data Display.....	46
3. Conclusions Drawing / verification.....	46
G. Checking the validity of findings.....	47
H. Stages Research.....	48
CHAPTER IV RESEARCH FINDING.....	49
A. Profile of Slum Area.....	49
1. Geographical Condition.....	49
2. Demography Condition.....	50
3. Conditions Infrastructures.....	52
a. Clean water facilities.....	53
b. Economic Condition.....	59
1. Profession.....	59
2. fulfillment of the basic needs of society.....	59
3. Education.....	62
c. Socio Cultural.....	63
1. Social Condition Population.....	63

2. System of Government.....	68
3. Religion.....	69
B. Exposure Data and Research Findings.....	69
1. Perception on Formal Education Among Lok Padas Slum Area People.....	69
2. Expectation of slum area people on formal education	77
CHAPTER V DISCUSSION.....	80
A. Perception slum area people on Formal Education.....	80
B. Construction process of Perception on Formal Education Among Lok Padas Slum Area People in Blimbing Malang.....	84
CHAPTER VI CONCLUSION.....	95
A. Conclusion.....	95
B. Suggestions.....	97
REFERENCES.....	98
APPENDIXES.....	

ABSTRACT

Rohmah, Heni Ainul. 2015. *Perception On Formal Education According Lok Padas Slum Area People In Blimbing Malang*. Thesis. Department of Social Science Education. Tarbiyah and Teaching Training Faculty. State Islamic University of Maulana Malik Ibrahim Malang. Advisor: H. Mokhammad Yahya, MA, Ph.D.

Keywords: Slum Area people, Perception, Formal Education

Slum area is a region in cities which has grown and developed spontaneously outside control without the enabling environment infrastructure. Settlement with the houses of emergency condition built with the material buildings that did not last long. The condition of low income and low education society they struck poverty because their work is odd job as a scavenger. From The poverty, slum area society difficulty escaping of poverty because they are struck by some of the limitations condition in the field of human resources, master of technology, markets, and capital. Society is the main actors for development. To explore potential of humans is needed existence of education. In the implementation of education is a shared responsibility between families, schools, and society. Education influenced by several factors which are not similar socioeconomic condition and the individuals lives environment, customs, habits, psychological, bureaucratic, views and attitudes to school etc.

Focus of this research: 1) Knowing perception on formal education according lok padas slum area people in blimbing malang. 2) construction of perception on formal education according lok padas slum area people in blimbing malang. 3) Expectations of Lok Padas slum area people on formal education. Objective of this research is description that three. Collecting data method done by observation, interview, and documentation. To analyze the data, the authors used technique of analytical qualitative description, which describe and interpret the data available to describe the reality in accordance with the actual phenomenon.

The results of research show that, 1) Lok Padas slum area society in Blimbing Malang has perception that well enough on formal education. From the results of interview that conducted average society said that formal education is important for them, because with formal education will give the provision of life and basis to live. But the perception of education among slum area people only to understand that education give job through certificate rather than on a deep understanding of science. Factors that develop perception on education among Lok Padas slum area people in Pandanwangi Blimbing Malang, namely: a) Level of Economic Family. b) Parents Education Low. c) Expensive of school cost. d) Social environment 3) Expectations perception on formal education among Lok Padas slum area. Slum area Society has great expectations on formal education is to give society of economic change and lift dignity slum area society through certificates to get a better job and improve economics slum area people. Slum area Society also hopes that education can be reached by their economies and governments provide forum to eliminate the cost at all levels of education so that the children of scavengers can attend formal education until college level.

ABSTRAK

Rohmah, Heni Ainul. 2015. *Persepsi Masyarakat Area Kumuh pada Pendidikan Formal (Studi Kasus Masyarakat Lok Padas di Blimbing Malang)*. Skripsi. Jurusan Pendidikan Ilmu Pengetahuan Sosial. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: H. Mokhammad Yahya, MA, Ph.D.

Kata kunci: Masyarakat Lingkungan kumuh, Persepsi, Pendidikan Formal

Pemukiman kumuh merupakan kawasan di perkotaan yang tumbuh dan berkembang secara spontan di luar kontrol tanpa sarana dan prasarana lingkungan yang memadai. Pemukiman dengan rumah-rumah dalam keadaan darurat yang dibangun dengan material bangunan yang tidak bertahan lama. Keadaan penduduk berpenghasilan rendah dan pendidikan rendah mereka dilanda kemiskinan karena bekerja serabutan seperti pemulung. Dari kemiskinan tersebut kesulitan melepaskan diri dari kemiskinan karena mereka dilanda beberapa keterbatasan di bidang kualitas sumberdaya manusia, penguasaan teknologi, pasar, dan modal. Masyarakat merupakan pelaku utama bagi pembangunan. Untuk menggali potensi yang dimiliki oleh manusia maka diperlukan adanya pendidikan. Dalam pelaksanaan pendidikan merupakan tanggung jawab bersama antara keluarga, sekolah, dan masyarakat. Pendidikan dipengaruhi beberapa faktor yaitu tidak seragamnya keadaan sosial ekonomi maupun lingkungan tempat individu tinggal, adat istiadat, kebiasaan, psikologis, birokrasi, pandangan dan sikap terhadap sekolah dll.

Fokus penelitian ini : 1) Memahami persepsi masyarakat lingkungan kumuh pada pendidikan formal Lok Padas Pandanwangi Blimbing Kota Malang 2) Mengkonstruksi persepsi masyarakat lingkungan kumuh pada pendidikan formal Lok Padas Pandanwangi Blimbing Kota Malang. 3) harapan-harapan masyarakat lingkungan kumuh terhadap pendidikan formal. Penelitian ini bertujuan untuk mendeskripsikan ketiga hal tersebut. Metode Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Untuk menganalisis data, penulis menggunakan teknik analisis deskriptif kualitatif, yaitu mendeskripsikan dan menginterpretasikan data-data yang ada untuk menggambarkan realitas sesuai dengan fenomena yang sebenarnya.

Hasil penelitian menunjukkan bahwa, 1) Masyarakat area lingkungan kumuh kelurahan Pandanwangi Lok Padas Kecamatan Blimbing Kota Malang mempunyai persepsi atau pandangan yang cukup baik pada pendidikan formal. Dari hasil wawancara yang dilaksanakan secara umum menyatakan pendidikan formal penting bagi mereka, karena dengan pendidikan formal akan memberikan bekal hidup dan dasar untuk menjalani hidup. Namun persepsi pendidikan hanya sampai pada pemahaman bahwa pendidikan memberikan pekerjaan melalui ijazahnya bukan pada pemahaman ilmu yang mendalam. 2) Faktor membangun persepsi masyarakat lingkungan kumuh terhadap pendidikan formal di area lingkungan kumuh Lok Padas Kelurahan Pandanwangi Kecamatan Blimbing Kota

Malang, yaitu: a)Tingkat Perekonomian Keluarga, b)Rendahnya Pendidikan Orang Tua, c) Biaya Sekolah Yang Mahal d)Lingkungan Sosial. 3) Masyarakat area lingkungan kumuh mempunyai harapan-harapan yang besar terhadap pendidikan formal yaitu memberikan perubahan perekonomian masyarakat dan mengangkat harkat martabat melalui ijazah untuk mendapatkan pekerjaan yang lebih baik dan memperbaiki ekonomi masyarakat lingkungan kumuh. Masyarakat lingkungan kumuh juga berharap bahwa pendidikan bisa dijangkau oleh perekonomian mereka dan pemerintah menyediakan wadah dengan menggratiskan semua jenjang pendidikan sehingga anak-anak dari pemulung bisa menempuh pendidikan formal sampai jenjang perguruan tinggi.



خلاصة

رحمة، هيني عين ال، تصور المجتمع المنطقة الفقيرة/حي باءس عن التعليم الرسمي (دراسة القضية مجتمع لوك فاداس بيليمبيغ مالانج). البحث . قسم التعليم الإجتماعية. كلية التربية والتعليم . الجامعة الإسلامية الحكومية مولان ملك إبراهيم، مشرف: الحاج.محمد يحيى الماجستير.

كلمة الرئيسية: المجتمع المناطق الفقيرة. تصور. المدرسة.

المنطقة الفقيرة/حي باءس في المدينة المتقدمة التي تنمو وتتطور تلقائيا خارج نطاق السيطرة دون البنية التحتية. المستوطنات مع المنازل في حالات الطوارئ التي بنيت بمواد البناء التي لا تدوم طويلاً. كان الحال المجتمع فيها ذوي الدخل المنخفض و كذلك في التعليم بسبب هذا أصابهم الفقر لأنهم يعمل كما وجودا اي العمل ما عليه مثل سيرابوتان والزبال. بذلك اصابهم الصعوبات للهروب من الفقر لأنها ضربت بعض القيود في مجال نوعية الموارد البشرية، وإتقان التكنولوجيا، والأسواق، ورأس المال. هو الجاني الرئيسي المجتمع من أجل التنمية. لاستكشاف إمكانات يمتلكها البشر ثم تتطلب وجود التعليم. التعليم مسؤولية مشتركة بين الأسرة والمدرسة والمجتمع. أثرت التعليم عدة عوامل هي: لا الدولة للفريق للبيئة الاقتصادية والاجتماعية التي يعيش فيها الفرد، الجمارك، والعادات، ووجهات النظر النفسية، والبيروقراطية، والمواقف تجاه المدرسة إلخ.

يركز هذا البحث: (١) يفهم الجمهور التصور المجتمع في المنطقة الفقيرة/حي باءس على التعليم الرسمي لوك فاداس بيليمبيغ مالانج (٢) بناء حي المجتمع في المنطقة الفقيرة/حي باءس غير طبيعي في التصور العام للتعليم الرسمي لوك فاداس بيليمبيغ مالانج. (٣) ويرجو المجتمع في المنطقة الفقيرة عن التعليم الرسمي. يهدف هذا البحث إلى وصف الأشياء الثلاثة. و طريق جمع البيانات في هذا البحث الملاحظة والمقابلات

والوثائق. لتحليل البيانات، يستخدم الباحث التحليل النوعي الوصفي، التحليل النوعي الوصفي هي تصويف صاحب البلاغ وتفسير البيانات الموجودة لوصف الواقع وفقاً لظواهر حقيقية.

وأظهرت النتائج أن (١) المجتمع في منطقة الفقيرة /حي باءس لوك باداس النواحي بليمينج مالانج، قد تصور أو مشهد جيد جداً في التعليم الرسمي. من نتائج المقابلات التي أجريت عموماً بتعريف التعليم الرسمي مهمة بالنسبة لهم، لأنه سيوفر مع التعليم الرسمي الأساسي الحية وأن يعيش حياة. ولكن جاء تصور للتعليم فقط . ولا يفهموا أن التعليم توفير فرص العمل من خلال إيجازها نيا وليس على فهم عميق للعلم. ٢ بناء المجتمع في منطقة الفقيرة عن التصور التعليم الرسمي في منطقة المجتمع الفقيرة/حي باءس لوك فاداس بليمينج مالانج ، وهي: (أ) مستوى اقتصاد الأسرة، (ب) انخفاض مستوى تعليم الوالدين، وهي رسوم (ج) مدرسة البيئة (د) الاجتماعية باهظة الثمن. . ٣ المجتمع في مجال المنطقة الفقيرة) المجتمع لديه توقعات كبيرة تجاه التعليم الرسمي، وهي توفير التغييرات في الاقتصاد المجتمع ورفع كرامة كرامة من خلال شهادة دبلوم للحصول على وظيفة أفضل وتحسين اقتصاد البيئة المجتمعية الأحياء الفقيرة. وتأمل الجماعة البيئية الأحياء الفقيرة أيضاً أن يمكن التوصل إلى التعليم باقتصادها، وتقديم الحكومة حاوية مع مينجراتيسكان في جميع مستويات التعليم حيث أنه يمكن أن يكون تعليم الأطفال من قاطني الأحياء الفقيرة إلى مستوى الكليات الرسمية.

ABSTRACT

Rohmah, Heni Ainul. 2015. *Perception On Formal Education According Lok Padas Slum Area People In Blimbing Malang*. Thesis. Department of Social Science Education. Tarbiyah and Teaching Training Faculty. State Islamic University of Maulana Malik Ibrahim Malang. Advisor: H. Mokhammad Yahya, MA, Ph.D.

Keywords: Slum Area people, Perception, Formal Education

Slum area is a region in cities which has grown and developed spontaneously outside control without the enabling environment infrastructure. Settlement with the houses of emergency condition built with the material buildings that did not last long. The condition of low income and low education society they struck poverty because their work is odd job as a scavenger. From The poverty, slum area society difficulty escaping of poverty because they are struck by some of the limitations condition in the field of human resources, master of technology, markets, and capital. Society is the main actors for development. To explore potential of humans is needed existence of education. In the implementation of education is a shared responsibility between families, schools, and society. Education influenced by several factors which are not similar socioeconomic condition and the individuals lives environment, customs, habits, psychological, bureaucratic, views and attitudes to school etc.

Focus of this research: 1) Knowing perception on formal education according lok padas slum area people in blimbing malang. 2) construction of perception on formal education according lok padas slum area people in blimbing malang. 3) Expectations of Lok Padas slum area people on formal education. Objective of this research is description that three. Collecting data method done by observation, interview, and documentation. To analyze the data, the authors used technique of analytical qualitative description, which describe and interpret the data available to describe the reality in accordance with the actual phenomenon.

The results of research show that, 1) Lok Padas slum area society in Blimbing Malang has perception that well enough on formal education. From the results of interview that conducted average society said that formal education is important for them, because with formal education will give the provision of life and basis to live. But the perception of education among slum area people only to understand that education give job through certificate rather than on a deep understanding of science. Factors that develop perception on education among Lok Padas slum area people in Pandanwangi Blimbing Malang, namely: a) Level of Economic Family. b) Parents Education Low. c) Expensive of school cost. d) Social environment 3) Expectations perception on formal education among Lok Padas slum area. Slum area Society has great expectations on formal education is to give society of economic change and lift dignity slum area society through certificates to get a better job and improve economics slum area people. Slum area Society also hopes that education can be reached by their economies and governments provide forum to eliminate the cost at all levels of education so that the children of scavengers can attend formal education until college level.

ABSTRAK

Rohmah, Heni Ainul. 2015. *Persepsi Masyarakat Area Kumuh pada Pendidikan Formal (Studi Kasus Masyarakat Lok Padas di Blimbing Malang)*. Skripsi. Jurusan Pendidikan Ilmu Pengetahuan Sosial. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: H. Mokhammad Yahya, MA, Ph.D.

Kata kunci: Masyarakat Lingkungan kumuh, Persepsi, Pendidikan Formal

Pemukiman kumuh merupakan kawasan di perkotaan yang tumbuh dan berkembang secara spontan di luar kontrol tanpa sarana dan prasarana lingkungan yang memadai. Pemukiman dengan rumah-rumah dalam keadaan darurat yang dibangun dengan material bangunan yang tidak bertahan lama. Keadaan penduduk berpenghasilan rendah dan pendidikan rendah mereka dilanda kemiskinan karena bekerja serabutan seperti pemulung. Dari kemiskinan tersebut kesulitan melepaskan diri dari kemiskinan karena mereka dilanda beberapa keterbatasan di bidang kualitas sumberdaya manusia, penguasaan teknologi, pasar, dan modal. Masyarakat merupakan pelaku utama bagi pembangunan. Untuk menggali potensi yang dimiliki oleh manusia maka diperlukan adanya pendidikan. Dalam pelaksanaan pendidikan merupakan tanggung jawab bersama antara keluarga, sekolah, dan masyarakat. Pendidikan dipengaruhi beberapa faktor yaitu tidak seragamnya keadaan sosial ekonomi maupun lingkungan tempat individu tinggal, adat istiadat, kebiasaan, psikologis, birokrasi, pandangan dan sikap terhadap sekolah dll.

Fokus penelitian ini : 1) Memahami persepsi masyarakat lingkungan kumuh pada pendidikan formal Lok Padas Pandanwangi Blimbing Kota Malang 2) Mengkonstruksi persepsi masyarakat lingkungan kumuh pada pendidikan formal Lok Padas Pandanwangi Blimbing Kota Malang. 3) harapan-harapan masyarakat lingkungan kumuh terhadap pendidikan formal. Penelitian ini bertujuan untuk mendeskripsikan ketiga hal tersebut. Metode Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Untuk menganalisis data, penulis menggunakan teknik analisis deskriptif kualitatif, yaitu mendeskripsikan dan menginterpretasikan data-data yang ada untuk menggambarkan realitas sesuai dengan fenomena yang sebenarnya.

Hasil penelitian menunjukkan bahwa, 1) Masyarakat area lingkungan kumuh kelurahan Pandanwangi Lok Padas Kecamatan Blimbing Kota Malang mempunyai persepsi atau pandangan yang cukup baik pada pendidikan formal. Dari hasil wawancara yang dilaksanakan secara umum menyatakan pendidikan formal penting bagi mereka, karena dengan pendidikan formal akan memberikan bekal hidup dan dasar untuk menjalani hidup. Namun persepsi pendidikan hanya sampai pada pemahaman bahwa pendidikan memberikan pekerjaan melalui ijazahnya bukan pada pemahaman ilmu yang mendalam. 2) Faktor membangun persepsi masyarakat

lingkungan kumuh terhadap pendidikan formal di area lingkungan kumuh Lok Padas Kelurahan Pandanwangi Kecamatan Blimbing Kota Malang, yaitu: a)Tingkat Perekonomian Keluarga, b)Rendahnya Pendidikan Orang Tua, c) Biaya Sekolah Yang Mahal d)Lingkungan Sosial. 3) Masyarakat area lingkungan kumuh mempunyai harapan-harapan yang besar terhadap pendidikan formal yaitu memberikan perubahan perekonomian masyarakat dan mengangkat harkat martabat melalui ijazah untuk mendapatkan pekerjaan yang lebih baik dan memperbaiki ekonomi masyarakat lingkungan kumuh. Masyarakat lingkungan kumuh juga berharap bahwa pendidikan bisa dijangkau oleh perekonomian mereka dan pemerintah menyediakan wadah dengan menggratiskan semua jenjang pendidikan sehingga anak-anak dari pemulung bisa menempuh pendidikan formal sampai jenjang perguruan tinggi.



