

Analisis Dampak Karakteristik Sosial-Ekonomi Rumah tangga Terhadap Pendidikan Anak Pada Rumah Tangga Perdesaan

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Analisis Dampak Karakteristik Sosial-Ekonomi Rumah tangga Terhadap Pendidikan Anak Pada Rumah Tangga Perdesaan

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Abstrak

Penelitian yang berjudul Analisis Dampak karakteristik Sosial-Ekonomi Rumah tangga Terhadap Pendidikan Anak Pada Rumah tangga Perdesaan Kabupaten Bangka Selatan ini mengacu terhadap prestra Universitas Bangka Belitung dengan tema pemberdayaan dan penguatan modalitas masyarakat lokal khususnya pada topik peningkatan partisipasi masyarakat terhadap pendidikan di Bangka Belitung. Tantangan utama pasar tenaga kerja di Bangka Belitung adalah pemenuhan angkatan kerja yang lebih kompeten khususnya pada sektor formal. Penelitian ini diharapkan mampu memberikan gambaran nyata mengenai kondisi utama penyebab rendahnya partisipasi sekolah di beberapa desa di Bangka Selatan dari sisi rumah tangga. Penelitian ini menggunakan metode *Ordinary Least Square* penelitian yang menjelaskan pengaruh Karakteristik sosial ekonomi rumah tangga terhadap Pendidikan anak ditemukan bahwa tingkat pendapatan rumah tangga justru tidak memberikan pengaruh terhadap lama anak bersekolah. Hasil penelitian menunjukkan bahwa umur kepala rumah tangga serta rasio dependensi rumah tangga memiliki pengaruh positif terhadap Pendidikan anak. Hal ini sehubungan dengan pekerjaan yang biasanya diurus secara informal pada rumah tangga yang tinggal di perdesaan. Jumlah anggota rumah tangga yang dependen (14 hingga 64 tahun) jelas tidak akan ikut bekerja apabila jumlah anggota rumah tangga berumur produktifnya cukup banyak.

Kata Kunci : Pendidikan Anak, Sosial-Ekonomi Rumah Tangga

Analysis of the impact of domestic socio-economic characteristics on child education

in rural households

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Abstract

The study titled Impact Analysis Characteristics of domestic socio-economic and child education in households in South Bangka district, this refers to the prestigious University of Bangka Belitung with the theme empowerment and strengthening Local community modalities, especially on the topic of increasing public participation on education in Bangka Belitung. The main challenge of the labor market in Bangka Belitung is the fulfillment of a more competent workforce, especially in the formal sector. This research is expected to give a real picture of the main condition causing low participation of schools in several villages in South Bangka from the side of the household. This research uses an Ordinary method of Least Square research that explains the influence of the characteristics of socio-economic households towards child education is found that at the rate of household income precisely does not affect the long School children. The results showed that the age of the household head and the ratio of household dependencies had a positive influence on child education. This is in connection with work that is usually managed informally on households living in rural areas. The number of dependent households (14 to 64 years) is not going to work when the number of households in the product family is quite a lot.

Keywords: Children's education, household socio-economic.

Background

Currently, the education world of Bangka Belitung Province is facing socio-economic challenges especially in the era of post-mining sector transition to agriculture, fisheries and tourism sectors. Bangka Belitung Regional has made socio-economic development efforts by developing several new economic activities to continue to make the economy grow to improve people's welfare. Therefore, the Government contribution is necessary to meet the future of the labor force of Bangka Belitung after the post-tin. Character development and education are crucial in building community skills in the 21st century especially in Innovation, creativity, problem-solving and communication skills.

There has been a very high gap, especially from the labor supply and the demand for labor in Bangka Belitung. Bangka Belitung Society is dominated by unconventional miners and farmers who certainly do not have skills in the tourism sector whose value of entry investment is quite large in the last 5 years. Therefore, in answering the needs of the industry is needed some supporting factors so that the investment in the service sector bias is fulfilled so that the workforce can be absorbed properly. The development of technology and the very fast business world need to be anticipated by the curriculum and methods of education in Indonesia. The change should be adopted in the curriculum of SMK teaching and higher education.

