

The Urgency of 9 Years Compulsory for the Society

Komarudin^{1*}

¹ Darul Falah Islamic High School, West Bandung; komarudin@staidaf.ac.id

ABSTRACT

This research aims to describe the urgency of 9 years of compulsory education for the society in Pasir Bungur Village. The method employed was qualitative method by using descriptive analysis. Data collection was the form of observation, interview, and documentation based on the researcher's scientific considerations. The research employed triangulation (observation, interview, and documentation) to increase the credibility of the research's results. The results of the research showed that there were 5 obstacles inhibited factors in the realization of the 9 years compulsory education program for the society in Kampung Pasir, there were; (1) Low educational qualifications of parents; (2) low family economic capacity; (3) the location of the school is far from where the society live; (4) lack of public transportation that can take students to school locations; and (5) social environment. The efforts made by the researchers were to make an attempt to socialize it through the closing of Community Service Students (KKN) ceremony namely group 8 which was attended by the local community and the village government.

Keywords: Compulsory Education, Government Programs, 9 Years

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INTRODUCTION

Education is a human right (Hendek, 2022), aside from an individual's socioeconomic status. The government took this into consideration in 1995, issuing a 9-year compulsory education policy through the decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0306/U/1995 concerning the Implementation of Compulsory Basic Education (Zulfikar & Fathinuddin, 2023). This verse determines the minimum standard of education that must be completed by Indonesian citizens, namely 6 years of primary school and 3 years of secondary school. In fact, in 2012, Indonesia, the province of West Java, issued a 12-year compulsory education policy that states that citizens of the Republic of Indonesia are required to continue education up to high school level. Then, as a continuation of the 9-year compulsory education program, the Central Government launched the 12-year compulsory education program, better known as Universal Secondary Education (PMU), in 2012. The legal consideration for this PMU program is Minister of Education and Culture Regulation No. 80 of 2013. This program is intended to maintain the continuity of successful implementation of the 9-year compulsory basic education program while simultaneously preparing Indonesia's golden generation in 2045 (Subarkah & Salim, 2021).

This is proven by the government's policy of providing School Operational Assistance Funds for each school in order that schools do not charge or take tuition

fees from students (Almalky & Alwahbi, 2023; Anderson et al., 2021; Rhamadani & Solfema, 2023), such as monthly registration fees and even exam fees. There are still numerous educational institutions that demand institutional fees from students, either for monthly registration funds or even exams (Romlah et al., 2023). Even though they receive BOS funds from schools, this is one of the reasons why the school dropout rate is still high in Indonesia.

Due to the many complaints, the Education Office, the Representative Council, and the government are in agreement to estimate that schools could run Minimum Service Standards (SPM) without having parents pay tuition fees. In early July 2005, the School Operational Assistance Fund (BOS) began to be launched. Initially, BOS were budgeted and managed by the official office. The process is running smoothly even though there are still violations and irregularities committed in several schools. The teaching and learning process can now run normally (Sari et al., 2024). A report from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) shows that there are 75,303 children who dropped out of school in 2021. The number of children who dropped out of school at the elementary school (SD) level is the highest, at 38,716 students. The number of children dropping out of school at the elementary school level decreased by 13.02% from the previous year. In 2020, there were 44,516 children who dropped out of school at the elementary school level. Then, the number of children who dropped out of school at junior high school (SMP) level was 15,042 people. This number increased by 32.20% from the previous year, which was 11,378 people.

Next, as many as 12,063 children dropped out of school at the vocational high school (SMK) level. This number decreased by 13.53% compared to the previous year, which had had 13,951 people. Meanwhile, as many as 10,022 children dropped out of school at the senior secondary school (SMA) level. This number decreased by 27.90% from 2020, which was 13,879 people. It means that the number of children dropping out of school has tended to decrease over the last six years. A decline has been seen since the COVID-19 pandemic occurred in 2020. However, the dropout rate for elementary school (SD) students remains the highest in three consecutive years. This is a significant issue that should be taken into consideration by scholars and the government. The government believes that the success and continuity of national development are highly determined by human resources, which are the main actors in national development activity itself. The presence of intelligent, educated, and moral human resources will determine the quality of this nation in the future and will show where this nation is.

