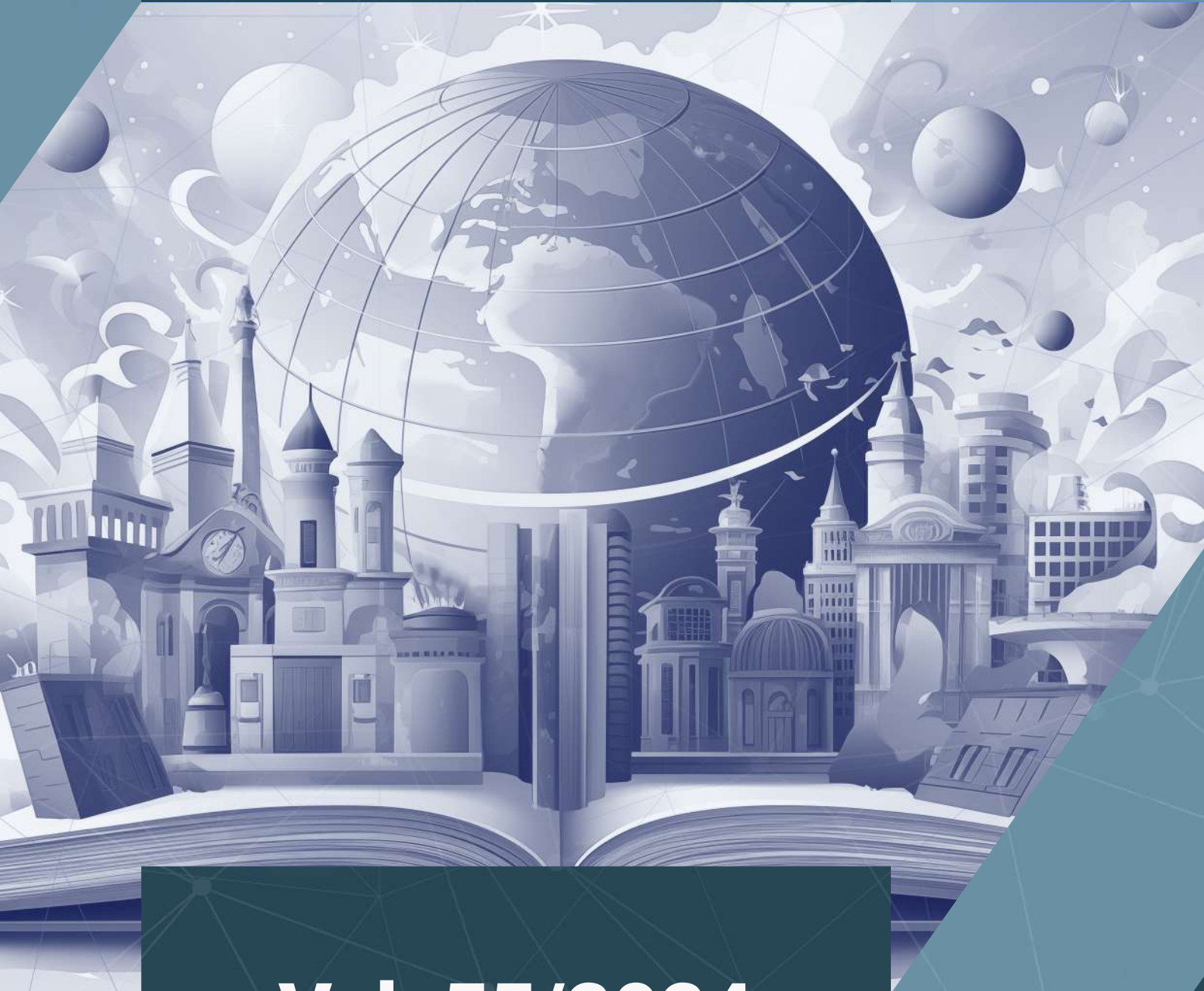




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Investigate The Factors of Community Intermittency Education in Remote Area (Case Study of Pujananting)

