

The Effect of Family Economy on Education Opportunities (Analysis of the Impact of Parents' Irregular Income on Millennial Children's Educational Opportunities in the DKI Jakarta Area)

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Abstract

We certainly often hear that poverty and education are two things that are closely interrelated, the terms poor because uneducated and uneducated because poor have always been endless discourses. Every parent certainly wants the future fate of their children to be much better than himself, so children's education is part of the parents' pledge regardless of their educational background. It is in this context that the interests of parents often clash with policies even though policies are made with the aim of helping children get a good education. This study intends to elaborate on the issue of educational opportunities for children of families with irregular income in Jakarta who tend to be vulnerable and must get priority from the government.

This research uses a type of qualitative descriptive research with a case study approach that occurs throughout the DKI Jakarta Province with a focus on parents of school-age children (12 - 18 years) with a background of irregular income (PTT).

The results showed that family economic factors often become an obstacle to children's education, although it also cannot automatically be mentioned that family economic factors correlate significantly with their children's educational opportunities, uncertain economic conditions of parents also often prevent their children from getting the opportunity to receive education well, especially for low-educated people who are often passive So that the government's efforts to help children's education costs through a series of stimulation programs are often not on target and sometimes trapped in administrative rules that actually eliminate their rights. In terms of opportunities, children of highly educated parents are more likely than children of low-educated parents even though their economies are the same.

Keywords: Policy, Socio-Economic, educational opportunities.

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INTRODUCTION

Indonesia has many historical records with various circumstances ranging from the era of the kingdom, colonial period, independence period to the new order and reform order. The history of the journey of the Indonesian nation cannot be separated from the developing political dynamics (Bashori, 2018). Education is a basic need of the community that has been mandated as stated in the preamble to the 45th Constitution and must be the responsibility of the state, so the government's obligation is to ensure that all its people without exception get equal educational opportunities, therefore education policy must really be a public policy, not just part of public policy (Arifin, 2018). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. The National Education System Law states that education is the right of all nations, therefore every citizen is given the same opportunity to take education which is the basic right of citizens (Law on National Education and Education, 2003).

The essence of education fosters abilities, skills and character in order to play an active role in the life of the nation, therefore quality education is highly expected by all people in parts of the world. The competitive education sector and the success of academic institutions depend on the quality of education (Sohel & Anjalin, 2016). Education Quality is related to meeting the needs and expectations of students (Wani & Mehraj, 2014). However, it is important to note as stated in Hanushek's research that education is a major part of most development strategies, has become controversial because expanding the reach of schools has not guaranteed improved economic conditions (Hanushek & Woessmann, 2021).

The dismantling of the curriculum has been carried out to answer the problem of education, but bangs aini has recorded 10 changes in curriculum, namely the 1947 curriculum, the 1952 curriculum, the 1964 curriculum, the 1968 curriculum, the 1975 curriculum, the 1984 curriculum, the 1994 curriculum, the 2024 curriculum. KTSP 2006, to K13 2013. Top down curriculum changes always begin with conducting public tests followed by regulations followed by socialization and implementation and evaluation (Khuluqo et al., 2020). The curriculum changes from several generations are intended to be able to achieve the goals of Education as stated as a promise of independence, namely "educating the life of the nation" but the problem of Education will not be solved only by curriculum changes, there are various other derivative problems When we question the quality of Education.

Every policy that is born must be carried out through an in-depth study process involving various parties, especially regarding the issue of Education which is the spearhead of the nation's future, therefore the state is obliged to guarantee the education of all its citizens without exception, therefore equitable equality of equality becomes a demand that must be met by the state. At the implementation level, it is feared that there will be implications for education and leadership policies (Santoso et.al, 2014). Education equity includes two important things, namely equality and equity, equality is equality to get education while equity is justice in obtaining opportunities (Coleman, 2013).

There are several things that generally will not be easy when talking about equitable distribution of the quality of education from the lack of facilities to the very diverse human resources (HR) of teachers, this portrait of education is often considered by the community as an obstacle to development. It should be the responsibility of the state, the state is not only present but ensures that they get equal opportunities in Education.

In modern education in society as mentioned Coleman (2013) must fulfill two main elements, namely the first is to equip individuals with knowledge so that it is possible to take a role in social, economic, and political life and the second is to provide the widest

access to education so that there is equal distribution of education (Coleman, 2013). Equality of education quality is intended to be equal in providing access such as infrastructure, facilities, learning methods and teacher quality.