خلاصة

رحمة، هيني عين ال، تصور المجتمع المنطقة الفقيرة/حي باءس عن التعليم الرسمي (دراسة القضية مجتمع لوك فاداس بيلمبيغ مالانج). البحث . قسم التعليم الإجتماعية. كلية التربية والتعليم . الجامعة الإسلامية الحكومية مولان ملك إبراهيم، مشرف: الحاج. محمد يحيى الماجستير.

كلمة الرئيسية: المجتمع المناطق الفقيرة. تصور. المدرسة.

المنطقة الفقيرة/حي باءس في المدينة المتقدمة التي تنمو وتتطور تلقائيا خارج نطاق السيطرة دون البنية التحتية. المستوطنات مع المنازل في حالات الطوارئ التي بنيت بمواد البناء التي لا تدوم طويلاً. كان الحال المجتمع فيها ذوي الدخل المنخفض و كذلك في التعليم بسبب هذا أصابهم الفقر لأنهم يعمل كما وجودا اي العمل ما عليه مثل سيرابوتان والزبال. بذلك اصابهم الصعوبات للهروب من الفقر لأنها ضربت بعض القيود في مجال نوعية الموارد البشرية، وإتقان التكنولوجيا، والأسواق، ورأس المال. هو الجاني الرئيسي المجتمع من أجل التنمية. لاستكشاف إمكانات يمتلكها البشر ثم تتطلب وجود التعليم. التعليم مسؤولية مشتركة بين الأسرة والمدرسة والمجتمع. أثرت التعليم عدة عوامل هي: لا الدولة للفريق للبيئة الاقتصادية والاجتماعية التي يعيش فيها الفرد، الجمارك، والعادات، ووجهات النظر النفسية، والبيروقراطية، والمواقف تجاه المدرسة إلخ.

يركز هذا البحث: (١) يفهم الجمهور التصور المجتمع في المنطقة الفقيرة/حي باءس على التعليم الرسمي لوك فاداس بيلمبيغ مالانج (٢) بناء حي المجتمع في المنطقة الفقيرة/حي باءس غير طبيعي في التصور العام للتعليم الرسمي لوك فاداس بيلمبيغ مالانج. (٣) ويرجو المجتمع في المنطقة الفقيرة عن التعليم الرسمي. يهدف هذا البحث إلى وصف الأشياء الثلاثة. و طريق جمع البيانات في هذا البحث الملاحظة والمقابلات

والوثائق. لتحليل البيانات، يستخدم الباحث التحليل النوعي الوصفي، التحليل النوعي الوصفي هي تصويف صاحب البلاغ وتفسير البيانات الموجودة لوصف الواقع وفقا لظواهر حقيقية.

وأظهرت النتائج أن (١) المجتمع في منطقة الفقيرة /حي باءس لوك باداس النواحي بليمينج مالانج، قد تصور أو مشهد جيد جداً في التعليم الرسمي. من نتائج المقابلات التي أجريت عموماً بتعريف التعليم الرسمي مهمة بالنسبة لهم، لأنه سيوفر مع التعليم الرسمي الأساسي الحية وأن يعيش حياة. ولكن جاء تصور للتعليم فقط . ولا يفهموا أن التعليم توفير فرص العمل من خلال إيجازها و ليس على فهم عميق للعلم. ٢ بناء المجتمع في منطقة الفقيرة عن التصور التعليم الرسمي في منطقة المجتمع الفقيرة/حي باءس لوك فاداس بليمينج مالانج ، وهي: (أ) مستوى اقتصاد الأسرة، (ب) انخفاض مستوى تعليم الوالدين، وهي رسوم (ج) مدرسة البيئة (د) الاجتماعية باهظة الثمن. ٣ . المجتمع في مجال المنطقة الفقيرة) المجتمع لديه توقعات كبيرة تجاه التعليم الرسمي، وهي توفير التغييرات في الاقتصاد المجتمع ورفع كرامة كرامة من خلال شهادة دبلوم للحصول على وظيفة أفضل وتحسين اقتصاد البيئة المجتمعية الأحياء الفقيرة. وتأمل الجماعة البيئية الأحياء الفقيرة أيضا أن يمكن التوصل إلى التعليم باقتصادها، وتقديم الحكومة حاوية مع مينجراتيسكان في جميع مستويات التعليم حيث أنه يمكن أن يكون تعليم الأطفال من قاطني الأحياء الفقيرة إلى مستوى الكليات الرسمية.

CHAPTER I

INTRODUCTION

A. Background of Study

Education is a process to improve people's lives. Education and society are two important things that cannot be separated. Whereas the community is one of the elements supporting the implementation of education, education without people who understand the importance of education is just a discourse. Concrete implications of spirit to education is the growth of a learning society. The concept of learning society in this era is very important in advancing the community, especially the slum area because the existence of a learning society needs a significant dynamism. Learning society should be constantly creative to increase knowledge, that ultimately will improve the quality of society. ¹

The existence of education is one of the main conditions to continue and perpetuate human culture. Education and society are a unity that cannot be separated. Each is having its existence that is related and influenced each other. This concept indicates that learning society is the society that always undergo the process of education throughout their lives. Here the need for a good system of education is necessary that is capable in teaching students to reach human resources that could master the knowledge, skill, and expertise in accordance with science and technology which are constantly evolving.

¹ Ngainun Naim. *Rekontruksi Pendidikan Nasional*, (Yogyakarta : TERAS,2005),page. 250-251

Education has a great correlation on values and sociocultural changes in society hence, the optimal action of education will be able to enhance the quality and prosperity at human beings. Bronislaw Malinowsk, a famous anthropology said that the correlation between education and social changes in the society can be divided into several types , *first* the norm system that allows cooperation between community members in an effort to control their surroundings , *second* organizations economy , *Third* tools and educational institutions , *fourth* organization education which is capable of changing the value and social culture in the society.²

The family or society in slum area consisting of poor people who collected the garbage as their daily activities. To be able to eat is difficult for them moreover to send their kids to schools. This condition will bring negative impact to the child. The low level of parents education have caused unwillingness to education, so that the parents awareness on their kids education is very low. They assume that education is not important in their lives and the most important thing for them is to work and to make money for their lives.

From the description above, it can be concluded that ideally education has great contribution in society, while the case in slum area, education is just concentrated as an act of spending money that does not benefit the society. Departing from the above statement this research will focus on “**Perception on Formal Education According Lok Padas Slum Area People in Blimbing**”

² Soerjono Soekanto. *Sosiologi Suatu Pengantar*,(Jakarta : PT Raja Grafindo Persada,1998),page. 176

Malang”. This study is crucial and needs to be done in order to develop the theory and is hope to change the mindset of slum area people about the importance of children education for their future.

B. Focus of the Study

Based on the Background have been described the research questions are:

1. How is the perception on formal education according Lok Padas slum area people in Blimbing Malang?
2. What is the construction of the perception on formal education according Lok Padas slum area people in Blimbing Malang?
3. What are the expectations on formal education according Lok Padas slum area people in Blimbing Malang?

C. Objective of Study

Based on the research question have been described the objectives of this research are:

1. To explain the perception on formal education according Lok Padas slum area people in Blimbing Malang.
2. To explain the construction of the perception on formal education according Lok Padas slum area people in Blimbing Malang.
3. To decribe the expectations on formal education according Lok Padas slum area people in Blimbing Malang.

D. The Significances of Study

The usability of the research entitled Perception on Formal Education According Lok Padas Slum Area People in Blimbing Malang for researchers as a form of application of scientific research, especially in matters of social analysis is one of the science social branch. And as activity development in the education sector to improve the lives of slum area.

Uses for university that is as locomotion to university students be able to do progresivisme in education and accommodating the aspirations or effort university in to overcome the problem of slum area.

Whereas for science usefulness this research is to become a benchmark between theory and reality, that can be combined to form resolve slum area by using the disciplines of science thriving now.

E. Limitation of Study

The object of this research is to see slum area education that always identical with poverty and low education in environment of urban areas. From the above description , the limitation in this research only ranged in **Perception on Formal Education According Lok Padas Slum Area People in Blimbing Malang.**

F. The Terms of Study

In order for the title of this thesis is not confusing, the authors give an affirmation, an affirmation term including terms of perception, society of slum area and formal education.

Perception is experience about the object of events, or the relations which obtained by concluded information and interpret a message.

Slum area society is the society living in informal areas without planning and public service facilities. Environment slum was the residence squatters called by the transition or transitions life of the village and the city. Slum area is the face of the bad town.

Formal education is the education that the carried out deliberately in schools, from primary school until college. Formal education related by the levels of education .Starting from elementary school, junior high school, senior high school until to college.

1. Perceptions of slum area people on formal education is based curriculum processed through socialization education in the school taught read, writing and count. Schools also considered a respectable place.
2. Although slum area society considers important on formal education but their perception of formal education at college level is not good, Because only a l minority society considered that important college for children. Most of them limit formal education children do not go to the college because that results are not necessarily going to be able to work successfully with a high salary.

G. The Previous of Research

Previous research relevant to this study is the study conducted by Annis Amalia entitled “Perception on Education According Slum Area Family, in kelurahan Sirantau, Datuk Bandar Distric, Tanjung Balai City”. Results from

this study can be concluded that: The public perception slum area of formal education is a curriculum-based processed through the socialization of education in the school where taught to read, write and count. Schools are also considered to be a place of honor.³

Although slum area society at large considers it important formal education but their perception of formal education college degree is not good, because only a small portion that deems it necessary for the child's college. Most of them restrict their formal education in order not to the level of college success is not yet clear what the outcome will be a job with a high salary.

Other research that also relevant to this research is the research has been researched by Risha Fachriyah Shahid entitled "Description of slum social society life in the city (case of Mariso village Makassar)". The findings result that researched by Risha Fachriyah Shahid concluded slum growth as a result of the population explosion in big cities, either because of urbanization nor because birth uncontrol. Furthermore, it causes an imbalance between population growth and the government's ability for provide new settlements, so that migrants will look for alternative living in slum area for maintaining life in the city. the condition of slum area education is still low because the average still junior high school graduates.⁴

³ Annis Amalia. *Persepsi Keluarga Kumuh tentang Pendidikan di kelurahan Sirantau, kecamatan Datuk Bandar, Tanjung Balai*. Sour Sumatra University. 2009

⁴ Risha Fachriyah Shahid. *Gambaran kehidupan sosial masyarakat pemukiman kumuh Di perkotaan (kasus kelurahan mariso kecamatan mariso makassar)*. Salahudin Makasar University. 2012

Type of social interaction that occurs in Mariso Village society is very diverse. Either in the form of associative and dissociative, such as communal work, cooperation, mutual help, friendship. There is also a conflict, as fighting between young men, squabbling husband and wife. This is encouraged because of the individuals diversity that exist in the society.

Research has been carried by Ahmad Fajar Cahyono, the titled of research "Perception of Family Farmers On Formal Education for Children (A Case Study in the village of the District Jipurapah Plandaan Jombang)". Research conducted by Ahmad Fajar Cahyono is more focused on the perception of family farmers on formal education for children. Perception of family farmers on formal education children according to family farmers, formal education is important but they had constrained by the school cost, family environment and the environment of family farmers.⁵

Table 1.1 Previous Research

No	Title	Researcher	Research Method	Difference
1.	Perception on Education According Slum Area Family, in kelurahan Sirantau, Datuk Bandar Distric,	Annis Amalia (2009)	cognitive anthropology	In the research conducted by Amalia Annis discusses how perspective of slum area people on formal

⁵ Ahmad Fajar Cahyono. *Persepsi Keluarga Petani Tentang Pedidikan Formal Anak di Desa Jipurah Plandaan Jombang*. State Iclamic University of Malang. 2015

	Tanjung Balai City			<p>education for children.</p> <p>conclusions from the discussion is that children's education is very important / essential, but for college level education they considered less important, because of only minority society who view college important for children.</p>
2.	Description of slum society social life in the city(case of mariso village mariso sub district makassar)	Risha Fachriyah Syahid (2010)	Qualitative Descriptive	<p>The findings result that researched by Risha Fachriyah Shahid concluded that slum area society has few interactions,</p> <p>interactions including interactions associative and interaction disassociative, from the</p>

				<p>environment such as the many of interactions disassociative resulting in poor education which is an average of community education slum area only until junior high school</p>
3	<p>Farmers Perception on Formal Education for Children (A Case Study in the village of the District Jipurapah Plandaan Jombang)</p>	<p>Ahmad fajar Cahyono (2015)</p>	<p>Qualitative Descriptive</p>	<p>Research has been carried by Ahmad Fajar Cahyono, the titled of research "Perception of Family Farmers On Formal Education for Children (A Case Study in the village of the District Jipurapah Plandaan Jombang)". Research conducted by</p>

				<p>Ahmad Fajar Cahyono is more focused on the perception of family farmers on formal education for children. Perception of family farmers on formal education children according to family farmers, formal education is important but they had constrained by the school cost, family environment and the environment of family farmers.</p>
--	--	--	--	--

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

Etymologically, the perception comes from the Latin *percipere*, means to accept or take. Perception in the narrow sense is vision, how a person sees something, whereas in the broad sense or the sense of sight, which is how one views or mean something.⁵

The term of perception is usually used to express experience against some object or an event that happened. In a scientific dictionary explained that the perception is regarded as an influence or by an impression of the object that is used solely sensing observations. This perception is defined as a process that combines and organizes data of our senses (sensing) to be developed in such a way so that we can realize all around us, including ourselves conscious.⁶

Perception is a process to describe the information that is happening in our environment. Perception arises because of the internal factors depends on the understanding of something and external factors such as the environment.

⁵ Alex Sobur, *Psikologi Umum dalam Lintasan Sejarah*, Bandung: CV Pustaka Setia, 2003. Page: 445

⁶ Abdul Rahman Saleh, *Psikologi Suatu Pengantar dalam Perspektif Islam*, Jakarta: Prenada Media Group, 2008. Page. 110

While the human ability to distinguish, categorize, focusing in the environment around them is called with the ability to organize observations or perceptions. Perception is a process that is realized by the individual stimulus it receives via its receptor. To understand the perception here are some definitions of perception according to psychological experts are as follows:

Perception is the interpretation of an organized to a stimulus and be able to influence attitudes and behavior. Perception is a process of interpretation to sensory stimuli. Sensory perception to translate the message into a form that can be understood and perceived.

2. Terms occurrence of Perception

So that the individual can perform the perception there are several requirements that must be met, are:

- a. The existence of the object perceived, the object causing the stimulus receptors on sensory organs. The stimulus may come from oral direct the sensory organs (receptors) can come from the direct recipient of the nerve (sensory) who works as a receptor.
- b. Sense organ or receptor that is good enough, means to receive stimulus. Besides, there should be a sensory nerve also as a tool to forward the received stimulus to the nerve center of the sensory receptors, the brain as the center of consciousness. And as a tool to conduct necessary response mentoris nerve.

To realize the perception of something is also necessary attention is the first step as a preparation for the holding of perception.

From the above it can be concluded that there is a requirement to raise the perception of nature:

- a. Physical or experience
- b. physiological
- c. Psychological⁷

3. Process of Perception

Process according to Buddhism begins with the perception of the interface between the mind and external objects by means of the senses six eyes, ears, nose, tongue, body, and mind. Once the object entering through the means of the senses then arose a series of forms which the eye as an entry point for a series of forms that make up the visual recognition process that ultimately allows us to recognize it.

While according to Alex Sobur in the process of perception, there are three main components, namely:

- a. Selection is the process of filtering to external stimuli, the intensity and type can be a lot or a little.
- b. Interpretation is the process organizing information so that it has meaning for someone. Interpretation is influenced by various factors,

⁷Su'adah, Fauzik Lendriyono, *Pengantar Psikologi*, (Malang: Bayumedia Publishing, 2003), page. 32

such as past experience, value system embraced, motivations, personality, and intelligence. Interpretation also depends on one's ability to hold a categorization of the information received, the process reduces complex information into simple.

- c. Interpretations and perceptions are then translated in the form of behavior as a reaction. Thus, the selection process is the perception, interpretation, and rounding the information that coming.

4. Factors Influencing Perceptions

a. Selective Attention

In human life at any time will receive a lot of stimuli from the surrounding environment. However, he does not have to respond to all the stimuli it receives, individuals concentrate on certain stimuli. Thus, objects or other symptoms will not appear to the earth as an object of observation.⁸

b. The characteristics of the stimulus

Stimuli that move between stimuli that silence will attract more attention. Similarly, stimulation of the greatest among small, so that the contrast with the background of the most powerful stimulus intensity.

⁸Abdul Rahman Shaleh, *Op. Cit.*, page 128

c. Values and individual vices

An artist certainly has a pattern and different flavors in his observations than a not an artist. Research also shows that children from lower saw the coin is greater than the children of the rich.

d. Past experience

Previous experiences influence how one perceives his world. A mirror for us is certainly not new, but it is different for those Mentawai's people in the interior of Siberut or our brothers in the interior of Irian.⁹

One's perception of an object can be different from others. The difference can be influenced by various factors. The way we perceive the present situation can not be separated from the previous sensory experience. If past experience it often appears, then our reaction be scientifically correct habits considering the responses perspectual shown.

5. Measuring of Perception

Dimensional perception is meant describe the characteristics of perception. This understanding of dimensions perception is important and will be useful as the basis of measurement of perception.

Considering the perception is closely linked to a person's attitude, the characteristic of attitude is also coloring the perception characteristics.