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Abstract. Intermittency Education is a phenomenon that is common in remote areas. This research aims to explore the factors that cause intermittency education in remote areas in Indonesia, namely Pujananting. This research uses a qualitative approach. Informants who were used as research subjects included local governments, teachers and communities experiencing intermittency education. Analysis in exploring the factors that cause intermittency education uses qualitative analysis. The results of the research show that the causes of intermittency education in communities in remote areas such as those in the Pujananting area consist of socio-economic conditions, social interactions, accessibility, and the role of the social environment. These causal factors are related to each other so that there needs to be continuous efforts to minimize the occurrence of intermittency education in the future.

Keywords. Intermittency Education, Community, Remote Area, Sociology

1. Introduction

Education is a right for all people. Education according to [1–3] it should be able to liberate, lead to social justice and give hope so that we don't easily fall into despair. Education prepares people to be able to develop their potential to be able to fight in the era of globalization. This should be in line with Republic of Indonesia Law number 20 of 2003 which explains that education is a conscious, 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 morals, and skills needed by themselves, society, nation, and state. To answer these demands, formal education is present to create a society that can optimize its potential towards the golden generation of 2035. However, the current formal education is not evenly distributed in various aspects. Often the educational development implemented in schools is not adapted to the needs that exist in society. Areas that are classified as having difficult accessibility also experience problems due to limited infrastructure, science and technology, the inability of schools to respond to challenges and job opportunities resulting in discontinuity. In terms of infrastructure facilities as a means of supporting education, many are inadequate, especially in rural areas, so the teaching and learning process must be self-conducive [4,5].

As is the case in Pujananting District, Barru Regency. Pujananting District, Barru Regency consists of 7 villages/sub-districts, namely Bulu Bulu, Gattareng, Pujananting, Jenish, Pattappa, Bacu Bacu, and Mattappawale. Geographically, Pujananting District is a mountainous area where most of the people work as farmers. Several sub-districts in Pujananting District are in the Soppeng and Pangkep border areas, whose areas are in mountainous areas. Access conditions to this area are poor because they can only be passed by two-wheeled vehicles, the roads are still dirt with bumpy and steep terrain and when it rains heavily the roads are flooded and landslides often occur. The socio-economic conditions of the people of Pujananting District only come from agricultural products. Agricultural land is generally used to grow rice using terraces because the topography of the Pujananting District is hilly. Land cultivated for agricultural activities is included in the type of rain-fed agricultural land in the sense that it does not have irrigation channels. Agricultural land is generally used to grow rice using terraces because the topography of the Pujananting District is hilly. The people of Pujananting District who are rice farmers are only able to produce rice once a year and even then, the results are not commensurate with what was expected. The income obtained from paddy fields is generally not fully obtained because it is not the land itself. Limited land to cultivate because most people work as agricultural laborers requires them to look for other livelihoods outside their area. Apart from that, to meet financial needs and reduce the workload of the head of the family, wives also help out as farm laborers. Some have side activities by opening small stalls that only provide household needs in small quantities. The business products obtained by the people of Pujananting District are only sufficient for basic needs and as for excess income, only a small amount is saved for education costs. High school costs and limited income mean that many children do not continue their education. Parents of students often experience complaints because the school fees they incur are increasing or it could be said that not all parents of students are able to pay for their children to continue their education.

This low economic condition also causes school-age children to also help their parents work. Usually during harvest time, children whose parents work as farmers will miss school to help their parents in harvesting agricultural products. This is correct in terms of economic function in the family, but in terms of socialization and education it is not correct. In terms of economic function in the family, children who help their parents harvest agricultural products will make their parents' work easier and these children are also employed as agricultural laborers during the harvest with wages that can be used as additional family income. However, if we look at the function of socialization and education, school age children should do more activities in the school environment to build character. Children should interact with each other and their peers, participate in learning well and become individuals who are in line with educational goals [6].