Education is one of the areas that can be a medium and long term solution for the challenges that Bangka Belitung has experienced today. Where to develop the

world of education, in the next few years is expected to present a skilled workforce and suitable to meet the needs of the developing industry in the Bangka Belitung region. But the next challenge is how the government increased school participation in areas where the school participation rate was very low due to social and economic factors in its household. The research is about to see more about the impact of the condition of social-economic household characteristics of children's school participation.

² According to the Law of the Republic of Indonesia No. 20 of 2003 chapters, VI of article 6 of the national education system is that every citizen of the age of seven to fifteen years must follow the primary education. It is one form of business in the community that is with the compulsory program of learning nine years from Elementary School (SD) to Junior High School (SMP). Parents as actors who play an important role in the education of his son should give a good education to his son. This condition is stated¹⁹ in the CONSTITUTION of RI No. 20 the year 2003 about National education System Chapter IV of article 7 paragraph (2) "Parents of children learning is obliged to give elementary education to their children". According to (Ahmadi, 2009), Parents are the smallest units that are one small group in the community. Parents are social institutions in charge of embedding values and norms to their children, making them a good and excellent person in society and education.

Note the following graph.

Chart 1



Source: Data Susenas BPS 2016

Data indicates that the region of South Bangka is the area with the average school population 15 years and above the least. This can be caused by various factors such as social factors in which the field of employment, especially in rural areas, is still very minimal, especially the formal sector so that people are not motivated to attend school. Furthermore, the high number of early marriage and other socio-economic factors.

This research uses primary data on a household level. 50 households will be surveyed in rural South Bangka Regency consisting of 5 villages namely Pangkalan Batu Village, Rias, Bikang, Simpang Rimba and Ranggung. The Data will be processed using a quantitative approach, especially using the ordinary least square method. Quantitative research methods are one of the types of research whose specifics are systematic, well planned and structured From the beginning to the design of ¹¹ research. (Gujarati, 2004) explains that quantitative

research can be interpreted as a research method based on positivism philosophy, used to examine a specific population with random sampling and Able to describe more valid and objective research objectives based on the average sample data in a population.

Some previous studies have addressed the issue of the impact of household characteristics on child education. (Parinduri, 2011);(Nguyen & Purnamasari, 2011) discussed the issue of how migrant women and men and remittance in Indonesia are affecting children's educational conditions in their household and child labor offerings. The results of the study explained that remittance and female migrants caused a tendency to reduce the supply of child labor, but this did not make an increase in the quality of education that the abandoned child has traveled.

Unlike previous research, other factors may affect the level of education of children in a household such as social factors. As we know that other conditions can affect a child's education such as early marriage, the choice of working in the traditional sector (agriculture/mining), etc. This is expected to provide new information about the causes of low average education in rural South Bangka district.

This research refers to the Renstra of Bangka Belitung University on the theme of empowerment and strengthening of local community's modalities, especially on the topic of increasing public participation in education in Bangka Belitung. It is noted that the main challenge of the labor market in Bangka Belitung is to fulfill a more competent workforce, especially in the

formal sector. Therefore, this research is expected to give a real picture of the main condition causing low participation of schools in South Bangka from the household side.

Literature Review

1. Socio-economic conditions

The socio-economic state of every household varies and has its level, there is a high, moderate, low-economic social condition. Socio-economic According to (Abdulsyani, 1994) is the standing or position of a person in a human group determined by the type of economic activity, income, education level, type of residence, and Office in the organization, while according to (Soekanto, 2012) Social economics is the position of a person in society relating to others in the service of the Environment of the association, its achievements, and its rights and obligations in its relationship with resources. Based on some of the above opinions, the understanding of the social-economic situation in the research of In is the position or position of a person in the community relating to the level of education, the income level of wealth or Facilities and type of residence.