The principle of modernity can be understood in two ways: first, modernization of production processes (problems related to education, science and the formation of modern scientific achievements in production), and second, whether production (graduates) stands up to modern requirements (Mukhamedov, et.al, 2000) This then raises the big question of whether 'emergency distance education' is in context recognition of the exceptional circumstances in which they have been developed and deployed. This 'pandemic pedagogy' is also a focus of the education technology industry (Williamson et al., 2020).

The global pandemic that occurred starting in March 2021 has paralyzed economic sectors around the world, lockdown policies, social distancing, and travel restrictions set by almost all countries in the world have made economic activities closed and only a small number of people can still carry out work activities (Noveria & Romdiati, 2022). This then raises new social problems, restrictions on working hours, salary reductions to mass layoffs which then make the economically weak community more difficult. For people in Jakarta, this then has an impact on children's education because of the large number of school-age children whose parents are affected by covid 19.

The KJP program, which is used as a flagship to reduce the dropout rate in DKI, is often used for family needs because it is given directly to beneficiaries, namely students, this shows that the problem is not solved only by providing stimulus. In fact, we often see that in difficult economic conditions, some parents think that the existence of children can help the lack of family income so that they have to work, this condition then prevents them from getting proper education (Nursita & Edy P, 2022).

Various policies made by the government often experience anomaly at the level of implementation, PPDB policies, for example, policies that were initially intended for equal distribution of education actually experienced a lot of chaos (Fajarlie, 2023). Starting from the lack of quotas provided to population administration problems that often make children lose the opportunity to go to the desired school. The problem is not that simple, there are many anomalies in the community, especially parents of students, favourite schools are more pursued than schools closer to home. This is proof that in determining schools for their children, the community prioritizes the quality of education.

This is certainly not in line with zoning-based policies that prioritize residential distance compared to the value of prospective students (Werdiningsih, 2020). In the zoning system policy for the admission of new students based on the proximity of the location of the prospective student's residence to the school, the radius of the nearest zone is determined by the local government in accordance with the conditions in the area (Permendikbud No. 17 of 2017, 2017)

We are often even stuck with just one argument that states that education is strongly influenced by existing facilities, but how much influence is not measured in detail can be measured properly. According to the study of Coleman et,al (1996) the effect of facilities is relatively small (and becomes insignificant) compared to family characteristics and socioeconomic conditions in developed countries (Coleman et al., 1996).

Jakarta, which is the capital of the Republic of Indonesia, is the most densely populated province in Indonesia, with a population of more than 10 million people (Solehudin, 2022a). Jakarta's rapid population growth then raises new social problems considering that the sparkling magnet of metropolitan life not only inspires people in areas who have human resources or have certain skills to get a decent job and income, but also local communities, especially young people who do not have sufficient capital skills or

education, desperate capital is often done by young people from various corners of the country to try their luck in Jakarta (Solehudin, 2022b).

The emergence of social problems caused by limited job opportunities and skilled Human Resources (HR) adds a new burden of problems for the city of Jakarta because especially for those who have the status of heads of families who have children in education (elementary, junior high, high school). This is the beginning of new social problems that must be borne by the DKI Jakarta government. This study was conducted to determine how much impact the family economy has on the education of children of families with irregular income in Jakarta and how their efforts in fighting for their children to get free education opportunities in the DKI Jakarta area.