⁹Ibid., page. 129

According to Anwar cites Sax suggested some characteristic of attitudes include: the direction, intensity, breadth, consistency, and spontaneity.¹⁰

The direction

In the context of the direction, one's perception would be divided in two extreme type. The first perception that leads the positive aspects and the perception that tends to resist or negative. The realizations of the perception of a positive direction are indicated by an important statement and negative perceptions are indicated by not important statement.

Intensity

Related to the intensity, revealed by the depth or strength of perception that shown by person. Realized if there are two people equal to express approval or disapproval, do not necessarily have the intensity of approval or disapproval of the same. It could be the first person for example is not important at all but second person just important to it. Similarly, in a context that does not important, that the one states do not important and others states strongly not important. That is categorized intensity or depth perception.

Breadth

Perception also has a breadth dimension. That is important or very important statement against an activity or object can be the components or

¹⁰ Azwar, S.. *Sikap Manusia. Teori dan Pengukurannya. Edisi ke 2*. Pustaka Pelajar. Yogyakarta. 2000. page 26

aspects that are few and very specific. But it can also be an important statement of the overall aspect. In a concrete example, when scavenger are asked by research about the education. Scavengers only know the basic education course or all components of education. So in this aspect of breadth perception are revealed by how many components or aspects perceived good or not good.

Spontaneity

Characteristics perception suggests spontaneity shows the extent of the readiness of individuals to spontaneously expressed his attitude toward the attitude object.

Consistency

Regarding the dimensions of the consistency to the characteristics perception meanly, point of correspondence between attitude statements and its response to the attitude object. The consistency was shown by the perception of the suitability of perception over time. To be categorized consistent, then perception must survive within the individual for a relatively long time. He was not affected by the dynamics of a changing environment. Consistency is also demonstrated by the absence of doubt in stating his views on a particular object or situation. Besides, the characteristics are also shown by the inconsistency between the statement is not the same behavior. For example, scavengers states that education is important, but education herself and her son only until junior high school.

B. The Concept of Slum Area

Housing and settlements are two things that we can not separate and closely related to economic activity, industrialization and development. Settlement can be interpreted as a housing or a collection of home with all the elements as well as related activities and in the settlement. Settlements can avoid slum conditions and unfit for habitation if the construction of housing in accordance with the applicable standards, one of them by applying the requirements of a healthy home.

In a broad sense, not just a residential building (structural), but also the residence that fulfill the terms decent life, seen from various facets of life.

The house can be understood as a sanctuary to enjoy life, relax and make merry with the family. Inside the house, the occupants gain first impressions of life in this world. The house must ensure the interests of the family, which is to grow, giving the possibility for life to get along with its neighbors. Moreover, the house must give peace, joy, happiness and comfort in all the events of life of its inhabitants.

Homes and settlements facilities are adequate is a very important basic need for humans in the hold of his life as a human.

While the settlements is often called the housing and vice versa. Housing gives the impression of a house or a collection of home along with the infrastructure and facilities. Housing focuses on the physical or inanimate, that houses and land settlement. While the settlements gives an impression of the settlers or the collection of settlers and their attitudes and behavior in the

environment, so the settlements focuses on something which is not physical or inanimate object that is human. Thus the housing and settlements are two things that can not be separated and are closely related, in fact complementary.

1. Definition of Slum

Slum is an impression or a general description of the attitudes and behavior are low by the standards of living and income of the middle class. In other words, slums can be interpreted as a sign or seal is given on an already established group to the lower classes were not established. Such an idea expressed by Herbert J. Gans: ¹¹

”Obsolescence per se is not harmful and designation of an area as a slum for the reason alone is merely a reflection of middle class standards and middle class incomes”.

In developing countries the problem of housing quality and settlements facilities in major cities keenly felt. This is caused by the increasing population of the city is very fast because of migration and limited land for adequate settlements. Lack of funds in the structuring and management of the city in the face of population problems mentioned above have also led to housing and settlements facilities is limited and expensive financing.

In urban areas, the citizens are not met the needs of housing and settlements adequately are those on low incomes For example, a person

¹¹Widjaja. *Sosiologi Kelompok dan Masalah Sosial*. (Jakarta: Akademika Presindo. 1985) page 26

confronted with a problem regarding the expenditure that must be done to fulfill the needs of life, eating, dressing, and treatment for health, then The first is sacrificed is spending on home and place of residence.

The main problem for those on low incomes are not able to ignore the just demand for houses and dwellings because this issue is important to their lives, but they also can not afford to pay priority to the development and maintenance of homes and settlements in order habitable environment. The smaller the portion of revenue that can be set aside for financing the maintenance of houses and settlements facilities, the more slum condition.

Urbanization is often mentioned as a result of two major powers, namely on the one hand and pull the encouragement village from the city. Encouragement of rural population density is beyond the carrying capacity of the environment, so the food is insufficient and environmental damage. This impulse is called population pressure. Those who do not surrender to fate and look for new opportunities elsewhere, generally in the city. Another encouragement to leave the village, among others also in the form of poor security and natural disasters. Both of these factors have other ecological aspects of overcrowding. Both of these factors also have a negative effect on the carrying capacity of the environment.¹²

Places invaded by migrants will grow densely, both residents and the building. Environmental situation will worsen and the condition of the building will become increasingly ugly, the narrowness of open space for

¹²Evers H. D. Dan Sumardi M. Ed.,(*Kemiskinan dan Kebutuhan Pokok*, Rajawali, Jakarta, 1982) page.38

refreshment, no awareness of the population about the cleanliness, low level of education that resulted patterns of thought less, and prone to conflict. With the state of the environment so that it is characteristic of the role of the city known as slum area.

Slum area is a residential area known for dense and irregular areas. This region can be said to be a village located in urban areas with poor conditions and concern. Slums are in urban areas grow and develop spontaneously out of control without the infrastructure environment. State population is very dense and low-income homes in emergencies constructed with building materials that do not last long.

In the context of the cities culture, slum areas in the city, presumably can also be viewed as a sub-culture of its own, particularly with regard to the socialization process in dealing with the complexities of life in a city that is growing rapidly. Adams defines a slum settlement that has areas with excessive density and settlements that displays the misery of human life in the city. Based on income level, number of capable obtained by the occupants of slums, only enough just enough to meet their physical needs, or about subsistence. Socio-economic conditions of the poor and isolated, due to the economic activity of those who can not make ends meet.¹³

Further suggests that the population of slum called floating mass, ie people who have alternated work and dominant in the informal sector.

¹³Widjaja. *Sosiologi Kelompok dan Masalah Sosial*. (Jakarta: Akademika Presindo. 1985) page 32

Further stated that their characteristics is to produce goods and services for consumption today for members of the family concerned.

Silas areas slums are informal areas without planning and public service facilities, the residence of the squatters is also a transition area or transition in urban areas. slum settlements are uninhabitable because they do not meet the requirements for residential, both technical and non-technical. A slum can be regarded as a manifestation of poverty, because in general in the slums, the poor live and we have encountered in urban areas.¹⁴

In his work entitled "Social Research and Design" written by Brolus said that the slum of an environment implies slum slum physical and social. Slum physically associated with an area where conditions most of the facilities settlements are under normal standards, while slum socially characterized by the development of values that are not good in social interaction and social communication as well as the activities of other negative such as crime, clashes between citizens, murder, etc. Stated also that physical slum area located in the city center occurred due to legal settlements can not accommodate occupants growing rapidly, thus developing into slum area. Slums area are located in the suburbs are the result of settlement land grab in an illegal manner and building on it.

According Sumalyo, a slum area is an area in urban inhabitants live in conditions of low economic and its inhabitants from the countryside. The arrival of migrants occupant on the basis of contact or relationship with

¹⁴Ibid page 15

siblings, relatives who had been first in the city of education is not a problem for them to come to town, basic education is the education of its low (under Senior High) and do not have the skills. Then the adjustment of the pattern of life of migrants with the social life of the urban economy can not take place quickly and the traditional rural lifestyle or is currently running. This condition causes the majority of slum dwellers engaged in informal sector life invitation limited income in the face of urban life. With the limitations of the rural economy and lifestyle, houses inhabited limited in terms of the contribution of building materials and environmental facilities pickup.¹⁵

2. Pattern Characteristics of Spatial Slums

Slum area is an area with a high population density in a city that is mostly inhabited by poor people. Slums can be found in many major cities in the world. Slum area generally linked with high levels of poverty and unemployment. Slum areas can also be a source of social problems such as crime, drugs and booze. In many poor countries, the region is also a center slum health problem because the condition is not hygienic. In many slums, especially in poor countries, the population living in the area are very close together so that is very difficult to pass vehicles like ambulances and fire engines. Lack of waste disposal services also resulted garbage piles.¹⁶

¹⁵Ibid 59

¹⁶Evers H. D. Dan Sumardi M. Ed.,(*Kemiskinan dan Kebutuhan Pokok*, Rajawali, Jakarta, 1982) page.124

According to Schoorl, slum dwellers in slums in urban areas come from poor families, in terms of slum contained various aspects, among others:¹⁷

- a. Physical aspects such as dilapidated, old, and unplanned.
- b. Describe the socio-economic position of the society, impoverished and isolated, and
- c. Show on negative things like crime, unsafe and dangerous.

Another characteristic of slums is the location and shape of irregular housing, means of infrastructure of the city is very little or none at all, a low education level, household density and low-income populations, as well as the general population works informally sector. Dense buildings and building materials in states of emergency, but the characteristics of slums is actually divided and defined. According to Silas, there are three basic forms of slums, namely:

- a. Opportunists, the slum that arises because of the speculation in order to obtain compensation if evicted. This condition takes place gradually occupy an existing vacant land in forbidden places in the city center.
- b. Settled and permanent, that slum happens organically due to the increasing density of population in an area. This settlement comes from the regular environment but gradually become slum caused by lack of control development control by the occupants of the settlements.

¹⁷Wijadjaja AW.. *Manusia Indonesia, Individu Keluarga dan Masyarakat*.(Jakarta: Akademika Presindo1987) page 75

- c. Transito, which form the slum settlements are temporary and most of its inhabitants settled for a while.

The basic form of slums into a material difference to assess the type of settlements that is rapidly developing and expanding in urban areas. According Subakti, the special characteristics of the neighborhood slum areas, namely:¹⁸

- a. The Settlement was inhabited by a dense population because of high migration from the village.
- b. The village is inhabited by low-income the citizens and live below the poverty line.
- c. The low-quality settlements and slum in the category of emergency namely buildings made of traditional materials such as bamboo, wood, reeds and materials are quickly destroyed.
- d. Health and sanitation conditions are poor, slum is always characterized by the spread of infectious diseases and physical environment dirty.
- e. Lack of urban services such as drinking water, bathing facilities, laundry, toilet, electrical, exhaust system dirt and trash and fire protection.
- f. Unplanned growth that physical appearance is irregular in buildings, courtyards and street, too narrow space between buildings.

¹⁸Ibid 58

- g. The settlement dwellers have rural lifestyle, as most of the inhabitants are migrants from villages still maintain the traditional life patterns, the atmosphere was like in the village and worked together.
- h. Socially isolated from other community settlements.
- i. This settlement is generally located around the city center and often unclear legal status of the land occupied.

With the state of the settlements show that not only the environmental conditions are very poor but also the very high level of poverty of a settlements. Growing culture of poverty in the lives of the poor people in the next generation to live in poverty.¹⁹

According to Silas slum areas are informal areas without planning and public service facilities, the residence of the squatters is also a transition area or transition of life in the villages and in the city. Slums indeed a bad face of the city. Ending suggests that physical slum located in the city center occurred because of settlement is legal and can not accommodate occupants growing rapidly, thus developing into a slum.

slums in the suburbs occur as a result of settlers taking over land in violation of law and building on it. If seen from the history of the growth of the major cities in Indonesia, the existence of slums in fact originated from the concept of the construction of the colonial city. City deliberately in groups according to ethnicity and social status of the population, such as the

¹⁹Widjaja. *Sosiologi Kelompok dan Masalah Sosial*. (Jakarta: Akademika Presindo. 1985) page 98

area for the people of Europe and the nobility, the area to the east non-natives such as Chinese, Arabic, Indian and so forth as well as the region's indigenous people, which further settlements called village.²⁰

This area is inhabited by natives deliberately paced less a case of roads, drains, valleys and other environmental infrastructure made completely limited. In addition, housing construction was done without guidance and a good plan so that the village grow and develop organically. This condition gradually develops into a slum. In the settlement, the space is seen as a container in which the overall interaction of human social system that includes all activities with social, economic, and cultural ecosystem resources both natural and artificial resources.

C. Formal Education

1. Definition of Education

Etymologically, education is derived from the Greek, meaning pedagogical science that discuss how to provide guidance to children.²¹

Education can also be interpreted as a human attempt to grow the potential of nature in the form of physical and spiritual in accordance with the values and norms prevailing in society and culture. For more details will be outlined some understanding of education put forward by the education experts, including:

²⁰Evers H. D. Dan Sumardi M. Ed.(*Kemiskinan dan Kebutuhan Pokok*, Rajawali, Jakarta, 1982) page 47

²¹Madyo Ekosusilo dan RB. Kasihadi, *Dasar-Dasar Pendidikan*, (Semarang: Effar Publishing, 1993), hal. 12

Zuhairini also said that: "Education is a human effort to guide the minors to the level of maturity, in the sense of conscious and able to bear responsibility for all actions and stand on its own feet".²²

From the definition of education, education can be defined as an activity and conscious human effort, undertaken by adults to future generations for personal development is intentionally inflicted to achieve the level of thought and action maturity. Understanding education by type is as follows:

- a. Formal education: is an activity that is systematic, structured, multilevel and tiered, starting from elementary school through college and comparable with study-oriented activities including academic and general, specialization and professional training programs implemented in continuous time.
- b. Informal education: is a process that lasts along the ages, so everyone gain values, attitudes, skills and knowledge that comes from the experience of everyday life (family, neighbors, social environment, etc.)
- c. Non-formal education: any organized and systematic activity. Established outside the school system, conducted independently or an important part of broader activities (courses) for specific learning objectives.

Schools are institutions of formal education after the second informal educational institutions (family). Duties and responsibilities of the school is

²²Zuhairini, *Filsafat Pendidikan Islam*, (jakarta: Bumi Aksara, 1995), page. 92

commercialize intelligence of the mind and the provision of a variety of knowledge in accordance with the level of each school. The purpose of formal education includes three aspects, namely:

- a. Cognitive aspects include objectives related to thinking, knowing, and solve the problem by using the sense of mental skills.
- b. Affective aspects include objectives relating to attitudes, values, interests and appreciation of the values of culture.
- c. Psychomotor aspects include objectives related to motor manual skills.

School assignment does not just make people who have a high intellect and mind by providing a wide range of science, but also in charge of influencing students to become capable of human decency, personality intact and responsible skilled in doing.²³

In Chapter II, Article 3 of Law No. 20 of 2003 on the national education system is explained that the purpose of national education is to develop students' potentials to become religious and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and to be responsible.

Educational goals that have been formulated based on grounding of Pancasila and the 1945 Constitution is basically the fully human. The whole man is meant here is the first man who devoted and faithful to Allah. Secondly, noble character. Third, have knowledge and skills. Fifth, steady

²³Madyo Ekosusilo dan RB. Kasihadi, Op. Cit., hal. 74

and independent personality. And sixth, have a sense of responsibility to society and nationality.²⁴

With a national basis which has been mentioned in the National Education Law No. 20 of 2003, any unit or organization that is engaged in the field of education in describing the activities referring to the national education goals. National education goals set by the government and the House of Representatives with input from the public or experts who are competent and then formulated by the government and members of Parliament. The formulation of the national education goals stated in the National Education Law No. 20 of 2003.²⁵

2. Social Education Environment

The social environment is a very great influence on the process and outcomes of education, educational environment can be divided into several types, among others are:

- a. Social environment is society. The social environment is in a process of interaction between children with children, children with adults, adults with adults.
- b. Natural environment. This natural environment such as geographical conditions, climatological, or anything that is in nature. Geographical and climatological circumstances greatly influenced the development of the

²⁴Abdul latif, *Pendidikan Berbasis Nilai kemasyarakatan*, (Bandung; Refika Adimata, 2009), page. 12-13

²⁵Dr. M. Sukadjo, dan Ukim Komarudin, *Landasan Pendidikan (Konsep dan Aplikasinya)*, (Jakarta: PT Raja Grafindo, 2010), page. 15

individual. The person who lives at the beach (coastal areas) tend to be dynamic when compared with the hinterland.

- c. Cultural environment may include objects of human cultivation is around students.²⁶

The environment is very large influence on the development of the students. Islam recognizes that the human potential that requires two things contradict each other potential to do good and potential for evil. In such circumstances environments are a means to develop this potential.

If the environment of the background for the development of the students it is more conducive to developing the potential of its full potential, there will be a positive development. If the environment of the background for the development of the students were destructive in developing that potential, there will be the opposite, negative development.²⁷

From the above explanation, it means that the community can be understood as a third layer educational environment after school education, because to enter the third educational environment, the required level of expertise, skills, and specific skills. Without competition like that, a person will not have the opportunity and ability to plan themselves creatively as individuals are intact. Therefore, after the child began to appear a potential tendency to break free of the family, they need to immediately enter the education system of schooling.

²⁶Abdul Latif, Op. Cit., page. 74

²⁷Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (jakarta: Rineka Cipta, 2003), page. 296-297

However, when adjusted for the conditions of a particular community, Indonesia for example, it was not every child can go to school and can continue learning school. Therefore, there is an expansion of educational opportunity "alternative" education called by social (society).²⁸ As for the effect of society on the school, namely:

- a. Society that determines the direction and purpose of education. This is consistent with the role of society, namely the people who oversee education, so that schools continue to support the aspirations, needs, and community dynamics.
- b. Society that affect the educational process at school. This is consistent with the role of society, namely:
 - 1) Society who co-founded and school finance.
 - 2) Society who participated prepare a place of education, such as buildings museums, libraries, art platforms, and the school garden.
 - 3) Society that provide a resource for the school. They can be invited to the school supply of information about a problem that is being studied learners.
 - 4) Society as a source of learning a lesson or lab. Besides textbooks, teaching materials that give society a great deal. Among other things, aspects of nature, industry, housing, transport, agriculture, and government companies.

