

Local Government's Responsibility Towards School Dropouts at Basic Education Level

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Abstract: Constitution 1945 mandated in article 31 paragraph (1), (2) and (3) that every citizen must follow basic education and the government is obliged to finance it. Act Number 20 of 2003 and Qanun Aceh Number 11 of 2014 also regulates the right to obtain an education. But in Abdya District, all these rules do not run optimally characterized by the existence of dropouts. This research aims to analyze and explain the existence of children who dropped out of school in the Abdya District and local government efforts in tackling dropout children. The use of research provides input to the local government to improve the implementation of the compulsory program to study for 9 years. This type of research is a juridical empirical and the data analysis techniques used are qualitative data. Research results are known that the cause of school dropouts; economic factors, distance, parental infidelity, loss of motivation due to accidents and addiction online games. The efforts of the Abdya regional government; giving funds to poor students, procurement of operational costs for schools, provide public education institutions, also provide adequate facilities for the school. Recommended to local governments to see other factors as a material to formulate policies on the reduction of school dropouts.

Keywords: Responsibilities of Local Government, Dropping out of School, Basic Education

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I. INTRODUCTION

The Constitution of the Republic of Indonesia 1945 already mandated in article 31 paragraph (1), paragraph (2), and paragraph (3) that every citizen must follow basic education and government must finance it. Furthermore, the Law Number 20 of 2003 on the national education system strictly governs the rights and obligations of government and local governments and the rights of citizens to obtain basic education, it is reflected in its enforcement according to article 5 paragraph (1), article 6 paragraph (1), and article 11 paragraph (1) and (2). Article 12 paragraph (1) of Law Number 23 of 2014 also puts education as one of the mandatory governmental affairs relating to basic services.

Furthermore, in the Qanun Aceh Number 11 of 2014 is also described comprehensively in article 7 paragraph (1) C which confirms that "every resident of Aceh is entitled to primary and secondary education without being collected with the operational cost of the school to age 7 (seven) to 18 (eighteen) years old. Judging from the various regulations, all show that the government's commitment to education is no need to doubt. The government has also launched a compulsory study of 9 years. Compulsory learning is a minimum education program that must be followed by Indonesian citizens over the responsibilities of governments and local governments. This Program requires every Indonesian citizen to attend 9 (nine) years on a basic education level. It is mandatory to learn this goal is every citizen aged 7-15 years old. The general provisions mentioned that the compulsory study program was conducted to provide basic education services and widest to Indonesian citizens without distinguishing religious, social, cultural and economic backgrounds.

Although the Constitution has mandated that every citizen is entitled to an education, in reality, not all citizens (children) get an education. This is evidenced based on the data of the Central Statistical Agency (BPS) of Abdya (Aceh Barat Daya) from the source of social-economic surveys Kor, March 2017 and 2018 are as follows: in the year 2017 average dropouts of children for the age group of 13 to 15 years old (junior high school level) female was 3.44% while for male was 1.03% and for age group of 16 to 18 years old (senior high school level) female was 9.57% while for male was 17.39%. In the year 2018 the percentage of children who dropped out of school in the Aceh Barat Daya District is the average drop-off rate for age group of 13 to 15 years old (junior high school) for male was 3.43% while for female the percentage was 2.51% and for age group of 16 to 18 years old (senior high school level) for male was 20.21% and for female was 15.04%.

From this data shows that there are still children who dropped out of school for children aged 13 to 15 years old that they should be obliged to get an education in his age.

Not getting elementary school education will plunge the child into the abyss of ignorance, eventually, the child will become ignorant and have no skill. The result of not having their skills has no work and will be unemployment. Therefore, education should be in a serious view to educate the life of the nation. In this case, the government must take a role in organizing basic education and basic education is a response in creating the maximum human resources. Education is a basic human need needed to be able to develop their own potential and have the skills they need to improve the quality of their lives.

Based on the background of the problem above, it is interesting to learn more about how the role of the local government in tackling the school-dropout child in the Aceh Barat Daya District. The study will then be poured out in a thesis titled "The Local Government's responsibility for school dropouts at the level of basic education according to the legislation (case study in Aceh Barat Daya District)."