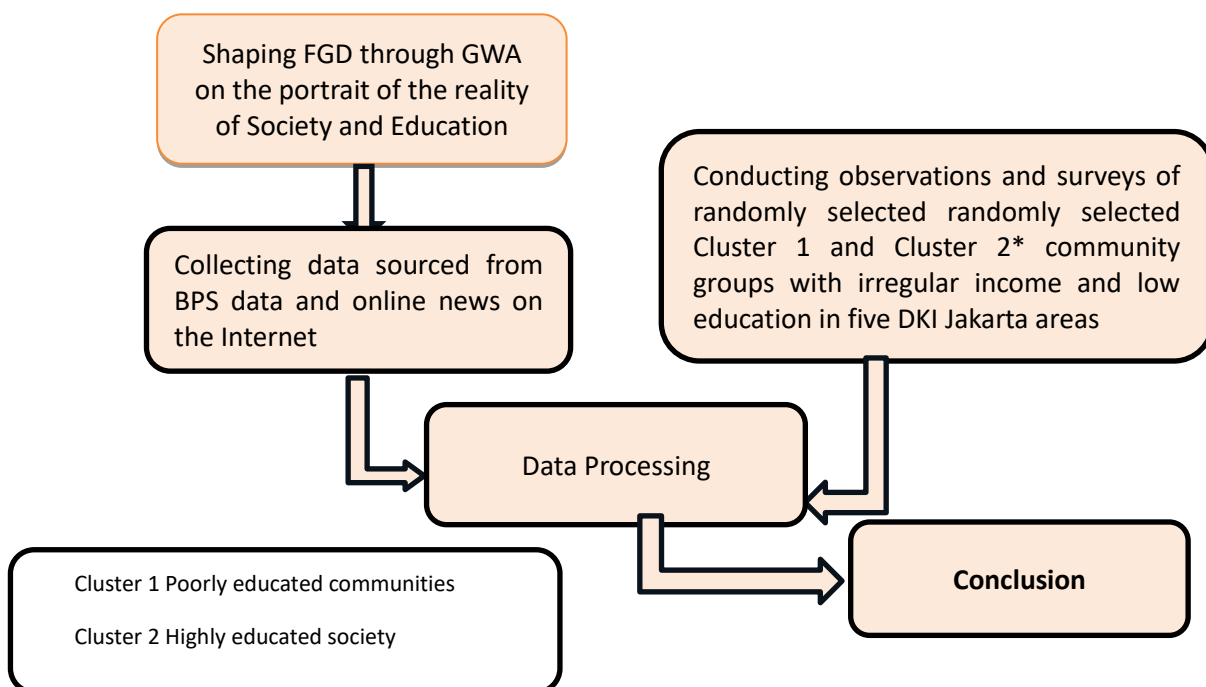
RESEARCH METHODS

This research is a type of descriptive qualitative research using a case study approach which in this study researchers focus on the DKI Jakarta Province area. The source of this research data was obtained through observation and interviews with erratic income groups at several points in the Jakarta province area, especially in densely populated areas such as the district area of Pasar Minggu South Jakarta, Pondok Labu Pondok Pinang, Cipete, Makassar East Jakarta, Kampung Melayu, Pondok Bambu, Senen, Cempaka Putih Central Jakarta, Tanjung Priok Merunda North Jakarta, joglo, Kembangan, cengkareng West Jakarta. This study is not specifically intended for children from certain school levels to adapt general data, because education problems are almost experienced by all parents of all levels of education.

The focus of the study that became the object of this study was the income of parents, not the level of education of children. The main respondents in this study were parents with irregular income who had children of school age who in this study were aged 12-18 years divided into two clusters, namely the cluster of parents with higher education backgrounds and the cluster of parents with low education. In this study, the research data also used secondary data taken from data from the Central Bureau of Statistics DKI Jakarta (BPS DKI) which was available online.

The flow of research to get a conclusion in this study uses the following scheme:

Figure 1. Research Flow



DISCUSSION

Education problems to this day still leave a number of crucial records, from upstream to downstream problems, from PPDB problems to unfinished curricula, unloading in the curriculum which then has a systemic impact on education is actually ignored by the emergence of a zoning-based PPDB system which seems to be a form of cashback given by the government due to failure to manage education (PPDB anomalies) which is currently getting a lot of attention public because of chaos everywhere, this is because the zoning PPDB policy that has not achieved its original goal since 2017 deserves to be evaluated (Ronggo Astungkoro, 2023).

Efforts to bring students closer to their schools are realistic things that make sense, because besides being able to ease the burden on parents because they do not have to prepare fees to school. In a study conducted by the Environmental Protection Agency in the United States (2003) emphasized the importance of school location distance and school choice so as to encourage students to walk and bike to school, especially in elementary school students (Wilson et al., 2010). However, whether the research is in line with the culture of our society, especially in Jakarta with a very high level of congestion and vehicle mobility, it needs to be tested again, another fact is that in practice education equity is influenced by two factors, namely supply and demand (James H. Cummings, 2005).

We also realize that public policy does not always exist without problems, every policy must contain consequences, so it is not uncommon that a policy can be said to fail. Public policy is part of the study of state administration tetaopi is multidisciplinary because it borrows many methods, theories and techniques from the study of social sciences, political science, economics and psychology (Sore and Shobirin, 2017). Public policy according to Agustino (2004) is whatever the government's choice to do or not (Agustino, 2004). While Subardono (2015) implies that public policies are made by government bodies, not private organizations regarding choices that must or should not be made by government agencies (Hasibuan et al., 2020).