The reality above shows that there is discontinuity in education in the community in Pujananting District. Educational discontinuity has fundamental differences with the term school dropout. In foreign terms, discontinuity is intermittency which means discontinuity [7] and dropping out of school is better known as dropping out. Educational discontinuity focuses more on an individual's decision not to continue at a certain level of education which is influenced by habits and social environment [8]. This transition is what is considered in education to trigger changes in decision making to choose whether to continue or not to continue [9]. Discontinuity requires a person to change his position and is problematic in his perspective [10]. The consequences in the educational sector will be disengagement and drop out. Meanwhile, for dropping out of school according to [11–13] is the condition of a child who fails in education at school and is declared to have left school before the specified time or before being declared graduated and receiving a diploma. Several previous empirical studies show that

socio-economic conditions, social interaction, social environment, and accessibility have an impact on the occurrence of educational discontinuity in society [14–19]. Therefore, based on these conditions, we attempted to explore more deeply through a qualitative approach in uncovering the factors causing intermittency education in remote areas such as what happened in the Pujananting.

2. Method

This research is case study type research with a qualitative approach. According to [20] a qualitative approach is a method for describing, exploring, and understanding the meaning of several individuals or groups that originate from social problems. Qualitative research in the process involves important efforts such as asking questions and procedures, collecting specific data from participants or informants, analyzing data inductively and interpreting data. The perspective of qualitative research is inductive, focusing on individual meaning and complexity in translating a problem. The main informants who were the research subjects were the Pujananting community and the key informants came from the Barru Regency education office. Data collection techniques use interview and documentation techniques [21]. The analysis technique used uses qualitative analysis.

3. Result and Discussion

The results of the research regarding educational discontinuity in society consist of three parts, namely a description of educational discontinuity in society, the implications arising from the existence of educational discontinuity in society and alternative solutions that are relevant in dealing with educational discontinuity in society in Pujananting District. Interviews were conducted in Pujananting District, Barru Regency. To make it easier to interpret interview responses, we used a code in the form of "Community" followed by a number after it as the identity of the community being interviewed. The research results can be presented in table 1.

Table 1. Themes and Participant Responses

Main Themes	Participant Responses
Socio-Economic	<p>Education Department: "The majority of the Pujananting community work as rice farmers and gardeners. The harvest season for agricultural activities is only once a year. From an economic perspective, the people of Pujananting District are classified as middle to lower economic communities because of the long distance from the village to the city center and the costs of delivering agricultural products are high. Apart from that, there are also those who work in trade. To support their parents' economy, school-aged children are involved in farming or gardening. Especially when the harvest season comes."</p> <p>Community 1: "I work as a rice farmer and grow peanuts. I graduated from elementary school and did not continue school because of economic disadvantages. I have 2 children and am married. They live at home with me, and I already have grandchildren. The income I get from my profession is only enough for my daily life and I am also helped by my son-in-law."</p> <p>Community 2: "I work as a housewife. I also act as a farm laborer if someone needs services to work on their land. The income obtained is uncertain considering the condition of rice</p>

and beans which have a harvest season once a year. My husband and I earn enough for household needs."

Community 3: "Currently I am a student at SMK N 4 Barru. My parents worked as rice and peanut farmers. My parents' income is around 1 to 2 million per month."

Community 4: "I am a housewife and have been farming since I was married. I got married after graduating from elementary school. My family's monthly income ranges from 1.5 – 2 million and that is enough to meet my monthly needs."

Community 5: "I graduated from elementary school and work as a housewife and farmer. I have 1 child and live with my parents and older brother. I didn't go to junior high school because of economic factors."

Social Interaction

Education Department: "I previously taught for 10 years in one of the villages in Pujananting sub-district, namely Bulo-Bulo Village. Seeing the social conditions of the community from their interactions, starting from the style and speech of school-aged children following the way adults speak or you could say using their "mother" language and because the conditions in the area are difficult to reach. The speech and manners of the people there are considered inadequate for school-age children because of their interactions with peers who are not at school. While teaching there, we taught manners and good ways of interacting at school. The reason is because the children there have a crisis of manners and morals. "Perhaps it is because the parents' level of education has an impact on their parenting style, which provides less direction and advice and ignores the function of the family in children's education, so they can behave like that."