²⁸Suparlan Suhartono, *Filsafat Pendidikan*, (yogyakarta; Ar-Ruzz Media, 2007), page.

Implementation of both public and private education must have the courage to take a stand and insights that inevitably every school should involve the local community, especially parents of students, in developing education. Sources in society are empowered as optimally as possible, both human resources and sources of funding for education. School is the responsibility of society, schools working alone without involving the community will be difficult to advance.

More accountable to the public, especially parents and learners. Community education includes parents, students, teachers, administrators, implementers. They together should be aligned to be called upon to support and empower the existing potentials, both in the form of natural resources, human as well as funds. They engage in an optimal and bear the educational work into work together. In other words, the death of school life is not first because the institution, but rather because the responsibility society and especially parents as service users.²⁹

3. Role of Family in Education

The family as an educational institution is first and foremost an important role in developing the potential of children is fundamental. According to Hasan Langgulung seven educational areas that can be developed by parents in the context of family education, namely physical

²⁹Hasbullah, *Otonomi Pendidikan Kebijakan Otonomi daerah dan Implikasinya Terhadap Penyelenggaraan Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2006), page. 57-58

education, health, mind (intellect), religion, psychology, and emotional, moral and social.

a. Physical Education And Health Sciences

The family has an important role in the growth and development of physical and physical function, as well as to create health. The function of the physical is to gain knowledge, concepts, skills, habits and attitudes that must be owned by the child. The role of the family in maintaining the health of their children can be implemented before the baby is born (pre-natal), namely the maintenance of the health of the mother and gave her good food and healthy during pregnancy.

b. Education Intellect

Although the education of the mind has been managed by specialized institutions, but still important role of the family, especially the parents have the responsibility before children enter school. Family duties in intellectual education is to help children, find, open, and fosters readiness, talents, interests, and abilities minds. Another task is to obtain and intellectual habits are healthy and trained sensory abilities of the mind.

c. Spiritual Religious Education

Grow and develop religious education of the family, so that the role of parents is very important. Religious education and spiritual means of

power and spiritual readiness that is instinct in children who accompanied the religious ceremony. So also gives stock of children with the knowledge of religion with the culture of Islam in accordance with the child's age in the field of faith, worship Muamalat, and history, along with the ways religious experience. As was explained in the Qur'an:

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا... (التحریم : ٦)

It means: "O People of Faith, Keep yourself and your family hell fire"
(QS; At-Tahrim: 6)

In an environment of education, any attempt of education especially in the form of formal education through school owned anyway. The purpose of each school as a general objective the elaboration of education, the purpose in the school environment is called "institutional purposes" are different to each other according to the types and levels of each. To achieve these goals effectively necessary controlling activities, educational efforts in the environmental, educational institution concerned, as a business partnership.

From that goal is expected to be the formation of functional skills that is a useful skill to provide to students to help prepare parents everyday and help itself in order to meet the necessities of life or solve the problem at hand.

To human life, education is an absolute necessity to be met throughout the lifetime. Without education, impossible a man can live and develop in line with

the aspirations of the (goals) for the advanced, prosperous and happy life according to their view of life concept. Some definitions of education of education i.e. Prof. Langeveld of the Netherlands suggests, that education is a guidance provided by adult children who have not yet grown to achieve the goal, namely the maturity.³⁰

The Law Country of GBHN in 1973, expressed about the definition of education, is a conscious effort to develop the personality and ability of man held in and outside the school, and last a lifetime. In addition the definition of education is also expressed by Ki Hajar Dewantara in Congress Park students who in 1930 first mentioned that education effort to advance the character grew.³¹

Of the various definitions of the above education, that education can be defined as follows:

- a) A growth process that adapts to the environment
- b) A briefing and guidance provided to the children in its growth
- c) A conscious effort to the game after a State or a specific situation that is desired by the community³²

But along with the times and technology, people's lives turned into complex, as well as the more advanced rapidly. In this society, we find, in addition to formal school education within the family, the educational content or how the implementation degree is already much different. Adult education must

³⁰ Chorul Mahfud, (lihat bukunya Burhanudin Salam, Pengantar Pedagogik; dasar-dasar ilmu mendidik (Jakarta: Rineka Cipta, 1997)), page 3-4

³¹ Choirul Mahfud. *Pendidikan Multikultural*, (Yogyakarta: Pustaka Pelajar, 2010) page 4

³² Ibid, page 34

be implemented with regular and systematic way, in order to provide the best results. Moreover, the world of education, in addition to being confronted with social reality, a culture that is very diverse. Thus, education is inevitably also must respond and adapt to the critical interface culture around.³³

The implementation of formal education consists of basic education, secondary education, higher education, with the kind of public education: General, vocational, academic, profession, students, religious. Formal education can be realized in the form of an educational unit organized by the Central Government, local governments and communities. Basic education is the level of education, secondary education level, informing shaped elementary school and Madras ibtidaiyah (Islamic Elementary School) or other equivalent forms, as well as the Junior High School and MTS or other forms of equal.³⁴

Before entering the level of basic education, for children aged 0-6 years of organized early childhood education, but is not a precondition for our following primary education. Early childhood education can be organized through the line (TK, Raudatul Atfal), non-formal (play group) or informal (family).

Secondary education, which is a continuation of primary education consists of general education and education departments, Senior High School, madrasah Aliyah (MA), Junior High School, and Vocational School or any other form of equal. Higher education is the level of education after secondary education, including the education program diploma, Bachelor, master, and doctor, held with

³³ Choirul Mahfud. *Pendidikan Multikultural*, (Yogyakarta: Pustaka Pelajar, 2010) page 36

³⁴ Ibid, page 66

an open system. The College may take the form of the Academy, Polytechnic high school, institute or University, which is obliged to convene the education, research and public service, and can organize academic programs, the profession and students. The College can also provide academic degree, profession or students in accordance with the program that is held.³⁵

The implementation of formal education in Indonesia should be based on the LAW Sisdiknas Number 20 in 2003 which consists of 22 Chapters and 77 articles. In the management of the education ACT poured Sisdiknas 2003 Chapter 3 about the principle of organizing education should be democratic and equitable, and not discriminatory with respect for human rights, cultural values, religious values, and multiethnic nation. Because education was organized as a process culture and empowering learners that lasts throughout life, and empower all components of society, through participation in the Organization of educational services and quality control.³⁶

The Central Government and the area required to provide services and conveniences, as well as ensure quality education are invited to nationals without discrimination, consequences, the consequences of the Central Government and local Governments ensure the availability of funds to this education for every citizen aged 7-15 years. At least on the level of basic education free of charge, for compulsory education is the responsibility of the State.

³⁵ Ibid, page 67

³⁶ Choirul Mahfud. *Pendidikan Multikultural*, (Yogyakarta: Pustaka Pelajar, 2010) page 57

Formal education in Indonesia is certainly based on the national education goals contained in Number 20 in 2003, i.e. To the development potential of learners in order to become a man of faith and pious to God Almighty, precious, healthy, well-behaved learned, accomplished, creative, independent, and become citizens of a democratic and responsible. In contrast to basic education in Indonesia that does not change the Pancasila and the Constitution 1945, aimed at education providers in the country are Yudiris (the legislation) is always changing. See our information and analysis as follows:³⁷

1. Outline of the purpose of education according to the LAW. No. 4 in 1950. Listed in Chapter 2 article 3 that is the purpose of education and teaching is a form of human decency that ably and citizens of a democratic and responsible about the welfare of society and the country.
2. Outline of the educational objectives according to the Ordinances of the MPRS No. II in 1960 is the goal of education is to educate the children towards the formation of a soulless man Pancasila and invited the socialist society is responsible for a fair and prosperous Indonesia and spiritual.
3. Outline of educational goals, according to the system of national education and the Presidential Determination No. 19 in 1965 that our national educational goals, whether held by the Government or private, from pre-school education to higher education, that gave birth to the Indonesia Socialist citizen moral, responsible for the socialist society was fairly prosperous Indonesia, either spiritual or material and the soulless Pancasila.

³⁷ Ibid, page 44

4. Outline of the educational objectives according to the Ordinances of the MPRS No. XXVII in 1966 that the purpose of education is to form a true human Pancasila is based on the provisions that are required by the opening of the 1945 Constitution and the Constitution of 1945
5. Dab purpose of national education, according to the LAW. No. 20 of 2003 was for the development of potential learners in order to become a man of faith and pious to God Almighty, precious, healthy, well-behaved learned, accomplished, creative, independent, and democratic citizenship as well as responsible.

Those changes made possible will continue to change the result of the development of the times and as the political climate changes or the regime of the ruling Government. Of course, we hope that these changes towards a better and mostly rests on the principle of fairness in all aspects of life, and on the values of the social culture of a multicultural nation of Indonesia, not only on political considerations only.

Formal education is conducted in the long-term, even lifelong, this step is awareness of the importance of education as a long-term investment. At least, there are three reasons to prioritize education as long-term investments, namely:³⁸

First, education is a tool for economic development and not merely economic growth. On modern education management Praxis, one of the five functions of education is technically functional – the economy both at the global level. Technical-economic function refers to the contribution of education to

³⁸ Choirul Mahfud. *Pendidikan Multikultural*, (Yogyakarta: Pustaka Pelajar, 2010) page 49-55

economic development. For example, education can help students gain the knowledge and skills that can help students gain the knowledge and skills necessary to live and compete in a competitive economy.

Second, investment education provides value that is higher than in other areas of physical investment. Turning values education is a comparison between the total cost incurred to finance an education with the total revenue will be obtained after a graduate and enter the workforce.

Third, investment in education, in addition to the many functions of the technical-economic function, i.e. The function of the Socialist-humanitarian, political, more exotic functions, cultural and educational functions. Socialist-humanitarian function refers to the contribution of education to human development and social relations at different levels of the different social. The function refers to a political contribution to the development of political education on different social levels. The function of culture refers to the donation education in transition and cultural development on different social levels. And the function of education refers to educational contributions to the development and maintenance of the education on different social levels.

CHAPTER III

RESEARCH METHODS

A. Approach and Types of Research

This study used descriptive qualitative approach, because the research is directed to describe a state or phenomenon on the public perception of a seedy neighborhood of formal education in the Lok Padas Pandanwangi Blimbing Malang. Another consideration chosen descriptive research in this study is in contrast to the characteristics of the descriptive method itself, as stated by Arikuntoro that descriptive research is the kind of research that describe or explain the events. Descriptive study intended to determine the circumstances of what and how, how much, to what extent and so forth.³⁸

B. Attendance Researchers

Existence of researchers in a study is a very important result, in accordance with the approach used in a qualitative study, the presence of researchers to collect data is a fundamental instrument in the researcher position is a qualitative research as an instrument or tool of research.³⁹

³⁸ Suharimi Arikuntoro, *Prosedur Penelitian Suatu Pendekatan Praktek* (Bandung: PT. Rineka Cipta, 2002), page. 140

³⁹ Lexy J. Meleong, *Metode Penelitian Kualitatif* (Bandung : PT. Remaja Rosdakarya, 2000), page.

In the process of qualitative research intensive researchers looked at the activity and activity of the target in the process of being implemented so that researchers obtain information through observation and interviews are needed regarding the public perception rundown neighborhood of formal education in the Lok Padas Pandanwangi Blimbing Malang.

C. Research Locations

The research location is in the Village Pandanwangi Sub Village Lok Padas RT 004 RW 003 district Blimbing of Malang cities where the north bounded by creeks border Malang City, the East is limited by the housing regency park, the south is bordered by Highway Adisucipto Malang, west side bounded by the river which is located between the district and the city of Malang.

D. Sources of Data

According Lofland Umar in his book, states that the primary data source in the qualitative research are words or actions rest is additional data such as documents and other.⁴⁰ The type of data in this study are primary data, the data is directly obtained from the first source, for example, words and actions that the source of information Chairman of the Head of Household (RT), Scavenger, a housewife, School Children, Children schools and communities that live there are all livelihood as scavengers.

Data obtained in the form of the public perception about the rundown neighborhood of formal education and local government undertakings

⁴⁰ Husein Umar, *Metode Penelitian Untuk Skripsi dan Tesis Bisnis* (Jakarta: Raja Grafindo Persada 1997) page.42

undertaken to improve the perception of the importance of formal education for children. While other data are secondary data or additional data, these data form the geographical location, demographic situation, total population, total population by gender, livelihoods by level of education, the number of formal institutions and a number of places of worship.

E. Data Collection Procedures

From the above data, the data collected in this study to obtain data relating to perception on formal education among slum area people in the Lok Padas Pandanwangi Blimbing Malang, among others: engineering, is a technique by taking some informants who have the privilege and advantages in science, Powered by interview and observation methods of documentation and the results of its own research.

1. Method of interview

The theme of the public perception about the rundown neighborhood of formal education. The interview is a conversation with a purpose. The conversation was conducted by the two parties, namely the interviewer who asked questions and interviewed as giving answers to these questions. This method is an unstructured interview method, but stay focused on the main data. In this case the researchers interviewed some community villages Lok Padas RT 004 RW 003, Chairman of RT, scavenger or the people in the slum neighborhood because residents are all income as scavengers, housewives, children who are formal education, someone who dropped out of school ,

Table 3.1. List of Informants (Society of Slum Area)

No	Informants	Total	Instrument (Questions)
1.	Chairman of RT	1	1. Perception of formal education 2. The benefits of formal education 3. Attitude towards formal education 4. The choice between school and work 5. Factor motivated to carry out formal education 6. Expectations of formal education
2.	Bos (leader of the slum area)	1	-
3.	Wife of Bos	1	-
4.	Student	1	-
5.	Scavenger	1	-
7.	Parents who have children of school	1	-
8.	Parents who have not children of school	1	-

The interview method is used, at least for two reasons: first, the interviews, researchers can not only explore what is known and experienced

by a person / subject of research, but also what is hidden deep inside the study subjects; second, what is asked of informants could covers on things that are cross-time link to the past, present and optimistic future.

From this interview method, researchers can directly obtain data in the form of experience, ideals, hopes the respondents, as well as an attitude or anything else that is asked by the researcher. With this research technique, the researchers simultaneously observe directly the various reactions that appears on the respondent, facial expressions, and mimic in giving an answer. However, it does not mean researchers interpret could absolute terms the reaction. In this research, interview techniques used to gather information about, public perception rundown neighborhood of formal education in the Lok Padas Blimbing Malang.

2. Documentation Method

To obtain the required data the researchers used data material contained in the document, among others drawn from government agencies namely the RT. This technique is done to collect data or non-human things in the form of certain records or which particular records, books, minutes of meetings, agenda, photographs and etc.

In this case, the document observed that life is not a thing, but an inanimate object. The reason why this documentation technique used in this qualitative research such as: First, these sources easier and cheaper.

Secondly, the document is a good steady source of information for accuracy in reflecting the current situation and can be analyzed back without changes. Third, this source is a source that meets accountability. This method is used to obtain data on the history of seedy neighborhood community, the state and condition of the people, the number of people and documents related to the study.⁴¹

F. Data Analysis

Methods of qualitative data used by researchers in accordance with the concept of analytical methods described by Miles and Huberman (1994). The method suggests that there are three activities in data analysis, namely data reduction, data presentation and conclusion or verification. Data analysis was performed through three stages, namely:

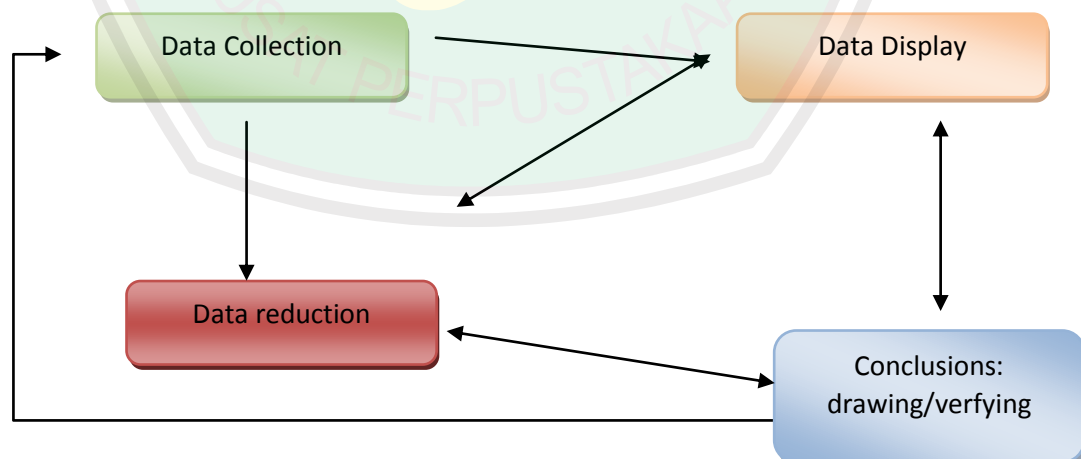


Figure 3.1. Data Analysis

⁴¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Bandung : PT. Rineka Cipta, 2002), page. 149

1. Data Reduction

Data reduction means summarizing, selecting the subject, focusing on the important thing, look for patterns and themes. For example in the field of education, after researchers entered the school setting as a place of research, then in reducing the data, researchers will focus on students who have high intelligence by categorizing the aspects of learning styles, social behaviors, interactions with family and environment.

2. Data Display

Data display means displaying the data which presents data in the form of a brief description, the chart, the relationship between categories, and so on. Presents data that are often used in qualitative research is the narrative. It is meant to comprehend what is happening, to plan further work based on what happened.