2. Factors that determine the state of socio-economic.

A. Level of education

According to LAW RI No. 20 the year 2003 article 1, basically education level is the stage of education that is set based on the level of student progression, objectives to be achieved, and skills developed. Education under LAW No. 20 of 2003 on the system.

Education is the activity and effort to enhance personality with the path of building its potential, namely Rokhani (think, copyright, taste, and conscience) and physical (five senses and Skills). According to LAW RI No. 20 of 2003 Article 3 education aims to "educate the life of the nation and develop the human beings of Indonesia, namely human beings who have faith and fear of the Almighty God and the virtuous character, have knowledge and skills, physical and spiritual health, a steady personality and responsible society and nationality ". To achieve that goal, education is organized through school education Pathways (formal education) and the path of outside school education (non-formal education). Education is guidance in the lives of children. The meaning of education is to lead all the natural power that is in the children so that they as human beings and as members of the community can achieve the salvation and happiness that highest (Siswoyo, 2007: 19). In some sense above, it could be concluded that education is an effort that is done consciously and purposely to change human behavior, both individually and in groups to immature human beings through teaching efforts and training.

B. Education level

According to the Law of the Republic of Indonesia No. 20 the year 2003 on National Education system Chapter VI article 14-19, education level in Indonesia is as follows:

1) Basic education

Primary education is the most basic level of education in Indonesia that underlies

secondary education children aged 7 – 15 years are required to attend basic education. The basic education form is elementary school (SD/MI) and SMP/MTs.

²¹ 2) Secondary Education

Secondary education is an advanced level of primary education. Secondary education is held for 3 years and consists of public and vocational High School (SMK)

⁴ 3) Higher Education

Higher education is a level of education after secondary education that includes diploma, undergraduate, magister, specialist, and doctoral education programs organized ⁶ the College. Higher education is organized to prepare learners to be members of the community who have academic or professional skills that can apply, develop, or create science, technology or the arts.

C. Revenue

¹ Income is the sum of all income of family heads and other family members embodied in the form of money and goods. According to its type, the Central Bureau of Statistics distinguishes revenue into two:

- 1) income in the form of goods.
- 2) income in the form of money.

The needs and desires are not limited in number, only those needs and desires are limited to the amount of income received by a person. Income received by the community is certainly different from one another, this is due to the difference in the type of work it does. The difference in the work is motivated by the level of education, skill, and

experience in working. The level of welfare indicators in society can be measured by the revenues it receives. The improvement of living standards of society can be described from the increase in real income per capita results, while the living standards are reflected in the levels and patterns of consumption that include food, settlement, health, and education to maintain degrees Man reasonably. Income is an outcome received by a person or household from attempting or working. Types of people of various kinds, such as farming, fishermen, livestock, labor, and trade and also work on the government and private sectors.

Theoretical framework

Rational choice theory is a theory that explains where individuals can choose actions that can maximize their benefits or that can satisfy their desires and needs. Often the majority of other disciplines consider rational choice theories to be rooted in economic sciences, but in the development of this theory can be used to describe other social phenomena that occur in various disciplines. Coleman's Rational choice theory is evident in its fundamental notion that individual actions lead to a purpose and that purpose is an action determined by value or preference (optional). Coleman stated that it needed a precise concept of rational actors coming from economics that saw actors choose actions that could maximize their usability or wishes and needs. There are two main elements in Coleman's theory, actors as well as resources. Resources are any potential that exists or ever has. These resources can be natural resources, namely the resources that have been provided or the natural potential

owned and also the human resources, that is the potential that exists in a person. While the actor is someone who acts. In this case, it is an individual who can utilize the good resource of actors. Actors are considered to be individuals who have the goal, actors also have a choice of basic value that actors use to determine the choice is to use a deep consideration based on consciousness, besides, actors also have Force as an effort to determine the choices and actions that he desires.