The heterogeneity of Jakarta society is a reality that cannot be avoided by the government considering that until today at least Jakarta is the center of the national economy. Jakarta is a portrait of a heterogeneous society as conveyed in Solehudin (2022) that heterogeneity then gives birth to a pattern of diversity from various aspects of life, not only social, economic, cultural and customary but also covers all aspects of life including those concerning the main living standards, namely residence, work, education and health facilities (Solehudin, 2022a). However, as stated by the governor of DKI 2017-2022, Anies Baswedan that Jakarta belongs to all Indonesian citizens, so the risks and consequences of population growth in Jakarta, including preparing public education are part of the duties of the DKI Jakarta provincial government. Jakarta's population growth and education level continue to increase from year to year as illustrated in the following graph:

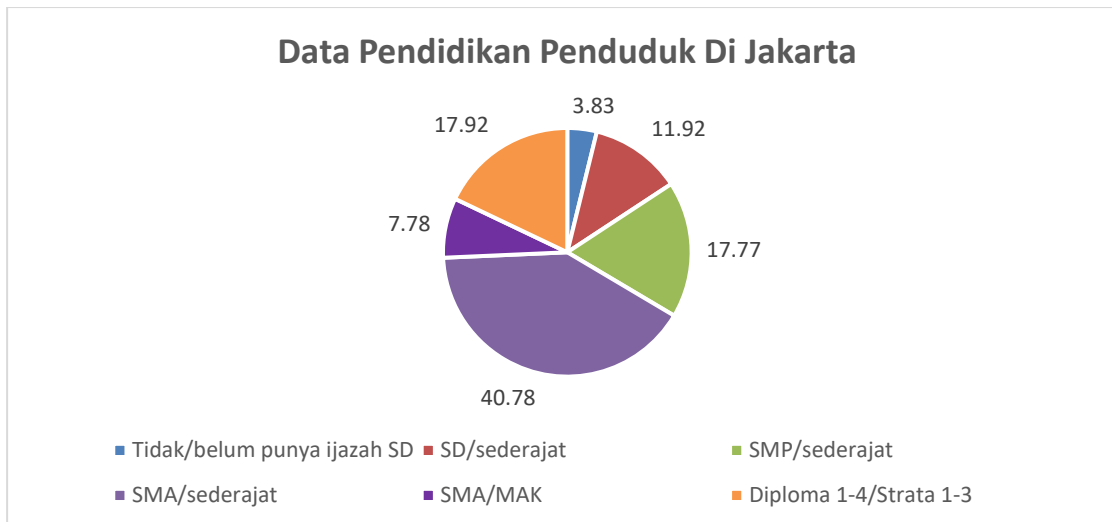


Figure 2. Education level graph in DKI Jakarta 2023

In terms of education level, people in Jakarta graduated from high school and equivalent ranked first with a percentage reaching 40.78% and the second largest was Diploma and Strata 1, 2, and 3 with a percentage reaching 17.92%, while the group that did not have an elementary school diploma which described the lowest education was ranked smallest with only 3.83%. (BPS DKI, 2023).

Research conducted by Anggadini (2015) shows that the level of education indicated by literacy rates is positively correlated but not significant to poverty, meaning that the ability to read alone is not enough to prevent people from poverty (Anggadini, 2015). Therefore, it must be accompanied by skills in order to free from potential poverty. Hadi's research (2019) states that the average length of schooling is a variable that can affect the percentage of poverty in an area (Hadi, 2019). The results of the same study were also shown by Nur Faritz (2020) that the average length of schooling has a significant negative effect on poverty variables (Faritz & Soejoto, 2020).

However, the results of research conducted by Mandey (2023) actually show different results that the average length of schooling has a significant positive effect on poverty (Mandey et al., 2023). This means explaining that if the average length of schooling increases, there will be an increase in the number of poverty (Surbakt et al., 2023). This data is certainly not in line with the theory that education can play an important role in alleviating poverty. The indisputable fact is that in its old age when related to the average age of Indonesian people, this nation has not been able to get out of the poverty trap, even though Indonesia has experienced significant economic development (Desmawan et al., 2021). This shows that poverty is still a multidimensional problem that can not only be solved through education, many factors are correlated both directly and indirectly, meaning that as a multidimensional phenomenon poverty must therefore also use a multidimensional approach as well.