3. Conclusions Drawing / verification

The final step of this model is the conclusion and verification. The conclusion of the study may be able to answer the problem formulation are formulated from the beginning but also, because of the problem and the problem in qualitative research is still tentative and existing developed after researchers in the field. Conclusion The qualitative research is a new finding that did not previously exist in the form of a description or picture is not yet clear which previously became clear buffer in the form of descriptive or

previously unclear picture becomes clear may be a causal relationship / interactive and hypotheses / theories.

G. Checking the validity of findings

In establishing the validity of the data required examination technique and execution. Inspection techniques based on specific criteria. According to Lexy there are eight techniques in checks the validity of the data, such as:

1. The extension of participation
2. Persistence / constancy observations
3. Triangulation
4. Examination peers through discussion
5. Analysis of negative cases
6. Checking member
7. Description details
8. Auditing⁴²

In this paper the author uses triangulation techniques and analysis of negative cases, because it is easy to use triangulation techniques and analytical techniques of negative cases because most of the work environment of the

⁴² Lexy J. Moleong, *metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, Cet. 22, edisi refisi, 2006), page. 326

slums are as scavengers and there are some who doubt his honesty that this technique is very useful. Triangulation is used triangulation means comparing source and check to return the degree of confidence the information obtained through the time and different tools in qualitative research.

H. Stages Research

In this study, there are several stages of research:

1. Stage of Pre Field
 - a. Selecting the field, with the consideration that the Village Pandan wangi sub village Lok Padas RT 004 RW 003 is a slum area in the district. Blimbing Malang who have the perception of formal education
 - b. The licenses, informally (RT and Bos in the slum area)
2. Stage of field work
 - a. Conducting interviews directly at the slum area Lok Padas RT 004 RW 003, involving several informants to obtain data.
 - b. Met Chief RT for questioning about society the slum area perception about formal education d Lok area Padas RT 004 RW 003.
 - c. Visit the local government office for questioning society data Lok Padas RT 004 RW 003 and collect other data.

CHAPTER IV

RESEARCH FINDING

A. Profile of Slum Area

1. Geographical Condition

The geographical location of a region will have an important role in the region in carrying out development tasks in the present and in the future. Therefore, the geographical situation of a region has a great influence, it means for the development of the region and in order to support national development. Lok Padas-Pandanwangi part of the District blimbing Malang. Blimbing district itself is divided into 9 Villages with total area of the region and the area of their own slum area is 448 m².

Figure 4. 1 Slum Area Location



Data Resource: Documentation of Lok Padas slum area, date April 16, 2015 at 12:30,
Directly in Blimbing Malang.⁴³

Picture Above is a slum area that located in Pandanwangi Lok Padas RT
004 RW 003. There is the territorial boundary slum area in Lok Padas include:

- The North, bordering the River Border of Malang and District of Malang
- The East bordered by Regency Park housing.
- The South bordered by highway of Adi Sucipto Malang.
- The West side of the River border of Malang and District Malang.

2. Demography Condition

In a development of population is very influential in the region, if supported by the level of society participation and the population quality. Based on secondary data 2015 obtained from the office of the RT 004 RW 003 Lok Padas Pandanwangi Blimbing Malang, slum Area Lok Padas has a population of 53 persons with the male population of 27 persons and the female population of 26 persons, so a total of 21 families.

⁴³ Documentation of Lok Padas slum area , date April 16, 2015 at 12:30, Directly in Blimbing Malang⁴³

Table 4.1 Total population based on gender

NO.	Gender	Total
1.	Male	27 persons
2.	Female	26 persons
Total		53 persons

Resource: primary data from observation

Based on the above data shows the number of population living in slum area is 53 persons the number of men 27 and women 26. The total population is classified slightly.

Table 4.2 Total Population Based on Age

Age	Total
6-15	5
16-21	13
21-60	28
>60	7
Total	53

Source: primary data

Adolescent age (adults up to middle-aged) more than school age (teenagers), because for teenagers who have entered working age and married, most of them live outside the slum area.

3. Conditions Infrastructures

Figure 4. 2 Toilet Condition



Data Resource: Documentation of Lok Padas slum area, date 16 April 2015, at 12:30, Directly in Pandanwangi Blimbing Malang⁴⁴

Development in the provision of facilities and infrastructure in providing social services can be seen from the availability of infrastructure to provide for the needs of society in the environment. Facilities and infrastructure such as education, health and religious facilities. But in the

⁴⁴ Data Resource: Documentation of Lok Padas slum area , date 16 April 2015 at 12:30, Directly in Pandanwangi Blimbing Malang⁴⁴

environment do not have these facilities and have only one bathroom without the wc facilities, so that when they want to do the activity they do in the river near environment.

a. Clean water facilities

Water is a basic human need. Clean water is also a factor that really supports the need for the health of a society. But in a seedy area area lack clean water and decent sanitation. There is only one well in the slum area

When viewed from the geographical location, Lok Padas, most of the settlements beside crossed by a small river (canal) from the border river Malang and Malang. The members of society to make the area of the river (canal) such as landfills and toilets there. So that small rivers and Sewer Wastewater around residential areas become polluted.

Development is a process of creating and managing something that no include advancing, repair or improve the usability of something that already exists. National development aims to create prosperity for the entire community. In achieving the goals of national development, there should be effort and hard work from all parties concerned. Governments, planners, and the public. The demands of the times bring development in a dimension that is always experiencing the dynamics of change. This makes development must have a complex calculation system. Development planners should be able to take into account the aspects that underlie the development of synergistic and in accordance with the changing times.

Slum area Society, located in Lok Padas RT 004 RW 003 settlements that have not yet habitable. The following will explain the condition of the public housing Lok Padas Pandanwangi Malang. Most of the people who settled in the surrounding slum area Lok Padas Malang have settlements that are not habitable. This is because they have a wall of plywood and board and only one brick-walled house. For more details can be seen in the following figures and table:

Figure 4.3 Housing Condition



Data Resource: Documentation of Lok Padas slum area, date 05 August 2015 at 09.00,

Directly in Pandanwangi Blimbing Malang⁴⁵

⁴⁵ Data Resource: Documentation of Lok Padas slum area, date 05 August 2015, at 09.00, Directly in Pandanwangi Blimbing Malang

Table 4.3 Total Type Of Floor

Type Of Floor	Total
Cement	19
Land	03
Total	22

Source: primary Data Processed 2015

The table above shows that the Housing Society the slums have cemented as much as 19 homes and that has kind of a dirt floor as much as 03 homes.

This means that the conditions of the settlement contained in slum communities are in decent housing conditions because they have an average house has a floor of the type of cement as many as 19 homes.

The condition of the floor that allows not necessarily have conditions that allow the roof of the house as well. The following will discuss about the type of roofing used in settlement society Padas Lok Malang. For more details can be seen in the following table:

Figure 4.4 Roofing in Slum Area



Data resource: Documentation of Lok Padas slum area, date August 05, 2015 at 09.00, Directly in Pandanwangi Blimbing Malang⁴⁶

Table 4.4 Total types of Roof

types of Roof	Total
Zinc	09
Roof Tile	13
Total	22

Source: primary Data Processed by 2015.

The above table shows that people who have any kind of Lok Padas roofs of zinc as many as 09 homes, and having this type of roof tile as

⁴⁶ Documentation of Lok Padas slum area, date August 05, 2015 at 09.00, Directly in Pandanwangi Blimbing Malang

much as 12 home. This means that the condition of the roof of the society is already in the stage of a livable and able to protect them from the sun and rain.

Lok Padas society also has a house wall conditions very diverse types. For more details can be seen in the following table:

Figure 4.5 Type Of Wall



Data resource: Documentation of Lok Padas slum area, date August 05, 2015 at 09.00, Directly in Pandanwangi Blimbing Malang⁴⁷

Table 4.5 Total type of Wall

type of Wall	Total
brick wall	01
Woven bamboo walls	21
Total	22

⁴⁷ Documentation of Lok Padas slum area, date August 05, 2015 at 09.00, Directly in Pandanwangi Blimbing Malang

Source: primary Data Processed 2015

In the above table shows that there are 05 houses that had walls of woven bamboo house, 01 which has walls of brick houses and is often called the boss of the slum area.

Fifteen houses have walls of woven bamboo house, This means that the condition of the walls of the house of the society was still in a condition that is not habitable, because most people who have a house walls of woven bamboo.

In addition to the above condition of the house, one of the most important things in a home livable and healthy is to have toilets (bath, washing and latrine). But in the slum areas do not have toilet facilities, there is only one bathroom in the slum area, and there are no closet there. So when they want to do they do defecate in the river.

This means that people who live in these places most have not had their own lavatories so they can not run a clean life, so that defecate in the river. It is expected to be reduced, because if it continues can impair health and reduce clean lifestyle.

The condition is also very important to clean water to meet their daily needs. Here will be discussed about the clean water facilities in settlement society Lok Padas. The condition of clean water in slum area society really apprehensive because there is only one well in places such as in the image below.

This means that the society who settled in this place has not been able to use clean water to meet the needs of everyday life, so they sometimes consume water that is unfit for consumption. Therefore, it must be addressed to reduce the arrival of the plague were rampant.

Facility in a settlement trash was considered very important. Because in that environment all the heads of families living as scavengers so much garbage in the area, such as the expression of the informant.

“iya mbak bnyak sampah disini,, ya semua orang disini kerjanya sebagai pemulung cari sampah mbak nanti terus disetor di boss”⁴⁸

“itu (sampah-sampah) hari kamis disetor mbak, yaa lumayan banyak mbak”⁴⁹

So that there are no facilities trash because they are looking for trash or secondhand goods that are not used for their life so a lot of rubbish that is placed in spaces walled plywood and boards.

b. Economic Condition

1) Profession

Based on geographic location, people who live in slum area. The job of This urban people is scavenger. the profession of Majority ghettos in Lok Padas is scavenger. And part of them is unemployment, and part of them still student.

⁴⁸The results of interviews by Dwinarsih on 10 June 2015.

⁴⁹The result of interview by Pani on 10 June 2015.

2) fulfillment of the basic needs of society

Every individual will live in prosperity in the need of his life being able to fill them. Be it the needs of clothing, food, as well as the Board. When these needs they can fill then indirectly they will be able to live in prosperity.

The basic needs of a society or an individual is on the individual itself. If they have a decent job, then they will be able to fulfillment their basic needs. The following will be discussed about the fulfillment of the needs of the society Lok Padas.

The residence is a very important thing for an individual. Because this is somewhere they can take refuge from the heat or rain. But when the residence that we have yet to be ours by law, it is not directly we will eventually leave the shelter. The following will be discussed on comparatively the status of society ownership residences of Lok Padas Malang.

“tanah ini milik pak rohim mbak jadi nyewa ke pak rohim itu setahun 5 juta awalnya tapi lama-kelamaan pak rohim menaikkan harga sea 10 juta namun saya masih nglobi ke pak rohim...iya mbak jadi disini tidak ada tanah yang milik pribadi mbak semua tanah ini saya yang nyewa di pak rohim mbak.. orang-orang disini tinggal gratis saya buat rumah-rumah itu mbak hanya asalkan setor sampah ke saya mbak”⁵⁰

“disini tanahnya milik bos mbak jadi tinggal disini itu gratis asalkan setor sampah ke bos mbak”⁵¹

⁵⁰Hasil wawancara dengan Kacong on 20 September 2015

⁵¹The result interview by Sutopop adatangal 15 September 2015

“saya tinggal disini itu gratis mbak asal setor ke bos sampah rumah ini juga dibuatkan bos mbak...rumah ini juga dbuatkan bos mbak asalkan setor sampah ke bos semua rumah disini awalnya sama luasnya sama 2,5 x 4 meter mbak, kalu nambah luas sendiri ya tidak apa-apa”⁵²

“ disini gratis mbak tinggal disini juga dikasih rumah syaratnya setor sampah ke bos mbak”⁵³

Slum Area lok padas has a place to stay with the status of a ride. This means that the vast majority do not have a home or a place to stay on their own. Area slum area is quite could not fulfill the basic needs of important human life.

Like individuals in general, Lok Padas society has been able to fulfill their needs in terms of food. The foods they eat are generally the same as other individuals, namely rice, fish, meat, fruit, and milk and vegetables. Although they do not consume these foods regularly. It is also evident from the income from scavenged and the results of such scavenged detailed as follows. As the statement following informant

“ hasil setoran saya perdua minggu 200an ribu mbak, ya hasil dari mulung tiap harinya itu saya kumpulkan per 2 minggu saya setor...”⁵⁴

⁵²The result interview by Dwinarsih on 15 September 2015

⁵³Hasil wawancaradengan Dwinarsih on 20 September 2015

⁵⁴The result of interview by Pani on 15 September 2015

*“ ya nanti mbak dari orang-orang sini setor kalau memang orangnya gak males ya dapetnya banyaj namun jika orangnya males ya dapetnya sedikit mbak biasanya orang-orang sini dapet 200-250 ribu per dua minggu sekali mbak”*⁵⁵

*“ kalau hasilnya dari orang-orang ada yang ngambil mbak setiap Kamis dua minggu sekali, ya kadang dapetnya sekali setor 7-8 juta mbak.”*⁵⁶

From the interview above statement expressed by the informant, the average income of resident citizens Lok Padas every week generating Rp. 100,000 from the garbage deposited biweekly to Mr. Kacong as boss in the area. The waste is taken from Mr. Kacong every Thursday for more than two once a week with nominal 7-8 million.

3) Education

Based on a population of only 53 people, RT 003 RW 004 is a less populated area, with a small population that they still have to continue education in school. Although still very low education population. To more clearly seen in the table below:

⁵⁵The result of interview by Sri on 20 September 2015

⁵⁶The result interview by Kacong on 20 September 2015

] **Table 4.5 Total of Population Based on Education**

Graduates	Total
Elementary School	44
Junior High School	9
Senior High School	-
University	-
Total	53

Source: Interview and primary data

Based on the number of slum area residents relatively less populated areas and seen from the above data slum area residents RT 003 RW 004 Lok Padas Blimbing Malang they have a very low education. Education slum area residents averaged only primary school graduates that even junior high school graduates only slightly.

c. Socio Cultural

1) Social Condition Population

Scavenger Society is small community among the other components of society. They live in the city with the livelihoods of the majority of scavengers, although there are some who became housewives. With an area of 448 m² Village of lok padas-Pandanwangi RW RT 003 004 100% Muslim. In this case the Islamic

religion into the public trust. In everyday life society only use the Java language as an everyday language.

Lok Padas has a population of which there are many, but especially the slum area has few population, there are already long settled and some have recently settled in this place.

“... Saya disini sudah mulai tahun 1993 mbak, saya disini itu yaa untuk memperjuangkan masyarakat yang tidak punya rumah, saya kasih rumah disini mbak. ada yang sudah lama disini ada yang sudah sukses mereka sudah punya rumah bagus ketemu saya gak nyopo mbak saya Tanya dari mana bos...”⁵⁷

“ saya tinggal disini sudah lama mbak sudah sekitar 20 thun disini, saya menikah terus pindah kesini mbak, kalau tetangga saya dinikahkan sama bos mbak pak kacong, dulu disini banyak tapi sekarang bnyak yang pindah mbak... ya pindah keatas mbak”⁵⁸

“saya baru 10 tahun teng mriki mbak. Anak saya SMP terus pindah disini mbak. Soalnya teman saya ada yang pindah disini terus saya dan suami pindah disini mbak”⁵⁹

From some of the statements above shows there are some people who have long time who live in the area there are also a new people in this slum area.

Slum area Society in this area has no formal leadership structure, which has a chairman or often called Bos, even in everyday life that lead and organize the area is boss. Chairman or boss in a

⁵⁷The result interview by Kacong on 15 September 2014

⁵⁸The result interview by Sutopo on 15 September 2014

⁵⁹The result interview by Dwinarsih on 15 September 2015

environments such scavengers is Mr. Kacong, as said by the informant:

..”iya mbak kalau mau observasi atau apa ke bos dulu, ke pak kacong dulu mbak.”⁶⁰

Ketua RT..”iya, didaerah bawah sana (area kumuh) yang ngatur itu pak kacong bos nya disana yang handle semuanya mbak, mending mbak langsung kesana”⁶¹

“Disini saya ketua Pemulung di daerah sini mbak, soalnya semua orang disini kalau tidak diatur maka amburadul, soalnya disini dulu ada yang mantan pencuri pencopet tidak jujur, kadang-kadang kalau pas mulung itu ambil barang seenake udele, haruse kan Tanya dulu barange itu masih dipake apa ndak”⁶²

Ibu Mulyono. “tadi sudah ke Bos dulu mbak? ... kalau mau apa itu harus ke Bos dulu mbak pojok sana, ke Pak Kacong..”⁶³

From the above statement shows that the leaders of scavengers in slum area are commonly called Kacong Mr. Bos. And governing all areas of the environment is Mr. Kacong.

In social life, the process of interaction between one individual with other individuals is needed. This is because humans are social creatures who cannot live without others. Therefore, the interaction

⁶⁰The result interview by Dwinarsih on 21 May 2015.

⁶¹The result interview by Sarmin on 3 June 2015.

⁶²The result interview by Kacong on 20 September 2015.

⁶³The result of interview by Mulyono on 20 September 2015.

must be run in a community to fulfill collective needs. The following will discuss the forms of social interaction Lok Padas Malang.

Social condition in slum area in terms of social interaction there is a wide variety of social interactions both disasosiatif or dissociative among others as said:

“wah disini banyak yang utang keatas mbak, namanya orang butuhnya banyak mbak. saya ini sudah bilang ke toko-toko kalau anak buah saya minta kesana jangan dikasih. Namanya orang mbak, tapi saya sudah tidak tanggung jawab mbak”⁶⁴

“Kalau beli barang diatas mbak disini tidak ada took mbak jadi kam keatas kalau beli barang-barang keperluan rumah tangga mbak”⁶⁵

“Saya belinya diatas mbak, beli jajan. Beli peralatan tulis. Saya belinya diatas mbak.. iya mbak saya berangkat sekolah sama Dwinarsih itu mbak,, dei itu mbak yang tinggal disana (menunjuk arah depan rumahnya)”⁶⁶

This means that the level of cooperation and mutual tolerance between people is still embedded in the slum society although there are still many who have contracted debts in there but they still interact in slum area and interaction outside of slum area.