Based on the background above, it can be formulated some interesting issues to be researched, namely: Why in the Aceh Barat Daya District there are still children who drop out of school? And what is the local government's efforts in tackling dropouts?

This research uses juridical normative and juridical empirical research methods with a descriptive-analytical approach. In discussing the issue of this research using legal materials (written or unwritten legal law or primary or secondary legal material). This research approach is descriptive-analytical, where the research seeks to explain in detail, factual, systematic and accurate about the facts, traits, and relationships between the phenomena investigated. Descriptive in the sense that this research aims to describe the responsibility of local governments towards children who drop out of school in the Aceh Barat Daya District.

II. DISCUSSION

Discussions related to local government responsibility for school dropouts in the Aceh Barat Daya District are examined using authority theory. There are 26 types of mandatory authorities of the provincial government and district or city governments, including education. In this case, the management of regional education on the child who dropped out of school is a mandatory authority to be implemented by the local government effectively and accountable, because it relates to the basic service for the community. Local government is a state administrative apparatus that has the authority and obligation in the management of regional education along with the community also has the right to be able to enjoy and regulate the education services evenly. Equitable education is an issue related to the system of education implementation that can provide widest opportunities to citizens to obtain the education so that education becomes a vehicle for the development of human resources in supporting the development of a nation.

According to article 12 paragraph (1) of Law Number 23 of 2014 puts education as one of the mandatory governmental affairs relating to basic service. The presence of this law should be a commitment to escort and supervise the implementation of regional autonomy with widest and full responsibility, especially the responsibility to the implementation of education in the area to run effectively in accordance with the statutory regulations. Furthermore, the birth of the legislation that specifically governs the national education system of Law Number 20 of 2003, which confirms that "any citizen aged seven to fifteen years old must follow the basic education". Furthermore, in the Qanun Aceh, Number 11 of 2014 is also described comprehensively in article 7 paragraph (1) C which confirms that "every resident of Aceh is entitled to primary and secondary education regardless of the operational cost of the school to Age 7 (seven) to 18 (eighteen) years old. But the reality in Aceh Barat Daya District still found children who dropped out of school. The following data for school dropouts in the year 2018 in Aceh Barat Daya District:

No	Sub-District	Dropouts of Elementary School		Total Amount	Dropouts of Junior High School		Total Amount
		Male	Female		Male	Female	
1	Babahrot	2	0	2	13	9	22
2	Blangpidie	3	3	6	1	2	3
3	Jeumpa	0	2	2	1	1	2
4	Kuala Bate	0	0	0	0	0	0
5	Lembah Sabil	0	0	0	1	1	2
6	Manggeng	2	0	2	0	0	0
7	Setia	2	0	2	0	0	0
8	Susoh	1	0	1	0	0	0
9	Tangan-Tangan	0	0	0	1	0	1

Source: Education Profile 2018

A. Causes of School Dropouts

The situation of a weak family economy tends to cause problems relating to the financing of children's lives so that children are often involved to meet the needs of families who are unconsciously interfering with the learning of children activities. In addition, a quick and easy way to get the wages of a job makes the child dropouts and eventually, the child leaves school. This is according to what was presented by the Chairman of the Education Department of Aceh Barat Daya Hasan, S. PD, who said that in the Aceh Barat Daya District children who quit school were from a family that could not afford, they quit school on the grounds of helping parents work in the garden, they already know and are able to seek money especially for needs own this thing will certainly affect the way and attitude of the child in acting and doing, because it has been a taste of his yummy spend money eventually without noticeable school is not considered important, if they help parents means they have no time to study, even health and safety problems are not noticed. This is due to the lack of attention and knowledge of parents about the importance of education and does not understand the legislation on child protection.

Economic factors that are not able to ultimately result in other non-economic factors, such as the lack of education of parents who have less insight for the future of his child's education, the education of parents who just graduated elementary school especially those who do not finish elementary school is very influential about the way parents think to school their children, and the way of view of parents who are not necessarily as far and wide as the older educated parents, parents who do not have a good education background, they will school their children only to be able to read and write. Furthermore, the principal of SMPN 4 (Junior High School) Babahrot Zainal Abidin also said that there was a child from SMPN 4 that stopped school because of his deceased parents, the child lived with his grandmother who was also from a family who not afford. According to what the child's uncle said, there was a change in attitudes from the child after his parents died, according to which he told the child never again go out of the house to play with his fellow-age, He is more often silent and just watching television alone. The passing of the two parents will by itself affect the children who are left behind.