Another problem is the lack of a labor force for highly educated groups of people who do not have enough skills or who come from social science majors makes them choose job paths that are not in accordance with their skills with very minimal income because they do not have available options, so that there is a link of problems that then have the potential to cause new solutions, namely poverty and unemployment. Unemployment as a contributor to poverty has not been resolved even though Jakarta is often referred to as the center of the Indonesian economy. The unemployment rate based on the level of education in DKI Jakarta can be illustrated in the following table:

Table 1. Number of unemployed by level of Education in Jakarta

AK Level	Education	Open Unemployment Rate According to Education and Gender in DKI Jakarta Province (Percent)								
		Man			Woman			Male + Female		
		2019	2020	2021	2019	2020	2021	2019	2020	2021
SD		4,49	8,26	5,20	1,74	5,70	4,27	3,22	7,13	4,77
SMP		5,25	10,22	7,22	3,90	7,87	7,14	4,80	9,40	7,19
SMA Umum		6,33	11,44	9,20	9,84	13,93	14,07	7,44	12,26	10,85
SMA Kejuruan		8,96	14,04	10,92	10,79	18,02	10,26	9,56	15,40	10,70
Diploma I/II/III		5,76	12,92	6,57	4,97	6,12	3,08	5,39	9,65	4,79
Universitas		4,24	7,98	9,13	4,37	7,08	5,05	4,30	7,59	7,37
Total		6,20	11,06	8,73	6,26	10,76	8,12	6,22	10,95	8,50

Source: BPS DKI Jakarta

The data illustrates how education has not been able to guarantee welfare, at least in Indonesia and specifically DKI Jakarta. The most concrete thing we can see when the government stimulates vocational schools that we consider best prepared to face work challenges. However, data released by the Central Statistics Agency noted that vocational high school (SMK) graduates still contributed to the highest open unemployment rate, reaching 9.42% as of last August 2022 (Indraini, 2023). This fact certainly makes us think hard what really happens to our education, whether there is really a learning process in schools so that the educational process really occurs, or is it just a formalistic routine to just get a certificate of education (diploma).

This also confirms that there are serious unresolved problems in our education management, our education budget is even a very fantastic figure, for the 2022 budget alone the House of Representatives (DPR) has approved an increase in the Education budget to reach 78.5 trillion so that the total Education budget in 2022 reaches 621.3 trillion rupiah in order to meet the 20% education budget allocation in our state budget (APBN)(Sembiring, 2022). However, such a large number cannot be a stimulus for quality education. The lack of quality education has contributed to increasing poverty, this is considering that quality education gives birth to graduates who only get diplomas but do not have special skills or skills that can be a way to meet their needs.

If you refer to some information that is often conveyed by the Corruption Eradication Commission (KPK), the corrupt level is actually dominated by the highly educated, it is enough to emphasize that the replacement of our national education curriculum for 10 times is only able to contribute to the birth of corruptors. This can be confirmed through the deputy chairman of the KPK Nurul Ghifron who said that the higher a person's level of education, the higher the potential for corruption. Deputy Chairman of the Corruption Eradication Commission (KPK) Nurul Ghuftron said that corruption crimes were not committed by uneducated people. The higher a person's level of education, the higher the potential for corruption (Ramadhan, 2020).

Even though education is the best effort made and is an individual obligation guaranteed by the state, the certainty of education is not only the obligation of parents and families at home but the obligation of education has been mandated by law as a state obligation that must be carried out by the government unconditionally and generally applicable. We are certainly not showing the chaos of national problems and blaming educational

institutions, but how our education to this day has not been able to become a problem solving for the accumulation of national problems.

The emergence of the term educated poor group has the potential to create an explosion of social affairs that is increasingly difficult to resolve. The educated poor group arises due to the failure of education that is unable to prepare students to face their future, on the other hand it can also be caused by the government is unable to prepare jobs in accordance with their academic abilities, the lack of opportunities makes many educated people even those who have academic achievements do not have jobs so that it has an impact on economic difficulties.