While the resource is where the actor has control and has a certain interest, the resource is also as something that can be controlled by the actor (Coleman & Coleman, 2010). Coleman also explained about the interaction between actors with resources to level social systems. The base of the social system is the act of two actors, in which each actor controls a resource that draws attention to the other. Actors always have a goal, and each aims to maximize the appearance of its importance that characterizes each other with the actors' actions. The research seeks to use rational choice theory in analyzing this research. The theory chosen by the research is considered relevant to be used in analyzing the impact analysis of the characteristics of domestic socio-child Education in rural households in the South Bangka district. Coleman has a fundamental idea of the orientation of a person's rational choice that "people will act deliberately to make a goal, it is formed by values or choices". Individuals or actors will take measures to be achieved in order to maximize benefits and benefit for the fulfillment of their needs. Therefore, there are two elements that must be understood in Coleman's theory of rational choice i.e. actor

and resource. The resource will be determined by the actor as the driving change in determining rational choices. Given the focus on actors and resources, Coleman explains that he is as a methodological individualist. Coleman received the idea of the emergence that these ideas are from individual internal factors but he also focuses not only on the internal factor of the system, these factors are not necessarily individual actions and orientation. As a rational choice theorist, Coleman started with the individual and the idea that all rights and resources exist at this level. The interests and needs of an individual determines the way to reach the goals.

Research Methods

This research is conducted in Batu village and village, Simpang Rimba, Ranggung, Bikang, and Rias Regency of South Bangka Belitung Province with the scope of research on the community of each village and device village. The variables measured in this study include:

1. Household head Income
2. Highest level of education completed by the child
- 17 3. Age of Household head
4. Last education of the head of the household
5. Dependency ratio.

1. Research draft

This research is done by quantitative methods by using cross-section data at the household level. Data processing using quantitative methods will result in a more accurate, valid and objective analysis. This research was conducted in several rural areas in the South Bangka district by conducting surveys to 50 households scattered in several villages considering the low level of child education in the South Bangka district.

2. Data Collection and analysis techniques

This research uses primary data at the household level. There are 50 households in the survey on the condition of Social-economic with the survey method. The main criteria of the household that will be used as the object of research is a family that lives in one roof and consists of 1 head of household and at least 1 child.

The analysis will be conducted using the Ordinary method of least square in testing the hypothesis that income in households positively affects the level of child education. After that, the study will conduct a special interview against the household that one of his children experienced dropouts to get a deeper outcome. Until now there are many children's school dropouts due to conditions other than the economy such as early marriage, prefer to work, no longer interested in school and others.

3. Operationalization variables

Here is the operational definition of variables in this study: children's education

1. Education is the learning of knowledge, skills, and habits of a group of people passed down from one generation to

another through teaching, training, or research. Education often happens under the guidance of others, but it is also self-taught. In this study the level of education is measured systematically by the existing conditions in Indonesia so that the level of education measured is to use school level such as graduation, JUNIOR graduated, graduating HIGH school and so on.

2. Income, household income is measured based on revenue from work, income from the business owned (net profit income) and non-labor income obtained in the last month by all members of the household.

3. Long education head of household, long education of the head of the household shows the capabilities of the household head in education. The length of education was demonstrated by calculating the length of school based on the last class achieved in the schools. The last education can be defined as the length of education adjusted to the level of the school that is addressed so that the household members who finished elementary school can be defined as having a period of 6 years of education. The age of the household head, the age of the householder shows the ability of the head of household in work and investing. The age of the household head also affects the productivity ability of the head of the household in production so that the ability to accumulate assets becomes higher. For reasons that have been displayed, the age of household head should be controlled on the research model. The age of each household member can be asked directly with the parties concerned.