The principal of SDN 6 (Elementary School) Babahrot, Samsul Bahari, said the factors that cause dropouts besides economic factors also factor in the condition of the family is not harmonious, in the village of Simpang Gadeng parents of many students who polygamy and also many who are divorced, so that it becomes one of the impacts on the sustainability of children's education. Parents have a very important role in supporting children's rights to education because it is a good interaction between parents and children to become a capital for the future achievement of the child. Other factors that contribute to the sustainability of the activities and the learning process is the environment where the child resides, the presence of one or several friends in the association of the neighborhood where the residence will surely have a positive impact and negative for children, therefore the need for parental roles to be able to create a conducive environment, while providing extra attention to the child so as not to be easily affected by the surrounding environment.

Furthermore, another factor that causes dropouts is still low equalization and educative access. Access to education is an obstacle during this time for a remote regional school and needs to be addressed by the local government policy to support educational purposes. Based on the results of an interview with the head of a remote district school in Aceh Barat Daya Regency said that the constraints in organizing the education in remote areas, one of the factors is access education. This is in accordance with the description of the Secretary of MPD (Regional Education Council), Netty Ulidarma who said that "the mileage of the child from home to school in the district Babahrot reaches 6 kilometers. Every day they have to walk from home to school because their family does not have vehicles, and in their area, there are no buses or school-carrying vehicles. So they are often late to school, not to mention the condition of a badly damaged road that inhibits access to education to the school that students experience.

Equitable education means giving the opportunity of widest to the community to obtain the right to an education as mandated by the Constitution. It will be in line with the program that is being rolled out by the central government of PUS (Education for All) who require that no citizen who does not get education service. The education distribution is very related to the availability of educational facilities and educators. The current condition is a considerable gap between elementary school graduates and junior high schools with the capacity of school level (SMP/MTs (Junior High School) and SMA/MA/SMK (Senior High School) resulted in many graduates who could not continue their education. Another problem of equality is that it is not a reality of the school spread with the distribution of the population in the region, which causes the school to be deprived of the students, but there is also a school that is not able to accommodate students.

In addition to that being a factor of dropout children is the factor of online gaming. The rapid development of the technology world certainly has a negative impact, including the development of online games that can cause addiction in school-age children. John Yusuf defied addiction to an activity or a substance repeated repeatedly and could have a negative impact. An addiction or which is in English is called an addiction, in terms of psychology interpreted as a physically dependent state on an anesthetic, physical and psychological dependence, and augmenting the symptoms of self-seclusion from the community, when the drug is

discontinued. In the beginning, the term addiction is only embedded in the case of drug abuse, but in the development of addiction is used in many domains. The sense of addiction then extends to behaviors that contain intoxicant (something intoxicating), no exception video game playing.

Lecturer of Faculty of Psychology at Malikussaleh University, Rahmia Dewi said that addiction to playing online games is a behavior that is done when the gamer (player) starts to experience the satisfaction, then they will continue to repeat it so that it's psychologically affecting. A person experiencing regular addiction uses a time of 2-10 hours per day, even 39 hours a week or an average of 20-25 hours a week to play online games. Parents' foster patterns indulge and deliver what the child wants is also one of the trigger factors of gaming addiction.

In addition, the factor of online gaming is the other factors that come from inside the child then the child stopped school as it happens to one of the children in Jeumpa Sub-District of Aceh Barat Daya District, according to the results of interviews with children's parents, that which causes child dropouts are due to a child addicted to online gaming. The child who is already addicted to the game will cause often not go to school, because at night he was staying up late, and when he woke up was too late to go to school, so he often does not go to school, and when he returned to school he was left behind to follow further lessons, and the school in which the child gets an education does not pay attention individually to the students, it means that from the school there is no effort like picking up the student when he does not attend to school for a long time. The school's efforts, in this case, are limited to calling parents to come to school. However, according to the children's parents, they have made efforts so that their child has returned to school again, but not successful because the child was ashamed and afraid to meet the teacher at school.