Tabel 1. Decreasing rate of children dropping out of school

Level of Education	2020 Dropouts	2021 Dropouts	Change (%)
Elementary School	44,516	38,716	-13,02
Junior High School	11,378	15,042	32,20
Vocational High School	13,951	12,063	-13,53
Senior Secondary School	13,879	10,022	-27,90
Total Dropouts	83,724	75,303	-10,06

Compulsory education in nine years of basic education for numerous societies is not a contemporary issue for the society of Indonesia. Socioeconomic status and the distance between schools and homes are not obstacles for the people who live in urban areas. This is due to the fact that either private or public schools are provided. The economic ability to pay for children to continue their education and awareness of the importance of education for a child are two factors in the high level of urban society's continued education. On the other hand, it is mandatory to study for 9 years for the children living in villages where getting to their area can only be reached by two-wheeled vehicles or even on foot. This mandatory nine years of study feels very difficult, apart from the distance. Their children travel more than 10 kilometers, and there is no public transportation to take them to school. Aside from the distance from schools, this mandatory nine years of study becomes a barrier and a challenge for both the children and their parents (Pache et al., 2023). For the children who live in rural areas, state school are still highly limited. A private school is also established, but the parents cannot afford the tuition fees. Thus, this issue becomes a concern for either parents or children from rural areas. Considering the distance and tuition fees, children tend to stay at home and decide to work in the rice field with the assistance of their parents.

Therefore, the implementation of the compulsory education program encounters several serious obstacles and problems, especially for children who live in villages or rural areas and have middle- to lower-income capabilities. Thus, it should be planned in such a way that government programs in terms of success in compulsory education for society can be right on target so as to produce individuals who have high educational qualifications and have noble scientific values with noble morals and make the Indonesian nation a developed nation in the future.

METHOD

Research conducted in Pasir Bungur Village, Neighborhood 1, Dusun 10, Ranca Senggang Village, Sindangkerta District, West Bandung Regency, from August to September 2022, is a study that aims to collect in-depth data and information regarding a particular topic or phenomenon in the region. This research uses a qualitative approach that focuses on collecting descriptive data through observation, documentation and interview methods (Miles et al., 2014). 1) The first stage of observation, the researcher directly observes the situation and conditions in the field to obtain authentic and relevant data. Observations are carried out to understand the environment, behavior and interactions of local communities. 2) Second, documentation, researchers collect and analyze documents related to the research topic, such as archives, notes and official reports. Documentation helps strengthen findings from observations and interviews. 3) Third interview, the researcher conducted interviews with key informants or parties who have knowledge and experience relevant to the research topic.

Interviews were conducted in depth to obtain detailed views and information. The use of these three methods aims to increase the validity and reliability of research findings (Juusola, 2023). Validity relates to the extent to which a research instrument measures what it is supposed to measure, while reliability relates to the consistency of research results if repeated measurements are carried out (Bowen, 2009; Cypress, 2017;

Lambert & Lambert, 2012; Nasir, A., Shah, K., Sirodj, R. A., & Afgani, 2023; Westbrook, 1994). Apart from that, Real Work Lecture (KKN) activities carried out by STAI Darul Falah Group 8 students in the area were also part of this research. KKN usually involves students in social projects or community service, which can also provide additional data and information for research. This KKN activity is carried out in the same period, namely August to September 2022, and can provide practical insight and direct contributions to the local community.

RESULTS AND DISCUSSION

The 9-year compulsory basic education program is one of the programs promoted by the national education department. The 9-year compulsory basic education program requires Indonesian citizens to attend school for 9 years at the basic education level, namely at grade 1 of elementary school (SD) or Madrasah Ibtidaiyah (MI) to grade 9 of Junior High School. The learning age in the 9 years compulsory education program is Indonesian children aged 6-15 years. Six years to thirteen years, for elementary school age and thirteen to fifteen years for middle school age. These Indonesian children consist of men and women, both rich and poor, both in cities and villages as well as in remote/inland and border areas. The 9-year compulsory basic education program is intended to increase people's access to higher quality education (Hardiasanti & Trihantoyo, 2021). In addition, the 9-year compulsory basic education program is intended to increase people's access to education and improve the quality of education within the framework of equal distribution and expansion of educational opportunities. This 9-year compulsory education program is a positive step to overcome the nation's education problems. However, the compulsory education program implemented in Indonesia does not yet have legal consequences due to lack of funding. If the government is able to implement it with all the consequences, of course this program will be accompanied by threats of punishment for those who violate it, *"Even though this program is called compulsory education, in reality the government has not been able to provide legal sanctions for parents who do not send their children to junior high school"*. The 9-year compulsory education program is based on basic education for all, which essentially means providing equal access to education for all children. This is in accordance with the principles contained in the UN charter on human rights, on children's rights and on children's educational rights and obligations (Nasrah & Zubair, 2022). Through the 9 years compulsory basic education program, it is hoped that we can develop attitudes, knowledge and basic skills that all citizens need to have as a provision to be able to live a decent life in society and to be able to continue higher education either at an institution school or out-of-school education.