Slum Area society there are still society who receive assistance from certain parties.

“ bantuan-bantuan dari sekolah-sekolah itu mbak malah gak datang disini dulu, malah datang dirumah yang sebelah sana

⁶⁴The result of interview by Kacong on 15 September 2014.

⁶⁵The result of interview by Sri on 15 September 2014

⁶⁶The result of interview by Adinda on 15 September 2014

mbak, seharusnya kan kesini dulu. Biar saya bagi rata daripada dikasih kerumah yang sebelah sana tidak dibagi rata mbak,, kalau disini kan saya bagi rata mbak⁶⁷

“ kalau pas posoan mbak bnyak sekali yang ngasih sembako,, ngajak buka bersama bareng,, ya kita bareng-bareng buka bersama mbak. Di probolinggo dikasih pemerintah satu hektar, kalau saya gak mau mbak soalnya saya mau dari keringat saya sendiri mabk, ya kalau pemerintah mengasih ya orang –orang pasti mau mbak. Saya mau apa... ”⁶⁸

This is due to inadequate income earned to fulfill his needs so much assistance flows to the region, although only a particular moment.

Slum area Society never do a cooperation or agreements with other communities in the economic field, for example, opened a store. This is due to lack of capital to invest in this partnership and indeed the whole of this settlement.

Additionally, this society has never cooperated with a company by providing venture capital. For example to provide capital assistance in the form of material, it is also due to lack of capital support to do this.

The conflict in the slum area quite a lot because it looks every informant statement it. *“ wah banyak banyak polisi yang datang gitu mbak, polisinya datang kesini ya saya bilang kalau orang dibelakang cekelen pak...kasusnya banyak tapi rata-rata mencuri mbak”⁶⁹*

⁶⁷The result of interview by Kacong on 20 September 2014

⁶⁸The result of interview by Sri on 20 September 2014

⁶⁹The result of interview by Sri on 20 September 2014

“ bantuan-bantuan dari sekolah-sekolah itu mbak malah gak dating disini dulu, malah datang dirumah yang sebelah sana mbak, seharusnya kan kesini dulu. Biar saya bagi rata daripada dikasih kerumah yang sebelah sana tidak dibagi rata mbak,, kalau disini kan saya bagi rata mbak”⁷⁰

“ bantuan itu diambil orang itu mbak diambil semua kita gak dikasih,, alah biar walaupun kita gak dikasih mbak saya bisa mulung sendiri”⁷¹

“Banyak orang yang ke bos mbak gara-gara yaa orang – orang itu hutang ke atas gak dibayar lama gitu mbak, kasian bos sech sebenarnya.”

“ wah disini banyak yang utang ke atas mbak, namanya orang butuhnya banyak mbak. saya ini sudah bilang ke toko-toko kalau anak buah saya minta kesana jangan dikasih. Namanya orang mbak, tapi saya sudah tidak tanggung jawab mbak.”⁷²

In the case of a culture that is followed yasinan or a kenduri along with other residents who are not slums. Although the slum area society has never hosted a regular activity. But when there are people who died in the slum area there are cultural a kenduri along with other citizens. When they are not financially able to pay for the a kenduri event so that the event is held by Mr. Kacong as Bos in the slum area.

2) System of Government

Government in the area organized and implemented a set of apparatus village Lok Padas and set again by the Chairman of RT 003

⁷⁰The result of interview by Kacong on 20 September 2014

⁷¹The result interview by Sutopo on 15 September 2014

⁷²The result of interview by Kacong on 20 September 2014

RW 004 conical again be set by the head of the slum area that Mr. Kacong commonly called BOS by the society of slum area. In carrying out the obligations organize their regions face many obstacles. The obstacle is less obedient citizens to abide by the rules that apply. This condition causes there are many factors ranging from education of the population is still lacking and economic limitations slum area society. Basically when public education is high then the system will also be good governance in line with the pattern of thinking that good anyway.

3) Religion

slum area Society embraced Islam 100%. slum area has a Society of religious activity that is Yasinan and Tahlilan every Friday night. The activity has become routine of society. But in terms of individual aspects of worship is still relatively low.

B. Exposure Data and Research Findings

Research the exposure of data is very important, whether or not the results are determined from how to obtain the data and process the data collected, so it can be easier to analyze the data and will make it easier for readers to capture the contents contained in this writing. For exposure data with respect to this research, the authors used a qualitative descriptive analysis for more details can be seen in the discussion :

1. Perception on Formal Education Among Lok Padas Slum Area People

Education is the basis of human development. The importance of education should be seen in the context of human rights, meaning that every human being has the right to obtain education. On the other hand education is a basic requirement of success and sustainability of development, since development requires qualified human resources and be able to exploit, develop, master of science and technology.⁷³

Poverty great influence on children who do not attend school, poverty is not the only influential factor. One influential factor is the mindset that is short and simple due to lack of education. In the culture of Indonesia, the head of family, especially a father, has a very large role family should be included in the decision whether or not a child to get an education. To take such a decision will depend on the perception or the views of parents towards education. And the influence of his own son to be a willingness to school or not.

Perception of an object will be influenced by the extent of understanding of the object. Perceptions are unclear or not known at all may be giving out the meaning.

⁷³ Toha, miftah (*perilaku organisasi konsep dasar dan aplikasinya*, Rajawali Press, Jakarta, 1983) page. 145

Perception is essentially a cognitive process experienced by each individual in understanding the information about the environment, either through the eye, view, appreciation, feeling and smell. While the definition process is the process of cognition or mental aware activity such as thinking, knowing, understanding and conception of mental activities such as attitudes, beliefs and expectations, all of which is a determinant or influenced behavior.⁷⁴

Perception will arise after a person or group of people first felt the presence of an object, and once felt will interpret the object perceived. To obtain data about perception of slum area on education, the authors use the interview approach to the scavengers.

From interviews conducted by the author on perception of slum area people on formal education in general say that formal education is important, but they have some obstacles to attending formal education. This is supported by statements from informants that vary from society slum area in Lok Padas RT 003 RW 004 as follows:

“Pendidikan formal atau sekolah itu ya penting mbak, apalagi di pondok, saya lebih suka anak-anak itu dipondok, anak saya itu dipondok mbak yang dua itu dulu anak tiri dari istri sebelumnya, ya pokok semua tergantung orang tua yang mendorong supoyo anak itu semangat biar gak goblok-goblok, masak kayak orang tuane ini SD ae gak lulus, tergantung larene mau sekolah sampek dukur pokok semangat, wong tuane geh semangat kerjane damel anak, namanya bekerja ya nyari sendiri jangan males seperti orang-orang di belakang, model gitu suruh

⁷⁴ Hardius, Usman dan nachrowi(*pekerja Anak di indoneia kodisi, determinan dan Eksploitasi (kajian kuantitatif)*,PT Gramedia, Jakarta, 2004) page.138

cukup dari mana, model gitu mau bisa nyekolahin anak sampek tinggi paling-paling sampai SMP”⁷⁵

The above statement is the same as that statement by Mr. Ervan saying:

”pendidikan itu ya penting apalagi pendidikan SD SMP itu soalnya disanakan diajari tulis, sehingga tidak di tipu orang nantinya saat dewasa, anak saya sekolah masih SD kelas 3 ya harus sekolah biar tidak di tipu orang, karena saya lulusan SD jadi anak saya harus lebih baik dari pada saya.”⁷⁶

It would be similar to what was stated by Amanda Devi:

“Pendidikan itu penting mbak, biar menjadi Penerus bangsa dan di pendidikan formal atau SD SMP SMA itu diajarkan banyak ilmu untuk bekal hidup dan diajari sopan santun, sehingga pendidikan itu penting. Agar pintar juga mbak pendidikan itu. Saya nanti mau lanjutin SMK 5 Malang mbak setelah lulus dari SMP 14 Malang. Manfaatnya banyak mbak dari pendidikan di bangku sekolah karena nanti kan dapat ijazah jadi ya bisa buat ngelamar pekerjaan agar mendapat pekerjaan yang lebih baik.”⁷⁷

The statement was similar with Mrs. Winarsih

Slum area Society stated that education is important, for the provision of life future when already running social life future. Most minor society slum area assume formal education without religious education will be bad. So that formal education for life in the world, whereas religious education for life in the hereafter.

Parents are the most responsible for the education of children.

Children are born and raised by parents, the person who first encountered

⁷⁵The result of interview by Kacong on 15 September 2014

⁷⁶The result of interview by Ervan on 15 September 2014

⁷⁷The result of interview by Amanda on 15 September 2014

the child is his parents, so indirectly father and mother is the first teacher of the child, consciously or unconsciously by the person himself.

Supposedly when the parents awaiting the birth of her child even before that, they had to design how parenting what methods will be used to educate and guide their children in the future. Like the teacher candidates who are studying to learn about the manifold becoming an educator is important. It is not wrong that education is very important for our lives and our children because education is needed for our future without education we will be ignorant and easily fooled by others. This is consistent with the results of the interview Mrs. Mulyono:

Mulyono, "Pendidikan formal niku mbak supoyo pinter pendidikan agama utowo pendidikan sekolah umum niku sami-sami penting, ngulangi ingkang sae-sae. Kedah mboten bodoh, wong tuo sinten seng pengen yugane goblok..."⁷⁸

This is the same as that expressed by Ms. Winarsih

"Pendidikan memang penting mbak, agar pinter agar tidak dibodohi oleh orang lain, tapi mau gimana lagi karena keadaan saya hanya sekolah SD itu saja tidak sampai lulus yang penting saya bisa baca menulis, itung-itungan."⁷⁹

This is the same as that expressed by Mr. Ervan "...sekolah agar pintar, sehingga tidak di tipu orang nantinya saat dewasa, anak saya sekolah masih SD kelas 3 ya harus sekolah biar tidak di tipu orang"

Most of the public perception about the slum area of formal education good enough. But their perception of the importance on formal education only up to the high school only, not to a higher level. For their own private

⁷⁸The result of interview by Mulyono on 15 September 2014

⁷⁹The result interview by Dwinarsih on 15 September 2014

limited still able to read and write. However, their perception on formal education were all important stated. Because of formal education, the child will have a stock in life, and may improve quality of family life. reinforced by the results of interviews conducted by researchers that the majority of slum area people are expecting their children's education can raise the dignity of himself and family, the results of the interview:

“Walaupun saya hanya lulusan SD tapi dari itu saya bisa belajar menulis dan berhitung sehingga sampai sekarang saya gunakan untuk berdagang sampah hasil pulungan itu. Wah kalau saya tidak sekolah dulu saya tidak bisa membaca dan menulis, saya tidak dapat bekerja dengan baik. Pendidikan anak tetep tanggungjawab orang tua. Alhamdulillah anak bisa bantu orang tua di gudang, nimbang-nimbang sampah hasil pulungan. Jadi harus sekolah agar pintar.”⁸⁰

That Statement is supported by Ms. Sri:

“pendidikan iku penting mbak, anak saya tak sekolahin semua, biar nanti pekerjaannya tidak seperti kami orang tuanya, gak usah jadi pemulung gitu loo mbak, seperti saudaranya devi itu, yang sudah berkeluarga ikut suami tapi tinggalnya suda di atas tiadak di sini lagi yaa setidaknya bisa bekerja di Mall mbak anak saya itu, tidak susah-susah mulung seperti saya”.⁸¹

Statement above similiary with Mr. Ervan “ *sekolah itu ya bagus mbak, seandainya saya sekolah pasti saya tidak jadi seorang pemulung, seandainya saya sekolah sampai tinggi mungkin saya tidak hidup disini tapi hidup sebagi jendral, hahahhaha...*⁸²

Statement above similiary with Devi

⁸⁰The result of interview by Kacong on 15 September 2014

⁸¹The result of interview by Sri on 15 September 2014

⁸²The result of interview by Ervan on 15 September 2014

“ pendidikan formal atau pendidikan di bangku sekolah memang kewajiban yang harus kita laksanakan, karena salah satu pendukung untuk dalam memasuki kerja yaitu butuh ijazah dan pengalaman, sehingga dari pendidikan formal bisa dapat kerja ”⁸³

On the other hand there are arguments in favor of formal and informal education that are both important and inseparable that the opinions statement by Mr. Kacong

“ pendidikan formal atau sekolah untuk masa depannya anak, bekerjanya anak nanti sebagai apa ngoten mbak, tapi pendidikan pondok itu juga penting mbak, karena zaman sekarang pergaulan yang semakin berbahaya, apalag anak wedok mbak, harus benar-benar dibekali ilmu umum sama agama, ya sebagai orang tua itu mengarahkan dan mendukung ”.⁸⁴

Although the view of the slum area society education is important. Most of them, especially the elderly receive the bitterness, less able to get an education for various reasons, economic reasons or mindset about education is lacking. Their views on education on education interesting to be dug deeper, as submitted by Mrs. Mulyono:

“Saya kalau lihat mas mbaknya begini seneng, yaa bisa sekolah, pakainnya bagus-bagus, pinter gini seneng mas. Tetapi maw gimana lagi anak saya putus sekolah SMP kelas 2, dikarenakan bapaknya meninggal, jadi hanya saya sendiri yang cari uang, sehingga anak saya nikahkan mbak, sekarang sudah punya anak 2, sehinngga bebannya berkurang. Saya ini perempuan mulung sendiri mbak untuk mencukupi kehidupan. ’⁸⁵

⁸³The result of interview by Devi on 15 September 2014

⁸⁴The result of interview by Kacong on 15 September 2014

⁸⁵The result of interview by Mulyono on 15 September 2014

This is the same as that expressed by Mr. Ervan

“ pendidikan iku memang bagus agar pinter, tapi mau gimana lagi saya putus sekolah dulu hanya sampai kelas 6 saja tidak sampai lulus, karena ya dulu sih ditawari kerja sehingga langsung kerja sebagai tukang kunci, daripada sekolah habis uang mendiang aku kerja mbak, keadaan orang tua pun dulu rezekinya tidak menentu, orang tua saya juga sebagai pemulung mbak.⁸⁶

This is the same as that expressed by Ms. Dwinarsih

“ pendidikan saya hanya sampai SD mbak itu saja tidak sampai lulus, ya sebenarnya penting mbak tapi niku mbak saya bantu orang tua, orang tua saya kan pembantu rumah tangga jadi saya membantu orang tua saya dan tidak melanjutkan sekolah mbak dan bekerja mencari rezeki, kan rezeki itu datangnya dari Allah, kita tidak tahu mbak rezeki itu.⁸⁷

Another Statement expressed by Mr. Kacong

“ ya sekolah itu mbak saya sudah enggak mikir lhawong saya dulu sudah pernah sekolah sampai SD saja yang penting anak saya bisa semangat saya sekolahkan sampai tinngi kalau anaknya semangat, tapi kalau anaknya gak semangat mau nikah ya saya nikahkan seperti anak tiri sama istri sebelum saya mbak itu anak saya sekolahkan tapi maunya nikah ya saya nikahkan, tapi anak saya yang sekarang semangat ya tak sekolahke mbak.⁸⁸

Temporary findings, the researchers obtained about perception of slum area people on formal education was quite fine. Education is considered important for them, but they think that school is important to read and write just for the parents, because of the economic situation as

⁸⁶The result of interview by Ervan on 15 September 2014

⁸⁷The result interview by Dwinarsih on 15 September 2014

⁸⁸The result of interview by Kacong on 15 September 2014

scavengers. However, the obligation to send their children remains a top priority and should be done even if only until junior high school.

the results of interviews conducted for the scavengers in the Lok padas it can be concluded that their opinions about education important, but because economic constraints and mindset narrowly on formal education so that the average education slum area people only primary portion of their children only until junior high.

Poor scavengers also say the same thing of education important, but in reality a variety of reasons they drop out of school. They believe that it's just as basic school just to learn the basic knowledge as writing and reading. Or their view of the better work than school because working make money and school spend money. This is influenced by poverty that continue the school's capability is lower.

Scavengers have the presumption to send children is their duty and they must always work to educate their children, although they only finished elementary school, but their spirit although only send their children to junior high school. There are interesting things revealed by one of the informants, he prefers public education for their children, but while studying religion in schools, in this case the informal education. He sees his formal education in the world and for the provision education in schools for the provision of Hereafter.