B. Government Efforts to Reduce The Number of Dropout Children

In 2018 the Education and Culture Office of Aceh Barat Daya District proposed several programs and activities to be funded by the central government in the form of transfer funds to the designated area of DAK (Special Allocation Fund) Regular Physical and Non-Physical, DOKA (Special Allocation Fund for Aceh), and TDBH (Additional Results Share Funds) in oil and gas.

The proposed programs and activities are sourced from the physical DAK funds are subfields of Elementary Education, Junior High School, and SKB(Field Competition Selection), namely:

1. Early childhood education program, with the development activities of kindergarten or paud facilities
2. Compulsory education of basic program 9 (nine) years, with activities:
 - a. School Operational Fee Fund Management for Elementary School Level
 - b. School Operational Fee Fund Management for junior high school level

The programs and activities of the Department of Education and Culture of Aceh Barat Daya District Authority of the province derived from DOKA are:

1. Early childhood education program, with the construction of school building activities
2. Compulsory education of basic program 9 (nine) years, with activities:
 - a. Construction of the school building
 - b. Procurement of student practice tools and props
3. Quality improvement program of educators and education, with activities:
 - a. Implementation of multiple intelligence activities
 - b. Discussion of teachers of subjects
 - c. KKG (Teacher Working Group)
 - d. Training of Islamic education perspectives
 - e. Socialization of the Aceh curriculum
- f. Development of SOP (Standard Operational Procedures) Islamic, Paud, Elementary, and Junior high School

As for the programs and activities of the Department of Education and Culture proposed from the regency of Aceh Barat Daya Authority which is sourced from the funds TDBH oil and gas is a compulsory program of learning 9 (nine) years with the procurement activities of school Mebeluer amounting to 792,745,522 rupiahs.

To address the economic problems of children dropouts, the government makes programs that can support the course of compulsory learning program 9 years. The efforts of the local government are to support national programs that have been established by the central government, as follows:

1. Funding school operational assistance (BOS fund)

The government's goal in providing school operational assistance is to ease the community's burden on education costs so that Indonesian people become intelligent citizens in accordance with national objectives. The goal of the BOS fund is to assist the student's education finances so that the student's expenditure on education of students' parents is lighter. The school principal of SMPN 2 (Junior High School) Kuala Batee

Nyakta stated that the number of BOS funds adjusted to the number of students in the school, in the SMPN 2 Kuala Batee there were 98 students, of which each student received a fund of one Million rupiahs annually, the distribution is conducted on a quarterly basis (3 monthly). The objective and precise use of BOS funds will help the implementation of a nine-year compulsory learning program and will help reduce the cost of children to attend school, so there is no need for a dropout child.

2. Improving or adding adequate facilities and infrastructures

Facilities and infrastructure are important factors in the educational world. Because these factors are supporting factors both teachers and students in learning and teaching. Adding facilities and infrastructure can also overcome the solution of dropouts because when the complete facilities and infrastructure students will be at home and like to go to school. In addition, the Government of Aceh Barat Daya also sought to improve the school buildings that were inadequate, to be able to attract students to attend school.

Addressing the above, the great master of Syiah Kuala University, Husni Djalil said that in improving the school infrastructure also needs to consider the quality improvement of students and the quality of teachers to be balanced, do not only focus on infrastructure only. If only focused on the infrastructure alone will be left behind in terms of human resources (SDM), while the main goal is to realize a smart nation.

The same thing is asserted by Lecturer of Law in the Faculty of Law of Syiah Kuala University, Adli said that, aside from efforts already implemented by the government and local governments in addressing the problem of dropouts, it also needs to be added in improving the quality of teachers, because when the facilities and infrastructure are adequate but the quality of teaching teachers are still not appealing to students, certainly also did not succeed in addressing the problem of dropout children. To get a qualified teacher then the government should make a program to train teachers. This is also in line with the rule of Law Number 20 of 2003 and Qanun Aceh Number 11 of 2014 in article 24 D asserted that "Regency or city government authorized to implement coaching against educators and education personnel". Of course, the Constitutional Foundation when executed to the fullest, will improve the quality of the teachers better. In addition, teachers should also be aware that their task is to educate, not only perform administrative tasks.