Community 7: "Even though I'm not originally from Pujananting, I'm used to using Indonesian at school. However, in everyday life they use Bugis language. Children here also usually use Bugis language in learning and minimal use of Indonesian. Judging from the distance between the houses here, it's quite far."

Community 9: "Our interactions generally use Bugis language. Often interact with neighbors around the shops we often visit. It rarely happens in homes because the distance is quite far."

Community 2: "I only understand Bugis language. Usually, I speak Bugis when chatting at home, and sometimes also at work. I speak Bugis more at work because I usually work until the afternoon."

Accessibility

Education Department: "In terms of accessibility, Pujananting District has areas that are somewhat difficult to reach. The distance from the village to Barru City/Regency takes around 3 hours. Access and transportation are inadequate, so people have to wait 2-3 days to go to the market because transportation is limited. In one week, people can only leave the village 1-2 times using car transportation. This is caused by low mobility and many damaged roads. "Many schools in Pujananting District

experience problems with access to telephone and internet networks."

Community 12: "From my observations, most of the roads in Pujananting District are still clay, some are potholed and uneven. This is because the geographical conditions of Pujananting District are hilly. There is no school transportation in Pujananting District, while transportation from village to city is available but very rare, namely only once a week. The available educational facilities in Pujananting District are quite complete, namely there are elementary and middle schools in each sub-district/village. "However, for the SMA/SMK level there are only 1 vocational school, the rest is outside the sub-district."

Community 7: "While teaching here, educational accessibility here is still difficult. Many of the roads are damaged, potholed and hilly. This condition gets worse when it rains heavily because the roads become muddy and prone to landslides. If you look at the mode of transportation, many elementary school students here walk. There are also those who are accompanied by their parents. Middle and high school students usually bring their own vehicles because of the long distance. There is no public transportation here that operates every day. School facilities here are still limited, especially the internet and learning support media. We only use conventional learning methods."

Community 11: "In the past, when I was at school, elementary and middle school were not a problem because they were close to home. However, for high school, because of the distance in the sub-district city, I lived (boarding) near the school. Indeed, road access is very inadequate here, plus transportation is not available. "As a result, many children who come from the mountains do not continue their education, and coupled with the economic factors here, school-aged children stop their education."

Community 6: "Accessibility to schools here is still difficult. The road is still dirt, hilly, and prone to landslides if it rains heavily. I use a private vehicle to go to school because there is no public transportation in the morning. The internet is also not available, so I study in class with textbooks. However, the internet network in the sub-district city center can be accessed. However, the downside is that there used to be a shortage of teachers at my school, so one teacher usually taught two different subjects."

Social Environment

Education Department: "Based on my observations, the social environment of the children there has a big influence on their attitudes and character. They often hang out with peers who are not in school and friends who are older than them. This can cause them to be influenced not to go to school because they see their friend's earning money by working odd jobs. Apart from that, they are also influenced by the invitation of friends who are

already making money by not going to school. Many cases like that have happened there. The biggest obstacle is early marriage, especially for women. Many girls drop out of school because they marry at an early age. Based on my observations, there are quite a lot of cases of early marriage in this area. To anticipate this, the school approaches children, and their parents. The school gave the understanding that it was better to continue school first. However, the decision to continue school or not remains in the hands of the parents. Many parents accepted this suggestion and sent their children back to school, but there were also those who refused. Most children who marry at an early age come from families with poor economic conditions. This is because their parents think that by getting married, their children will have a better life."

Community 8: "Here, I see the social environment between students and the environment outside of school where these children socialize with parents who are not in school. As a result, their character and behavior are almost the same as that environment. They often receive invitations not to go to school. Many people skip class, claiming to be helping their parents in the fields, even though they are not. We cannot force them to survive here, because the will and character of their environment has taught them that. Only children who really want to go to school stay at this school."