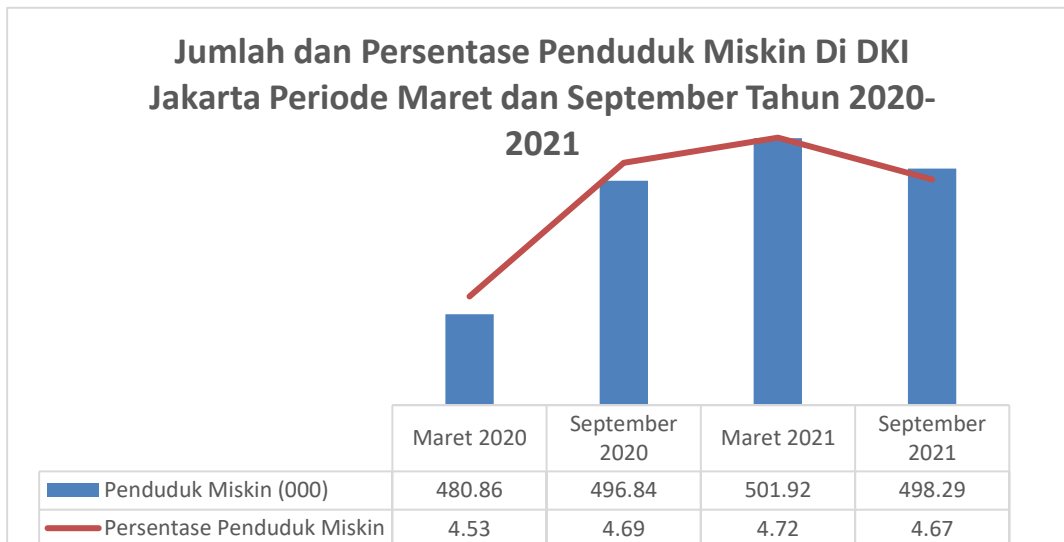


Figure 3. Graph of the Number and Percentage of Poor People in DKI Jakarta for the 2020-2021 Period

The problem of poverty is not a problem today and is not the first time, but has spread since the time of the new order, even the old order until now (Megawati & Sebayang, 2018). The poverty line is generally measured by the possession of a certain amount of money, not just food. To determine the poverty guarantee refers to a person's minimum needs, which is 21.00 calories per capita per day plus other basic needs such as shelter, clothing, school, all household and individual needs. According to BPS, a person can be called poor when his expenditure is lower than the poverty line, while Bappenas (2004) mentions a person called poor when he is unable to meet his basic needs which include clothing, food, shelter, health, education, work, housing, security and things to participate in social political life (Mardiyah et al., 2020).

In the context of improving the quality of education or more clearly the output of educational research conducted by Coleman et al (1996) that without a curriculum, good teacher competence and complete educational supporting facilities cannot significantly affect the final results of education when compared to family and socioeconomic characteristics, environmental conditions and so on, the most important thing in improving the quality of education must depart from the family environment. So education must be interpreted as a collaborative effort between parents, teachers, the family environment and the school environment

Various models have been developed in measuring the success of development, one of which is the concept of economic development by emphasizing economic growth, human resource development, basic needs and community welfare (BPS DKI, 2023). Human resource development views humans as inputs which in their implementation are used as a means to pursue outputs (Hawari, 2021). In Indonesia, the importance of placing the community as the main player in development shows a change in the development paradigm from a growth approach to an independence approach (Imron, 2014) Social

transformation that is so fast because of the current post-pandemic technological developments requires people to be more creative and innovative (Solehudin et.al, 2023).

Disproportionate policies often create new problems in society, for example, on the one hand, the government offers a lot of stimulus to students who are not evenly distributed, stimulus carried out by the government in the form of BOS, KJP, PIP, etc., all of which seem to spoil students, even the findings of stimuli given directly to students (Ahmad, 2023). The distribution of aid for PIP has not been on target and there are still many children who should have received assistance instead of receiving it (Lidya Julita Sembiring, 2021). The BPK RI report found a number of problems with the Jakarta Smart Card (KJP) Plus and Jakarta Superior Student Card (KJMU) programs where one of the important notes conveyed by the Audit Board (BPK) was the data collection of prospective KJP Plus and KJMU recipients who potentially could not reach all students who had social risks (Pernita Hestin Untar, 2022). The implementation of public policy through programs or actions is bound in a certain mechanism (Ramdhani, 2016). So there must be no policy that is free from public control and attention, so that policy implementation can set a direction so that policy objectives can be realized (Yuliah, n.d.)