Furthermore, faculty of teacher training and education also confirms the same, education funds are more destined for the physical development of the school, such as reconstructing the school building, while for the improvement of human resources of teachers, students, programs and activities are still few, should be proposed more education programs for teacher training, not physical school only, unless it is very necessary. So if we only focus on the physical school, facilities and infrastructures only, while its human resources are very few so then the quality of education in Aceh does not get better, because building an education not only lies in the completeness of facilities, but in improving the quality of education required dynamic elements that become unity of the system, one of which is the quality of educators.

3. Provide community education institutions (PKBM) for equality education

According to Law Number 20 of 2003 on the National Education System article 26 paragraph (3), that equality education is a non-formal education program that organizes the equivalent public education of SD/MI (Elementary School), SMP/MTs (Junior High School), SMA/MA (Senior High School) which includes the program of Package A, Package B, and Package C.

Equality education is one of the education units of the non-formal education pathway that includes a study group (pursue) program of package A equivalent to SD/MI, Junior Plan B equivalent program of SMP/MTs, and equivalent C package of SMA/MA that can be organized through Study Activities Workshop (SKB), Community Learning Activities Center (PKBM), or other types of its units.

The equality education or in other terms pursue package is one of the efforts to succeed in the national education system, many people are interested to follow a package chase, especially those who have not graduated from basic education. Program Chase Package is one of the strategic programs to be able to help overcome various problems, although there are still various obstacles. For this program, access to and increase the quality of education through non-formal education, especially the program pursuing the package still needs to be improved.

In the Aceh Barat Daya District, there is still a child who dropped out of school, the government has been providing solutions with the presence of programs pursuing packages to get the equality of education, but the program pursued this package in addition to the solution also its own challenge for Aceh Barat Daya District government. Although it is aware of challenges and obstacles the local government continues to run the program, as it is one of the responsibilities of the Local Government to facilitate and provide opportunities for each child to access education.

In carrying out the program pursue this package is faced with several issues such as some tutor does not prepare learning tools such as RPP (Learning Implementation Plan), planning KBM (teaching-learning activities) For four times a week, but it often cannot last as planned as most are absent. The learning system is

often used in the learning process is still classical, namely, lectures, because the use of various other methods such as with the module system is still difficult to implement optimally, then the learners pursue packages mostly aged above school age. With these circumstances and conditions are still low evidence of quality and motivation of learning. In addition to the problems in the facilities and infrastructure, do not have the building itself, but still, utilize the village hall or an empty building.

In this program, the citizens who have completed the study and participated in the National Exam on Equality Education (UNPK) will be awarded a Diploma of equality. But even though the students have a diploma inequality that is certified by the Government but still the graduate program chasing the package has always been the number two, for example in terms of applying for a job.

The Program pursued a lot of highlights from formal institutions because the education system is quite easy and does not burden participants. Moreover, graduate programs pursue this package is not able to master technology even the material delivered is not mastered perfectly.

In order to program the government's efforts in reducing the number of school dropouts that can still go well, then every government and community should still be able to maintain its function properly. For example, the community as a supporter of the school's drop-off program, should not rely solely on government action but should be able to sustain itself by continuing to provide support and motivation to children to continue the spirit of the nation.

III. CONCLUSION

The results showed that, the cause of a dropout child in the Aceh Barat Daya District is primarily a condition factor of the weak family economy, the distance factor to the school, a separate factor with the parent because the child's parents died or divorced, a factor of loss of motivation from within the child, either due to accidents that caused defects or addiction to online games, so that the child often did not school, and finally quit school because of lagging many lessons.

To address the economic problems of children who drop out of school, local governments have made efforts such as providing funding assistance to poor students, procurement of School Operational Assistance (BOS), provide adequate facilities and infrastructures for school, and also provide public education institutions, namely PKBM (Center for Community learning activities).

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