4. Dependency ratio

The ratio of dependency shows how many household members have not or are no longer able to perform production activities with how much it is still productive and not to increase household income. The ratio of dependencies is used as one of the factors that influence the household's ability to accumulate assets. The ratio of dependency is calculated by dividing the total of 0-14-year-old households, members of households aged > 65 years with a total of 15-65-year-old households.

5. Data Analysis Methods

OLS regression method.

The data structure of this cross-section will be addressed using the OLS method where this method will test the hypothesis of the relationship between domestic socio-economic conditions to the level of child education in rural households. After testing the hypothesis using OLS then to overcome the possibility of bias on the feeding parameters will be conducted also test classic assumption to the resulting parameters are valid and consistent.

To test the hypothesis the empirical model to be tested is as follows:

$$Educ_i = \beta_0 + \beta_1 Inc_t + \beta_2 Age_{it} + \beta_3 HHeduc_t + \beta_4 DR_{it} + \beta_5 In_{it} + e_{it}$$

Ket : i = Household

Inc_i = Economic conditions (measured using revenue levels)

Age_i = Age of head of household

$HHeduc_i$ = Long School head household

DR_i = Dependency ratio

e_{it} = Error

Results and Discussion

This research uses survey data on micro-level households in 5 villages, namely Pangkalan Batu, Rias, Ranggung, Bikang and Simpang Rimba in the South Bangka district. The research uses 50 of the following household survey data is an overview of the characteristics of the 50 respondents that have been surveyed:

Table 4.1. Respondents overview

23 Variable	Obs	Mean	Std. Dev.	Min	Max
pendapatan	50	2626000	1016358	1000000	5000000
UmurKK	50	41.48	9.017534	27	67
Yearsoffsc~g	50	7.68	3.099967	0	15

Data sources: processing of research data

Table 4.1 explains that the average of respondents has a medium category income of Rp 2,626,000.00. The maximum revenue of respondents is Rp. 1.000.000 and the highest is Rp. 5.000.000. The average age of household heads in the five villages is 41 years with the lowest value is 27 years and the highest 67 years. While the old level of school from rural children in Bangka Selatan is 7.68 years.

1. Discussion on the results of the influence of domestic socio-economic characteristics of children's education

The study uses 5-village survey data that has a Cross Section data structure. In measuring the social-economic characteristics of households to children's education research using regression methods. The regression method is done in seeing how much the responsibility of a variable data proxy is independent of the dependent variable. The oldest child school year is a dependent variable proxy while the household characteristics used by the event are, income, age, parental education and dependency ratio. Below is the result of regression analysis as follows:

Table 4.2. Multiple regression analysis Results

Source	SS	df	MS	Number of obs
Model	111.248368	4	27.812092	F(4, 42)
Residual	235.730356	42	5.61262751	Prob > F
Total	346.978723	46	7.54301573	R-squared
				Adj R-squared
				Root MSE

Yearsoffschool	Coef.	Std. Err.	t	P> t	[95% Cor
Logy	-.0763292	1.106622	-0.07	0.945	-2.309582
Dependencyratio	-4.051785	2.112257	-1.92	0.062	-8.314493
UmurKK	.1189896	.053088	2.24	0.030	.0118536
PendidikanKK	.4626328	.4702461	0.98	0.331	-.4863623
_cons	4.39145	15.64928	0.28	0.780	-27.19007

Data source: Processing of research data

Results show that the overall model is a valid model with a significance level $\alpha < 0.05$ (Prob > F). The entire independent

variable can describe the dependent variable by 32.06 percent. Model characteristics influence the characteristics of household socio-economic to child education is found that the rate of household income precisely does not affect the length of the child's school. This is because the revenue range of the rural community is not too wide. It is known that village communities have a lower income variation than the income level in the city community. In social conditions, it can also be influenced by various aspects such as facilities and infrastructure to support a low-income variation in the village community than the city community.