The results of interviews conducted with several parents by exploring densely populated areas, tenement rental houses scattered in several areas such as Pasar Minggu, Pondok Labu, Jatinegara, Cilincing, Tanjung Priok, Kaliderer by targeting respondents who work as online motorcycle taxi pullers provide the same information, complaining about education problems, this indicates that there is an uneven distribution process. limited and forced to choose paid private schools because they do not get the opportunity in public schools, some of them have to pick up and drop off children's schools using motorbikes to save more costs. This is certainly still more fortunate because of the fact that there are families who do not have motorbikes while the distance from school is far enough for the size of children (junior high).

The same thing is conveyed by people who work as day laborers who sometimes get job jobs and sometimes not, a week can work the next week unemployed, let alone to pay school fees or just buy children's school supplies such as uniforms, shoes, bags, books and others while for daily meals alone there is not necessarily there. The cost of education is certainly an easy thing for community groups with fixed income, but the problem of education costs is often a problem for families with uncertain income, the cost of education is not only a matter of monthly tuition fees or other school levies which have recently been reduced a lot due to subsidies (BOS) from the government, but daily operations, school costs / pocket money / equipment needs and other supporting equipment must be Dependents of parents.

This is where as implementers of the Government must be extra careful and thorough, direct assistance to beneficiaries intended to reduce leakage in its distribution is fully received by beneficiary students of aid is not used as it should, even tends to have nothing to do with needs directly related to education. On the other hand, the uneven distribution of aid that can be enjoyed by all students who are still constrained by administrative affairs also causes social jealousy, as a result of which it creates an impression in the community that the government is unfair in providing this educational assistance. many people who should be beneficiaries of education funds lose the opportunity to get it because they are considered not to meet administrative requirements. Not to mention if we associate it with the education of children with special needs, society's expectations of the school's ability to handle and educate "children with disabilities, deafness, suffering from speech or vision disabilities, mental disabilities, weak minds, mental disorders, and delinquent morals" seem difficult to meet (Khuluqo, 2017). This is where the problem then where the constitutional rights of citizens are deprived only because of administrative issues.

The parent cluster in this study was divided into two, namely the parent cluster of children with higher education backgrounds (academies and strata) and the parent cluster of children with low education (SLTP/SLTA). Research conducted on respondents from the cluster of parents of highly educated children (academies and strata) found different things from the cluster of parents with lower educational backgrounds (high school / junior high school). With a fairly high educational background, they try to get their children high educational opportunities, so one of them is to fight for quotas even though sometimes they have to change their population administration to be able to go to school as expected. Therefore, the reaction to government policies when there is friction in PPDB issues is also different from that of parents of children from the cluster of parents with lower education (SMP/SLTA). The struggle of parents to be able to ensure that their children get their rights in education was very visible when PPDB took place in Jakarta.

In its implementation, a number of obstacles arise, including the tendency of parents of students who prefer certain schools that are superior even though the distance is relatively far from where they live compared to choosing public high schools that are closer to where they live. The main focus is all parents, both those from weak, mediocre and economically established backgrounds, who want quality and low-cost schools, so the choice is public schools because they get subsidies from the government. On the other hand, national education political policies also cannot always be implemented in each region, it may be that a policy can be implemented in one region but is not suitable to be applied to other regions, so education policies should be regulated by local governments in the form of strong and binding regulations

In the context of providing education in the DKI Jakarta Province area, various efforts made by the DKI Jakarta provincial government when compared to other regions are certainly very different, various stimuli are given by the government in the implementation of education in order to improve the quality of education in DKI Jakarta. From stimulus to students to attention to educators who have made a lot of progress in terms of their welfare when compared to other regions, even often parents in Jakarta's buffer areas such as Tangerang, Depok and Bekasi really hope that their children can go to school in Jakarta. Despite the fact that not all residents living in Jakarta get the same opportunity in equitable distribution of education assistance and other facilities prepared by the DKI Jakarta provincial government.

CONCLUSION

The problem of children's education is a problem faced by all parents as part of their responsibility in the education of their children, the consequences of education costs are the responsibility of parents, for parents who earn certainly not a problem, but for groups of people who do not have a fixed income is often a problem. Efforts to equalize education are often faced with population administration problems, there are still many citizens who are deprived of their constitutional rights to get the opportunity to receive benefits from education funds only because of administrative problems, on the other hand economic problems faced by families, especially for non-income groups, also hinder children's opportunities to get a good education.

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