2. Expectation of slum area people on formal education

Through this formal education learners have the attitude and the ability and the knowledge and skills needed to live in the community. As for children who drop out of school or economic difficulties provided by the government formal education through the sharing of containers the different systems and agreed. So expectation the elderly to the child can go to exactly fit the desired. And these expectations are as diverse as informant interviews:

*"harapan saya terhadap pendidikan adalah agar pendidikan formal itu harus digabung sama agama biar tidak ada kasus-kasus criminal, karena disini itu ada dulu yang dikejar-kejar polisi karena dy sekolah gak tamat an gak pernah sholat juga, nah kalau agama digabung dengan semua pendidikan formal kan jadi bagus, seperti di pondok-pondok itu"*⁸⁹

*"kalau harapan saya tentang pendidikan formal ya biar anak-anak saya dengan mengenyam pendidikan menjadi anak yang berguna bagi nusa dan bangsa dan juga berguna bagi orang tuanya, dan juga agar dapat mendapat pekerjaan yang lebih baik tidak kayak orang tuanya seperti ini pemulung"*⁹⁰

Statement from student Devi *" harapan saya ke pendidikan ya nantinya bisa mendapatkan pekerjaan yang baik agar dapat membantu orang tua, dan juga saya berharap bisa belajar etika di sekolah agar bisa sopan santun"*⁹¹

Another Statement from Mr. Ervan

"harapan saya terhadap pendidikan formal geh semoga pemerintah itu menggratiskan semua pendidikan tidak hanya 9

⁸⁹The result of interview by Kacong on 15 September 2014

⁹⁰The result interview by Dwinarsih on 15 September 2014

⁹¹The result of interview by Devi on 15 September 2014

tahun aja tapi sampai SMA juga dan pemerinttah itu memeperbanyak beasiswa sehingga anak saya bisa sekolah sampek tinggi dan nantinya tidak bodoh dan tidak mudah kena tipu, juga agar anak saya nanti mendapatkan pekerjaan yang lebih baik tidak sebagi pemulung begitu”⁹²

the above statement although the average low education slum area society that is only graduated elementary school, but they have hopes to education for a better life, especially in economic terms. But on the other hand there are those who have different expectations towards education, some informants statement:

“ kalau saya mbak harapan apa lhawong anak juga sudah selesai putus sekolah maksudnya, kalau saya sendiri juga sudah tua dan dulu pernah sekolah hanya sampai kelas 4 saja, ya harapan apa mbak, ya semoga pendidikan formal itu bisa lebih baik saja lah jangan ada bayar-bayar yang banyak biar orang-orang yang kayak kami ini bisa sekolah dengan baik”⁹³

“ ya harapannya yaa agar pendidikan formal ini gratis itu aja mbak kan saya juga sudah tua, ya berharap yaa anak-anak kecil itu bisa sekolah dan menjadi anak yang berguna bagi orang tuanya, kalau saya sendiri maw berharap apa lhawong sudah tua masak mau sekolah. Dulu pernah sekolah SD tidak tamat, saya itu gak begitu ngerti mbak lek tentang kehidupan gitu”⁹⁴

In a statement at the above people's expectations are not so enthusiastic the formal education and the average of them just hope that free education the all in order to compensate for their economies.

⁹²The result of interview by Ervan on 15 September 2014

⁹³The result of interview by Muyono on 15 September 2014

⁹⁴The result interview by Dwinarsih on 15 September 2014

CHAPTER V

DISCUSSION

Research conducted by researcher about Perception on Formal Education According Lok Padas Slum Area People in Pandanwangi Blimbing Malang, produce research as follows:

A. Perception slum area people on Formal Education

Almost all people subjected education and implement education. Because education is never separate from human life. Children receive the education of parents and when the children are grown and have families they will educate their children.⁹⁵

Education is a necessity for people to achieve prosperity for future lives. Seeing the importance education for mankind to direct his life on welfare, then the man should get a chance to enjoy education, good education provided by the family or formal institutions that teach various science.

Education can be defined as a process of transformation of values, skills or information (knowledge) delivered either formal or non-formal, from one side to other side. Formal education is a conscious effort of man to attain the skills and modes of thought that are considered important in performing social functions. As for informal education is a process of transformation of values, skills and knowledge that goes naturally and produce permanent

⁹⁵ Made Pidarta, Landasan Kependidikan Stimulus Ilmu Pendidikan Bercorak Indonesia, (Jakarta: Rineka Cipta, 1997), page. 1

effects of area. The education level of a person depends on how he looked at education and their economic circumstances.⁹⁶

According Dewantara, Education is the lead all the forces of natures that exist in children, so that they are as human beings and as members of society will have safety and happiness as high. While in the Law of the Republic of Indonesia No. 20 of 2003 on National Education system Chapter I Article 1 stated that Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, as well as the skills needed him, society, nation, and state.⁹⁷

Based on the findings of the research revealed that: Perception on Formal Education According Lok Padas Slum Area People in Pandanwangi Blimbing Malang assume that formal education was important both for him personally and his children. They assume that formal education gives knowledge to lead their lives and for their children can reach their child's ideals. Even though the majority of them just graduated from elementary school and junior high school, there are at least efforts of Lok Padas slum area society to sending children to school even though less than the maximum.

Slum area scavenger society also sending their children to Islamic boarding house after graduate from Junior high school, though not the whole.

⁹⁶ Kusmana, Muslimin, *Paradigma Pendidikan Restropeksi Dan Proyeksi Modernisasi Pendidikan Islam di Indonesia*, (Jakarta : IAIN Indonesia Social Equity Project (IISEP), 2008), page. 9

⁹⁷ Abdul Latif, *Pendidikan Berbasis Nilai Kemasyarakatan*, (Banndung: Refika Aditama, 2009), page. 7

Because, besides formal education slum area society also considers it important non-formal education (religious education). Formal education (schools) for the provision of the world while the non-formal education (religion) for the provision in the Hereafter.

Slum area people said needs a formal education because formal education is the basis for living a life examples learning the basics of formal education such as reading, math. Such a thing become slum area people basic rationale for attending formal education. This kind of thinking pattern less than the maximum in the understanding of formal education. Because formal education is not only related to the basics of reading and math, but more than it is to understand the various fields of science.

Some People of a slum area in the Village Lok Padas did not so think about formal education, the results of the interview informants are for those who are aged or older and do not have children of school they are not thinking about formal education at all they think is about the economy fulfill their daily needs. They no longer think there is time for attending formal education, they assume've never learned to read, write and count is the only elementary school until even they are not to finish elementary school, provision of basic education life as it was very useful for their life.

While another informant like their older age group who still have children who are still in school or attended formal education they prioritize children's formal education, although most have not been up until junior high school only and a few are up to high school. This makes the working spirit or

scavenged spirit for children's education. And their great hope on their children's education, according to the results of the interview they wish their children can be child that is useful for the country and can become a dutiful son to the country and nation.

Another informant who is a child or adolescent who was still in school, they are prioritizing formal education which he passes to reach their goals and they have great expectations towards formal education are taken. And they assume that formal education teaches some important science and the most priority is that they are taught polite and courteous.

Formal education for the average Lok Padas slum area people is to get a decent job and change their lives of poverty very few who understand education better than that. Although it only applies to their children in order to have a job in addition to being a scavenger. The Result of interviews Lok Padas slum area people when faced with two choices between work and school, they choose to work. It is the mindset of the average slum area people educationally interpreted to get a better job. Only a few who interpret education more than that, Mr. Kacong as chairman of scavengers who lead and organize a scavenger in a slum area in the Village area Lok Padas Blimbing district of Malang. The key informant considers formal education gives knowledge and life provision even he considers not only formal education, but is offset by the provision of education boarding school for the afterlife.

the informant above can be deduced that there is slum area society in the village of Lok Padas Pandanwangi district Malang considers it important to formal education both for themselves or for the child, because the formal education give a very useful basis for life in the society. As for the child is expected to have a bright future and to keep abreast of the era. Therefore the child to be smart and keep abreast of the era, they must attend the school in order to be useful and dutiful to parents, although the mindset and understanding of education are less deep and a maximum.

Considering the perception is closely linked to a person's attitude, the characteristic of attitude is also coloring the perception characteristics. According to Anwar cites Sax suggested some characteristic of attitudes include: the direction, intensity, breadth, consistency, and spontaneity. This understanding of dimensions perception is important and will be useful as the basis of measurement of perception.⁹⁸

From the context of the direction, intensity, breadth, consistency, and spontaneity, perception of slum area society are still low because of the context breadth of knowledge is still quite low evidenced by statements of slum area society on education was limited just the basics of education.

From the context of existence slum area society have a difference between reality and their statements. They stated that education is important but their education is very low at only graduated from elementary school and junior high.

⁹⁸ Azwar, S.. *Sikap Manusia. Teori dan Pengukurannya. Edisi ke 2.* Pustaka Pelajar.Yogyakarta.2000. page 26

From the context of spontaneity they are not so spontaneously when asked about the education is evidenced by the brief answers on formal education. But when they were questioned about the economy they are so enthusiastic and they spontaneously answer by the long answers.

In the context of direction has the positive statement. All slum area society stated that formal education is essential to life.

From the above explanation reveals that perception of slum area society on formal education is still quite negative because from a variety of contexts, only the direction context that reveal positive statement the other context reveal negative. So concluded they are still low perception of formal education.

B. Construction process of Perception on Formal Education According Lok Padas Slum Area People in Pandanwangi Blimbing Malang

Society slum area assume formal education is important for the provision of life and become the basis for social life. But the level of public education slum area is quite low. Average education of primary school graduates, even there are continuing to college.

slum area Society assumes formal education as a basic course which they regard formal education was important as a basic knowledge of reading, math, and writing. Because it is so critically important knowledge and more in-depth study in formal education such as elementary school.

The next perception of some informants that formal education be the provision of life and give a decent living through a certificate received through formal education and can get a good job is not as scavengers like his parents.

slum area Society when interviewed by the researchers say they prefer to work rather than school, so if they are faced with two choices between learning in formal education or work, then all states would prefer to work, because the work can make money by the difficult economic conditions. However, the majority stay in school to fulfill the obligation to get certificates in order to get a better job so as to elevate the dignity of the family.

From some points slum area people perception suggests that the public perception slum area of education is quite good, but not maximized as seen from the society's perception of slum area people still think that formal education was done to get a better job so as to change scavengers family economy . In fact, more than the essence of formal education not only at work, but also the knowledge and character of the Indonesian nation.

Some perception of slum area society in RT 004 RW 003 villages Lok Padas Pandanwangi Blimbing district Malang City was built because there are some good reasons for economic reasons and for other reasons. The perception slum area society built with the following reasons:

a. Level of Ekonomy Family

According Slameto, family economic situation is closely related to education. Someone that school apart from having fulfilled their basic needs, such as food, clothing, health protection of

children and others, also requires learning facilities such as classrooms, desks, chairs, lighting, stationery, books and others. The learning facilities can only be fulfilled if the family had enough money.

If someone living in families that are poor, lacking basic needs fulfilled, resulting in disrupted health, so that children's learning is also disrupted. Due to the other children are always dogged by sadness so that children feel inferior to other friends, it would disrupt children's learning may even children have to work to earn a living as a maid his parents even though the child is not the time to work, it is so also will interfere with the child's education. Although there is no doubt about the possibility of underprivileged children and families have always suffered from a weak economy, it is precisely the condition so a whip for him to study harder and eventually a huge success.⁹⁹

The majority of people in the slum area in RT 004 RW 003 Lok Padas Pandanwangi Bilmbing Malang work as scavengers whose economies are mediocre and income below the minimum wage Malang, they have a responsibility to be his wife and their children. While their children need an education / school, so they split the financial difficulties to eat everyday and finance the

⁹⁹ Slameto, Belajar dan Faktor-Faktor Yang Mempengaruhinya, (Jakarta: Rineka Cipta, 2003), page.63-64

education of their work as scavengers. As a result, many children who can not scavengers school because of economic factors.

From the interview that was done to the Chairman RT slum area Lok Padas Pandanwangi Blimbing Malang stated that all society work in slum area Lok Padas are scavengers whose income is low and sometimes does not meet the needs of everyday life. Head of RT above statement indicates that the family was not adequate, it affects education herself and children who want to continue their studies.

This is confirmed from the results of interviews with some of the scavengers in slum area Lok Padas Pandanwangi Malang, they say actually want to send their children to college, but whatever the power for only daily living are sometimes not enough moreover send children to college it costs very much the same thing also with education themselves when they were children when their parents have a mediocre economy. It was all because insufficient income to meet the scavengers of all life.

b. Lower of Parent education

The low society education is also one of the causes of powerlessness scavengers. With little education, they are not able to formulate their problems. It is common that education serves to develop skills, improve the quality of life and human dignity of both individuals and groups. Through education, empowerment of individuals and society can take them to a better future.

According Rokhmin Dahuri, Lack of education also does not allow them to access information from outside that can improve their standard of living. In such conditions opens the possibility of "corruption of information"¹⁰⁰.

Apart problems of cost / material usually parental education was also greatly affect the success of a child's education, especially in view of parents on children's education, as the education of parents sufficient / adequate it will help motivate, and encouragement to the children's education. Education scavengers in villages Lok Padas Pandanwangi Blimbing district of Malang expressed low because many of them that are just graduated from elementary school. They do not know anything about school or education because they are very low. Therefore, the scavengers do not have a great enthusiasm for education.

a. Expensive cost schooling

Riwanto Tirto Sudarsono said, low education achieved by the population in developing countries is caused by various factors. Cost of education continues to rise and is considered as a major factor. Most of the population in developing countries live in poverty so that they cannot afford to continue his education. Because it is not surprising that many found the children leave school after sitting in class four to help parents work for a living. Moreover, the higher the level of education the greater

¹⁰⁰ Rokhmin Djahuri, *Pemberdayaan Masyarakat Nelayan*, (Yogyakarta; Media Presindo, 2001), page. 86-87

the cost of education is needed. As a result, the number of people who enroll in higher education becomes less than the lower level.¹⁰¹

Scavengers low knowledge about education affect their views on education, for their education is important though to be a lot to pay, because the education is very costly deal. Therefore many of them say that the cost is the most important factor in children's education.

The findings obtained from informants (Scavengers) are quite varied, most of the states that the cost is a major factor in children's education, but there is one of the informants stated that the factor is not cost, but rather a lack of interest in children to attend school and parents just let it. Although the cost of the most important inhibiting factor, but there are also scavengers were still trying.

Most of the other scavengers, they said the cost was that the limiting factor in sending children to school or education itself, the high cost of education, rendering them unable to realize the desire for school. This fits the theory that accords by Riwanto tirtosudarsono saying that the low level of education achieved by the population in developing countries is caused by various factors. Cost of education continues to rise and is considered as a major factor. Most of the population in developing countries live in poverty so that they cannot afford to continue the education of their children.

b. Social environment

¹⁰¹ Riwanto Tirtosudarsono, *Dinamika Pendidikan Dan Ketenagakerjaan Pemuda Di Perkotaan Indonesia*, (Jakarta: PT Gramedia Indonesia, 1994), page.21-22

The life of people around also affect education. Society composed of people who are not educated, gamblers, like stealing and has a habit that is not good, it will affect someone who is ugly to the environment. Someone is interested in participating do as do people in the vicinity. As a result, even children's education disrupted and demoralized to learn because of its attention initially focused on the lessons move to deeds that are always carried the people around him were not good before.

Conversely if the person's environment area people educated well, they educate and educate their children, excited by the ideals of noble about the future of his son, someone also affected as well to things that are done by the environment , so it will act like those that exist in the environment. The influence can encourage children to study harder and spirit of the parents in working to educate children.

Need to cultivate a good environment in order to give a positive influence on children so that they can learn as well as possible and eager to continue to pursue higher education.¹⁰²

In social life, one's living environment that would take effect on behavior patterns, ways of thinking or one's views and habits towards something. This occurs in the majority of the Lok Padas livelihood as scavengers. Many of their children who do not attend school, especially her son, it's all because of area there a lot of kids their age are not in school. The reason is because they do not have money and so forth as has

¹⁰² Slameto, Op.Cit. page. 71-72

been mentioned before writers. Then adolescent mischief are like drinking alcohol that has spread in recent years in Lok Padas, social deviation will certainly affect the children were still in school, here the role of parents is very important to ensure that their children do not fall into matters religion prohibited.

The findings of the researchers show that, in anticipation that their children do not fall into things that are very dangerous this is to limit the child in the search for a friend or get together with friends, there are also parents who attend Islamic boarding school their children so that children are not affected by the circle of like it. this is necessary because adolescence is a time when a person has a high curiosity about something. Thus the area influence on children's education.

C. Expectations slum area people on formal education

Revealing expectations are always inspired by the whole society slum area is how children can get an education through to completion, and government funding as a form of care for the success of the nine-year compulsory education. With great hope in the future that formal education can bring changes in social, cultural, economic, social systems. And it need guidance and empowerment of local governments to the problems getting the right solution.

Through this formal education learners have the attitude and the ability and the knowledge and skills needed to live in a society. As for children who drop out of school or government-provided economic hardship

formal education is free in all aspects of both formal education facility and an allowance. The formal education starting from kindergarten to university. So as to accommodate for those who can not afford financially.

If the real life conditions of scavengers are not observed, certain educational empowerment program would fail because of public education empowerment slum area is inseparable from community empowerment slum area. Educational programs scavenger or scavenger children are expected to be provided by the government is mainly done through the school or formal education. It is the same with other Indonesian children, because it is the function of school education is to develop the ability of learners optimally.

By applying the principles of the functioning of schools, especially at the level of compulsory schooling, then according Soedijarto education system in Indonesia to accommodate learners who heterogenous, so well in terms of socioeconomic, social, cultural, and basic cognitive abilities.¹⁰³

Basic education was held to develop an attitude of courtesy and ability as well as providing basic knowledge and skills necessary for life in society and prepare learners to be able to meet their needs. Therefore, education for scavengers or scavenger children in the form of formal education provided by the government and private foundations in the form free education from primary education to college. Formal education can change people's economic lives of slum area and elevate the dignity of slum area society even after they get a job were reluctant to live in the slum area Lok Padas Blimbing Malang.

¹⁰³ Soediarjo, H. *Memantapkan Kinerja System Pendidikan Nasional Dalam Menyiapkan Manusia Indonesia Memasuki Abad Ke 21*, (Jakarta: Depdikbud, 1997), page. 237

Another great hope is to get a decent job in addition to the work of his parents that besides scavengers. So that formal education can change society economy slum area.

Formal and non formal education is empirically it appears that it was not able to educate someone who dropped out of school or economically disadvantaged because of the fragmentation education. But not only the planning only or hope without action, but the voice of the slum area need action and a real solution of the local government, especially in addressing the cost of education at secondary school level to college, as well as operational assistance should be targeted.

From the findings of researchers who have been described above, cost is the most important factor that one feels for the school in formal education. It must also be considered by the government, Indonesia today can be said to be still in the category of developing countries and is heading to the advanced countries. A developed country can be measured by the quality of its human resources (HR), if it wants to become a developed country, the main thing that must be done by the government is to increase its human resources by improving education.