Further results show that the age of the household head has a positive influence on children's education. The increased lifespan of 1 year's head will increase children's education level for 0.11 years. This shows that the more mature a household will become increasingly mature in reviewing the interests of the education of children in the home. Based on the findings on the field 30 percent of household head as a farmer. It is known that older villagers have higher income and more time at home to take care of household problems so that they can better supervise education and child health problems.

The next result explains that the factors affecting child education are the ratio of household dependencies. It is noted that the growing number of non-productive household members will affect the child's education level. The rural issue of child labor is still quite high where the child is often involved to help work both in mining and plantation activities. Therefore, the ratio of

dependencies significantly affects the level of child education in a household.

The findings above if the sociological review can be explained that rational choices become an indicator that encourages success in the level of child education. When the level of head of household age has a significant influence on the development of children's education level with the thought process is a rational choice done by the parent or head of the house. Stairs affecting the child's education level or even vice versa. Rational choice is an action taken by people to achieve a goal that is considered rational or "a person who commits deliberate action to achieve a purpose, with which purpose it forms values or Options "(Coleman, 2010).

Hence an option can be said rational when the choice is taken with the intent to maximize its needs. The rational choice will result in certain consequences of attitude and action. A simple example, from findings in the field of child involvement in performing job activities such as doing mine and gardening activities, is also not detached from the rational choice either of the child's individual or parent or head. So that the work activity will affect the level of education. The purpose of the child to do this activity certainly has the objective of one of them to earn economic income in fulfilling the needs of his life. Besides, it can be concluded that actors do play a central role to act as does the parent or household head and also the working child.

Rational choice theory is a tool for logical thinking, rational thinking, in making a decision. Similarly, the head of the household or parents who choose to think

about their children's education when they are older (non-productive) than young (productive) in the South Bangka community. This condition is one of the considerations made by parents so that their children get a decent education in living a more prosperous life through education gained. The dynamics of this life shows the actions taken by every head of household or parent of every five villages in South Bangka district is considered a rational choice to consider in the development of child education. The head of the household or parent considers that the higher level of child education can help or facilitate them to make a living with the help of their children. This dynamic is what actually makes two elements that Coleman put forward that in conducting rational actions one should consider two elements namely actors and resources. The actor in this regard is assumed as a human being who has the purpose and intent of every action he does to accomplish the goal that he wants to achieve. The goal is realized depending on the level of choice that it has and what it does. This level of choice has a beneficial value for her life. In addition, the theory of rational choice does not matter every option desired by the actor, which is important is the fact that the action is carried out to achieve the objectives corresponding to the choice of actors level. In this case, the actor is assumed as a head of household whose age is in non-productive category while its power is the children who supported the economic value of the family through education. Education becomes important to the head of the household who has entered the age of non-productive, because it can relieve their burden in the study of the living.

Education is a very important need for the fifth community of the village. Therefore, rational choices arise when the head of the household enters a non-productive age regarding the child's level of education.

Conclusion

¹⁸ The purpose of this research is to know and test the impact of the family's social-economic characteristics on children's level of education. In providing a solution to the district government of South Bangka, this research can provide a key picture of the low level of education of the population that is formal schooling.