Community 9: "In the past, I stopped going to school because I helped my parents in the rice fields. After getting married, my desire to go to school faded because of the many burdens I had to bear. Finally, I decided to stop."

Community 10: "In the past, I just followed my friends at school during their harvest season. The reason is to help parents in the rice fields. I do too, even though it doesn't match the truth. Sometimes, if necessary, I just help people in the rice fields. There, I was given wages. Over time, I avoided school because I had difficulty being asked to think and preferred to work."

Based on the table 1, the socio-economic conditions of the people of Pujananting generally follow the pattern of rural communities, the majority of whom work as farmers. From the previous explanation from the results of the interviews that have been presented, it was found that the people of Pujananting, from a social perspective, have the mindset of village people with economic priorities and social status. We see that the emergence of these priorities is not only due to intrinsic individual factors but also extrinsic factors. On the economic side, researchers describe the economic level of the people of Pujananting District as still classified as middle to lower. This is also triggered by the productivity of agricultural products which is not supported by land capabilities in the area such as rain-fed agricultural systems and peanut planting. This fact is supported by the harvest period which can only be done once a year. Low productivity followed by the absence of public transportation to transport agricultural products combined with a lack of agricultural innovation in the people of Pujananting District is the answer to their low level of income.

The social interaction factors that occur in the daily lives of the people of Pujananting District can be described by the style and language used in daily activities [22]. The people of Pujananting District speak more strongly Bugis and are less proficient in Indonesian. This happens when researchers conduct interviews with people who are their informants who find it difficult to absorb what is asked and need help in communicating. If you look at their daily activities, social interactions occur when they work or after they work in certain places such as shops. This is because the distance between one house and another is quite far. Looking at interactions at school, the expressions of the teaching staff who had taught in Pujananting District were that they experienced difficulties in providing learning materials because they were not familiar with Indonesian, so the teaching staff adjusted to the students' conditions. From the speech and manners shown at school, they considered that their speech and manners followed the style of adults and were considered inadequate for their age. They argue that perhaps this is due to their social environment and their parents' level of education (parenting style) which shapes their personality.

Seen from the accessibility factor, there are several important points that are discussed in the research results found in the field, including distance, transportation, road conditions and school infrastructure [23]. The distance from the village to the center of Barru Regency takes quite a long time, namely 3 hours. This distance is not only the distance traveled but the availability of transportation accompanied by road conditions that are far from the good category. Public transportation in Pujananting District to the sub-district center and district center is almost non-existent, so sometimes the people of Pujananting District only leave the village 1-2 times a week and even then, it is not public transportation but private transportation. The mobility of the people of Pujananting District is also hampered by poor road conditions such as dirt road surfaces, lots of holes in the roads, winding and steep terrain, muddy roads and prone to landslides when it rains. Regarding social environmental factors, the people of Pujananting can be said to be diverse but not controlled [24]. The reason is because the people of Pujananting District socialize and communicate with various community backgrounds ranging from the old, the young, those attending school and those not attending school. Researchers see that the influence of the social environment of the Pujananting District community has a big effect in the occurrence of educational discontinuity. Several informants interviewed said that they were tempted by the invitation of their friends where they usually gathered, and these friends had a lot of money. Invitations like this will slowly influence their psychology to participate because as previously discussed, the people of Pujananting District have a lower middle economic background.

4. Conclusion

Intermittency education that occurs in Pujananting is a phenomenon that often occurs in remote areas. From the research results, we can illustrate that the factors causing discontinuity consisting of socio-economic conditions, social interactions, accessibility, and the social environment are related to each other. These factors are interrelated and influence the tendency of people in remote areas such as Pujananting not to continue their education. It is felt that the efforts that have been made by local governments, especially the education department, to improve the gaps that occur in remote areas have not been optimal, so there needs to be targeted synergy and collaboration to reduce the phenomenon of educational intermittency that occurs in remote areas.

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