Indeed education is the right of all citizens. As has been explained according to the Law of the Republic of Indonesia that education is one of the main factors to be able to achieve the prosperity of a country, as set out explicitly in Article 31 paragraph (1) of the 1945 Constitution (1945) stated

that every citizen is entitled to education. Paragraph (2) asserts that every citizen is obliged to follow elementary education and the government is obliged to finance it. Subsection (3) provides that the Government shall manage and organize a national education system, which increase the faith and devotion and noble character in order to the intellectual life of the nation, which is regulated by law.

In fact, education announced by the government can be obtained by the entire community to a mere dream just because of the complex problems in the world of education in Indonesia. Many school age children in Indonesia who actually have to drop out of school and can not continue their education. The dropout rate and low education in Indonesia is relatively high. Based on reports from the departments of Education and Culture, every minute there are four children who had to drop out of school. Meanwhile, according to the Observer Education, Muhammad Zuhdan, as reported by suaramerdeka.com, 03.09.2013, saying that in 2010 recorded 1.3 million children aged 7-15 years in Indonesia danger of dropping out of school. The high school dropout rate, one of them due to high cost of education.¹⁰⁴

Nevertheless, in slum area society has great expectations for formal education is to give society economic changes and lift dignity society slum area through certificates to get a better job and improve people's economic slum area. slum area Society also hopes that education can be reached by their

¹⁰⁴ <http://www.kompasiana.com/fonitaandastury/tingginya-angka-putus-sekolah-di-indonesia> on date 10 june 2015 at 11.00 WIB

economies and governments provide forum to provide free all levels of education so that the children of scavengers can formal education up to college level.



CHAPTER VI

CONCLUSION

A. Conclusion

Based on discussion of research finding analysis about perception on formal education among Lok Padas slum area people in Pandanwangi Blimbing Malang, can be conclude as follows:

1. Lok Padas slum area society in Pandanwangi Blimbing Malang has negative perception on formal education. From the results of interview that conducted average society said they need formal education and formal education is important to them, because with formal education will give the provision of life and basis to live. But the perception of education only to understand that education give job through certificate rather than on a deep understanding of science.
2. Factors that develop perception on education among Lok Padas slum area people in Pandanwangi Blimbing Malang, namely:
 - a. Level of Economic Family

Family economic condition is closely related to education. Lok Padas slum area people the majority of work as scavengers that standard income is so far from regional wage minimum. So they are difficult to pay education from the results of their work as scavengers.

Consequently, many scavengers who cannot attend school because of parent economic factors.

b. Parents Education Low

Besides the cost problem, the material of parental education was also greatly affect the success of a child's education, especially in view of parents on children's education, because the education of parents sufficient / adequate it will help motivate, and encouragement to the children's education.

c. Expensive of school cost

School fees are expensive, cause the scavengers are reluctant to send their children in higher school levels, because their income is erratic and insufficient to fulfill the daily life.

d. Social environment

In social life, living environments people that would take effect on behavior patterns, ways of thinking / views and habits of a person on something. This happens in slum area Lok Padas Pandanwangi Village Blimbing majority livelihood as scavengers. This occurs in Lok Padas slum area that majority their job as scavengers. Many of them just graduated from elementary school and for their children many of them did not continue until Senior high school. So that low education environment automatically people affected with this environment.

3. Expectations on formal education according Lok Padas slum area people

Slum area Society has great expectations on formal education is to give society of economic change and lift dignity slum area society through certificates to get a better job and improve economics slum area people. Slum area Society also hopes that education can be reached by their economies and governments provide forum to eliminate the cost at all levels of education so that the children of scavengers can attend formal education until college level.

B. Suggestions

Based on the above conclusions, the authors want to contribute in the form of suggestions in the context of efforts to increase development of Lok Padas slum area society Pandanwangi Blimbing Malang:

1. For society leaders and local government should always give direction and improving the society education in slum area on formal and non formal education by the consultation meeting with the RT level RW.
2. Divided three important pillars, namely parents, society, and schools must be able to work well together, in the sense of keeping each other, remind each other to the children the importance of education in the future.

REFERENCES

- Naim, Ngainun. 2005. *Rekontruksi Pendidikan Nasional*. Yogyakarta : TERAS.
- Soekanto, Soerjono. 1998. *Sosiologi Suatu Pengantar*. Jakarta : PT Raja Grafindo Persada.
- Sobur , Alex. 2003. *Psikologi Umum dalam Lintasan Sejarah*. Bandung: CV Pustaka Setia.
- Saleh, Abdul Rahman. 2008. *Psikologi Suatu Pengantar dalam Perspektif Islam*. Jakarta: Prenada Media Group.
- Lendriyono, Su'adah Fauzik. 2003. *Pengantar Psikologi*. Malang: Bayumedia Publishing.
- Azwar, S. 2000. *Sikap Manusia. Teori dan Pengukurannya. Edisi ke 2*. Pustaka Pelajar.Yogyakarta..
- Widjaja. 1985. *Sosiologi Kelompok dan Masalah Sosial*. Jakarta: Akademika Presindo.
- Evers, H. D. And Sumardi, M. Ed. 1982. *Kemiskinan dan Kebutuhan Pokok*. Jakarta: Rajawali.
- Wijadaja, A. W. 1987. *Manusia Indonesia, Individu Keluarga dan Masyarakat*. Jakarta: Akademika Presindo.
- Ekosusilo, Madyo. dan R. B. Kasihadi. 1993. *Dasar-Dasar Pendidikan*. Semarang: Effar Publishing.
- Zuhairini. 1995. *Filsafat Pendidikan Islam*. Jakarta: Bumi Aksara.
- Abdul latif. 2009. *Pendidikan Berbasis Nilai kemasyarakatan*. Bandung: Refika Adimata.
- Dr. M. Sukadjo. and Komarudin, Ukim. 2010. *Landasan Pendidikan (Konsep dan Aplikasinya)*. Jakarta: PT Raja Grafindo.
- Slameto. 2003. *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Suhartono, Suparlan . 2007. *Filsafat Pendidikan*. Yogyakarta: Ar-Ruzz Media.

Hasbullah. 2006. *Otonomi Pendidikan Kebijakan Otonomi daerah dan Implikasinya Terhadap Penyelenggaraan Pendidikan*. Jakarta: PT. Raja Grafindo Persada.

Mahfud, Chorul. 1997. *Pengantar Pedagogik dasar-dasar ilmu mendidik*. Jakarta: Rineka Cipta.

Mahfud, Choirul. 2010. *Pendidikan Multikultural*. Yogyakarta: Pustaka Pelajar.

Arikuntoro, Suharimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Bandung: PT. Rineka Cipta.

J. Meleong, Lexy. 2000. *Metode Penelitian Kualitatif*. Bandung : PT. Remaja Rosdakarya.

Umar, Husein. 1997. *Metode Penelitian Untuk Skripsi dan Tesis Bisnis* . Jakarta: Raja Grafindo Persada.

<http://www.kompasiana.com/fonitaandustry/tingginya-angka-putus-sekolah-di-indonesia> on date 10 june 2015 at 11.00 WIB

Soediarjo, H. 1997. *Memantapkan Kinerja System Pendidikan Nasional Dalam Menyiapkan Manusia Indonesia Memasuki Abad Ke 21*. Jakarta: Depdikbud.

Tirtosudarsono, Riwanto. 1994. *Dinamika Pendidikan Dan Ketenagakerjaan Pemuda Di Perkotaan Indonesia*. Jakarta: PT Gramedia Indonesia.

Djahuri, Rokhmin .2001. *Pemberdayaan Masyarakat Nelayan*. Yogyakarta; Media Presindo.

Slameto.2003. *Belajar dan Faktor-Faktor Yang Mempengaruhinya*. Jakarta: Rineka Cipta.

Pidarta, Made. 1997. *Landasan Kependidikan Stimulus Ilmu Pendidikan Bercorak Indonesia*. Jakarta: Rineka Cipta.

Muslimin, Kusmana. 2008. *Paradigma Pendidikan Restropeksi Dan Proyeksi Modernisasi Pendidikan Islam di Indonesia*. Jakarta : IAIN Indonesia Social Equity Project (IISEP).



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://tarbiyah.uin-malang.ac.id. email : psg_uinmalang@ymail.com

Nomor : Un.3.1/TL.00.1/2773/2015
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

27 November 2015

Kepada
Yth. Kepala Kelurahan Pandanwangi Malang
di

Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Heni Ainul Rohmah
NIM : 11130111
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (P.IPS)
Semester – Tahun Akademik : Ganjil - 2015/2016
Judul Skripsi : *Perception on Formal Education Among Lok Padas Slum Area People in Pandanwangi Blimbing Malang*

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



a.n Dekan
Wakil Dekan Bid. Akademik,

Dr. M. Sulalah, M.Ag
NIP. 19651112 199403 2 002

Tembusan :

1. Yth. Ketua Jurusan P.IPS
2. Arsip



Certificate No. ID08/1219

**PEMERINTAH KOTA MALANG
 KELURAHAN PANDANWANGI KECAMATAN BLIMBING
 RUKUN TETANGGA 04 RUKUN WARGA 03
 JL. LA. SUCIPTO TARUNA II**

SURAT PENGANTAR

Nomor : 305/RT04/RW03/.../11...1.2014

sertanda tangan dibawah ini kami selaku Ketua RT 04/RW 03, JL. LA. SUCIPTO
 II KEL. PANDANWANGI, memberikan surat Pengantar kepada warga kami :

Nama : HENI AINUL ROHMAH
 Tempat Lahir : BLITAR, 12-02-1993
 Jenis Kelamin : PEREMPUEAN
 Agama : ISLAM
 Pekerjaan : HONORER
 Alamat : JL. MT. HARIYONO RUMAH 17/148 MALANG

DAFTAR :

NAMA	UMUR	HUB. KELUARGA	KETERANGAN

MEMINTA SURAT BERUPA :

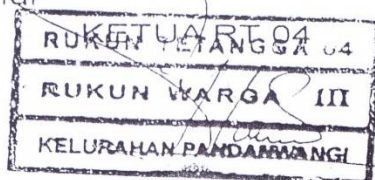
UNTUK MEMENJAJI PAERAH KUMUH DI WILAYAH
 RT 04 / RW 03 KEL. PANDANWANGI

Surat Pengantar ini kami buat untuk dapat dipergunakan sebagaimana

Malang, 26-11-2014

KETUA RW 03


Mengetahui



Yang Bersangkutan


INFORMANT IDENTITY

Name :.....

Age :.....

Gender :.....

Job :.....

1. Bagaimana Persepsi anda tentang pendidikan formal?
2. Apa saja manfaat yang sudah anda peroleh dengan adanya pendidikan formal?
3. Apakah pendidikan terakhir bapak?
4. Apakah anak bapak sekolah semua?
5. Apakah sekolah penting bagi kehidupan bapak?
6. Mengapa sekolah penting bagi kehidupan bapak/Mengapa sekolah tidak penting bagi kehidupan bapak?
7. Apa harapan bapak dari pendidikan formal ?
8. Apa yang bapak lakukan untuk meningkatkan pendidikan?
9. Menurut bapak apakah pendidikan sampai tingkat perguruan tinggi itu penting?
10. Faktor-faktor apa saja yang menjadi penghambat dalam pendidikan?

No. 3 5 . 7 3 0 1 1 0 0 6 / 1 7 0 4 6 / 0 1 0 3

Nama Kepala Keluarga : ACHMADI
 Alamat : JL. LA SUCIPTO 1.GWOK PADAS LEDOK
 RT / RW : 004/003
 Kelurahan : PANDANWANGI
 Kecamatan : BLIMBING
 Kota : MALANG
 Kode Pos : 65124
 Propinsi : JAWA TIMUR

No.	Nama Lengkap	Nik/NIKS	Jenis Kelamin	Tempat Lahir	Tanggal Lahir	Agama	Pendidikan	Pekerjaan
1	ACHMADI	3573010304510003	Laki-laki	MALANG	03 April 1951	Islam		Swasta
2	WILUH DWINARSIH	3573014611640006	Perempuan	MALANG	06 Nopember 1964	Islam		Swasta
3	PANI	3573010607870001	Laki-laki	MALANG	06 Juli 1987	Islam	SLTP/ Sederajat	Swasta
4	GHANDRA DWINARSIH	3573014906880001	Perempuan	MALANG	09 Juni 1988	Islam	SLTP/ Sederajat	Pelajar
5	JODIK SUPRIYADI	3573011607910001	Laki-laki	MALANG	16 Juli 1991	Islam	SLTP/ Sederajat	Pelajar
6	ENDRA PRAMANA	3573010809990002	Laki-laki	MALANG	08 September 1999	Islam	SD/ Sederajat	Pelajar

W.K. SENDIRI

No.	Status Perkawinan	Status Hubungan Dalam Keluarga	Kewarganegaraan		Dokumen Migrasi		Nama Orang Tua	
			No. Paspor	No. KITAS / KITAP	Ayah	Ibu		
1	Kawin	Kepala Keluarga	13	14	15	16	SUTRAMI	SUTRAMI
2	Kawin	Istri	WNI		PONIJAN		NURSANI	NURSANI
3	Belum Kawin	Anak Kandung	WNI		SALIM		WILUH DWINARSIH	WILUH DWINARSIH
4	Belum Kawin	Anak Kandung	WNI		ACHMADI		WILUH DWINARSIH	WILUH DWINARSIH
5	Belum Kawin	Anak Kandung	WNI		ACHMADI		WILUH DWINARSIH	WILUH DWINARSIH
6	Belum Kawin	Anak Kandung	WNI		ACHMADI		WILUH DWINARSIH	WILUH DWINARSIH

BERLAKU SELAMA TIDAK TERJADI PERUBAHAN

Dikeluarkan Tanggal : 17 April 2006

Kepala Keluarga



KARTU KELUARGA

No. 3573010111070120

Nama Kepala Keluarga : KACONG

Alamat : Jl. L.A. SUCIPTO KAMPUNG LEDOK

RT/RW : 004/003

Desa/Kelurahan : PANDANWANGI

Kecamatan : BLIMBING

Kabupaten/Kota : KOTA MALANG

Kode Pos : 65125

Provinsi : JAWA TIMUR

No	Nama Lengkap	NIK	Jenis Kelamin	Tempat Lahir	Tanggal Lahir	Agama	Pendidikan	Jenis Pekerjaan
1	KACONG	3573019004380001	LAKHLAKI	MADURA	06-04-1938	ISLAM	TAMAT SDSEDERAJAT	PEDAGANG
2	SRIYANAH	3573014508690008	PEREMPUAN	MALANG	05-05-1969	ISLAM	TAMAT SDSEDERAJAT	MENGURUS RUMAH TANGGA
3	MERY PUSPITARANI	357301550700002	PEREMPUAN	MALANG	15-01-2000	ISLAM	BELUM TAMAT SDSEDERAJAT	PELAJARAN MAHASISWA
4	MARSELINA AMANDA PUTRI DEVI	3573015003630005	PEREMPUAN	MALANG	10-03-2003	ISLAM	BELUM TAMAT SDSEDERAJAT	PELAJARAN MAHASISWA
5	ADINDA AYU WULANDARI	3573015003070002	PEREMPUAN	MALANG	16-03-2007	ISLAM	TIDAK BELUM SEKOLAH	BELUM/TIDAK BEKERJA
6	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-

No.	Status Pernikahan	Status Hubungan Dalam Keluarga	Kewarganegaraan	Dokumen Imigrasi		Nama Orang Tua	
				No. Paspor	No. KITAS/KITAP	Ayah	Ibu
1	KAWIN	KEPALA KELUARGA	WNI	-	-	AHMAD, ALM	SITI AISYAH
2	KAWIN	ISTERI	WNI	-	-	CARI	SATIAH, ALM
3	BELUM KAWIN	ANAK	WNI	-	-	KACONG	SRIYANAH
4	BELUM KAWIN	ANAK	WNI	-	-	KACONG	SRIYANAH
5	BELUM KAWIN	ANAK	WNI	-	-	KACONG	SRIYANAH
6	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-

Dikeluarkan Tanggal : 12-09-2012
LEMBAR

- I. Kepala Keluarga
- II. RT
- III. Desa/Kelurahan
- IV. Kecamatan

KEPALA KELUARGA

KEPALA DINAS KEPENDUDUKAN DAN
PENCATATAN SIPIL

KACONG

Drs. RAHMAN AURMALA, MM

100 1 3 7 3 211 110.015 7.01



Moch. Musta Kim
CHANDRA DWIHARSHI

20. Maret 1984
29. Juni 1988

SD
SLTP

P.S
P.S



Kopla. Jaban
Ustri

SUMANO
ACHMADI

WATI UJAMJ
WILUHI WATAP SIA

DOCUMENTATIONS



River Condition beside slum area





Interview with Mr. KACONG (BOSS and Ms. Sri)



Interview with Devi



Interview with Mr. Ervan

BIOGRAPHY



Name : Heni Ainul Rohmah
Place of Birth : Blitar, February 12, 1993
Faculty/Department : Tarbiyah and Teaching Training Faculty/
Social Science Education
Entering Year : 2011
Domain Address : Mandesan Village, Selopuro Blitar
Address in Malang : Mt Hariyono 17 Street number 214 Malang
E-mail : herardine@gmail.com
Telephone Number : 085646497217

Education History:

1. TK Darmawanita 03 Blitar (1997-1999)
2. SDN MANDESAN II (1999-2005)
3. MTsN Jambewangi (2005-2008)

4. SMA Negeri 1 Garum (2008-2011)
5. PIPS UIN Maulana Malik Ibrahim Malang (2011-2015)

Organization History:

1. PMII Rayon “Kawah” Condrodimuko as member of intelektual department
2. PMII Rayon “Kawah” Condrodimuko as member of KOPRI department
3. PMII komisariat SUNAN AMPEL as member of Pengkaderan
4. HMJ P.IPS as member of entrepreneur
5. HMJ P.IPS as Coordinator of entrepreneur
6. DEMA UIN MALIKI MALANG as treasurer

Malang, November 02, 2015

The Researcher

(Heni Ainul Rohmah)