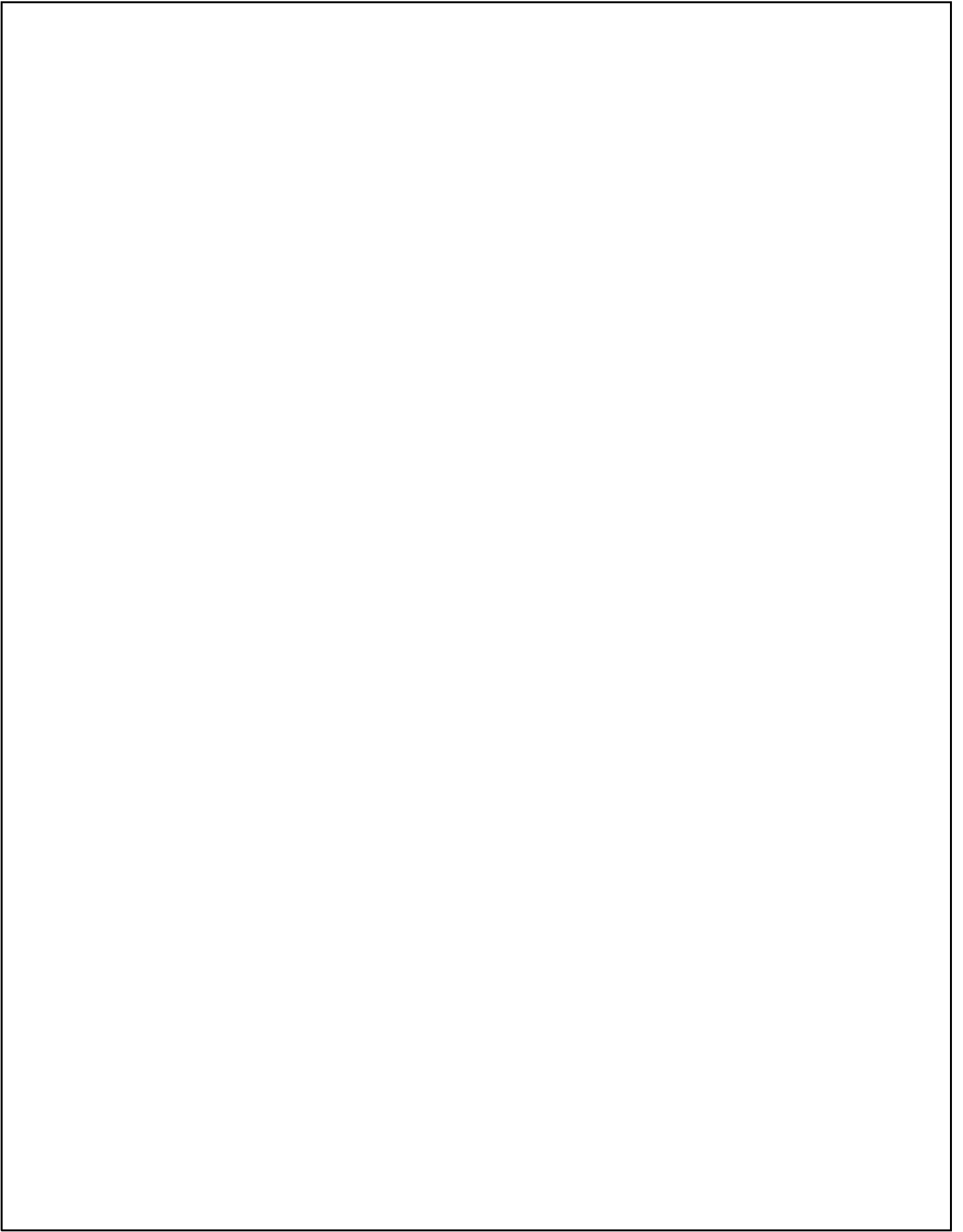
Results showed that several factors in the family significantly influenced the level of child education in a household. As for some factors that influence the level is the ratio of dependency and the age of household head. While factors such as income, and education head of the household do not give a significant influence. It is known that the higher the head age of the household will increase as well as the children's school. It is in connection with the maturity level of the household in educating the child. It is noted that there are many weddings in the South Bangka district that are too early so that preparations regarding assets and child management in households are still not well organized. Therefore, children's education will be more secure in mature parents.

The results of the study also found that the ratio of dependencies gave a positive influence on children's schooling. This is in connection with work that is usually managed informally on households living in rural areas. The number of dependent households

(14 to 64 years) is not going to work when the number of households in the product family is quite a lot. Therefore, the ratio factor affects the length of school in a household. Therefore, the advice of building that can be produced in this research is how the district government can regulate the aspect of the population, especially the insight on early marriage and family planning to make child education in Bangka District The south will be better in the future.

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