By having compulsory education, they will be able to live their lives and face life in society. Therefore, the target of implementing 9 years of compulsory education is not to achieve the maximum participation rate target, but the same attention is also shown to improve the quality of basic education which is currently still far from national standards. In order for this target to be realized optimally, it is necessary to ensure continuity in the implementation of elementary/MI and SMP/MTs education as well as equivalent educational units with regard to the various supporting educational components. According to PP No. 47 of 2008 chapters III article 3

concerning the implementation of compulsory education, it is carried out in formal, non-formal and informal education channels. The implementation of compulsory formal education is carried out at least at the basic education level which includes elementary, MI, SMP, MTs, and other equivalent forms. The implementation of compulsory education on non-formal channels is carried out through the package A, package B programs (Rahmawati et al., 2021). The implementation of informal compulsory education is carried out through family education/environmental education. The implementation of nine years of compulsory education for the people of Pasir Bungur Village, RancaSenggang Village, Sindangkerta District, and West Bandung Regency has encountered several obstacles, as follows: Low educational qualifications of parents, a low family economy, the distance of the school, a lack of four-wheeled public transportation, and an unsupportive environment.

The Urgency of 9 Years of Compulsory Education

Long before the Unitary State of the Republic of Indonesia became independent, the country's intellectuals realized how significant education was since education is an effort to improve the quality of human thinking. Since the beginning of independence, the founders of this country (the founding fathers) have been committed to fulfilling the human rights of society in order to obtain education. As stated in the preamble to the 1945 Constitution, the national objectives state that they enrich the life of a nation. Which is constitutionally manifested in Article 31 of the 1945 Constitution, paragraph 1, which states that every citizen has the right to receive instruction, while paragraph 2 emphasizes that the government should strive for and implement a national teaching system. Following this article from 1945 Constitution Article 31 Paragraphs 1 and 2, Republic of Indonesia Law Number 20 of 2003 concerning the national education system was created. Therefore, the aim of national education is to develop abilities and form a dignified national character and civilization in order to make the life of the nation intelligent and to develop the potential of participants in order to become a human being who believes and is devoted to God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen.

Various studies in a number of developed countries have proven that education has a crucial role in national productivity, whereas according to Muhibbin Syah, who refers to the thoughts of Jean Piaget and L. Kohlberg, education seen from a psychosocial perspective is an effort to develop human resources through the process of interpersonal relationships that takes place in an organized community environment, in this case, the educational community and the family (Romlah et al., 2023). The functions of implementing the 9-year compulsory education program are (1) To create an intelligent nation because it is intended for all citizens without distinction between religious groups, ethnic groups, or socio-economic status; (2) Preparing the future industrial workforce through developing basic learning abilities and skills can support the creation of equal opportunities for further vocational and professional education; and (3) Fostering mastery of science and technology because, through compulsory education, it is possible to expand the selection mechanism for all students who have extraordinary abilities to continue to a higher level of education that is less open. Referring to PP number 29 of 1990, it could be seen that there are two

targets to be achieved. The first is the provision of basic abilities that can be developed through life. The second is the basic abilities required to continue education at a higher level (Corral-Granados et al., 2023).

Inhibiting Factors in Optimizing the Implementation of the 9 Year Compulsory Education Program

Child labor occurs due to various reasons which are generally interrelated. Factors causing the emergence of child labor include: poverty, low education, the development of the informal economy, the low costs incurred by employing children compared to employing adults, the absence of worker organizations in the informal sector, and the existence of customs or social systems that allow children to be involved in work (Unique, 2023). from an early age. stated that the family is an economic unit where meeting needs is greatly influenced by external and internal conditions, including determining the size of the workforce in the household. The internal conditions of the family include, among other things: the size of the family's responsibilities, the income of the head of the family, consumption needs, and so on (Saragih et al., 2024). This internal situation also influences the entry of family members into the world of work to earn a living so that the family's needs are met. This shows that entry into the workforce is also determined by household conditions.

Socioeconomic conditions are the background for children entering the world of work. Children work to help the family's economy with the aim of achieving prosperity. The level of welfare can be influenced by external factors and internal factors of the family itself. This gives rise to several factors that cause children aged 9 years to work or drop out of school as follows:

1. Parental Education

Parental education certainly has a significant contribution to the sustainability of children's education (Yudono, 2024). Referring to Islamic religious belief, a mother, as a symbol of parents, should be "a teacher" for their children. How a mother and father become Madrasatul Ula for their child if the mother and father do not have sufficient knowledge and have never been involved in the world of education. Then, the enthusiasm for fighting for education for their children will decrease. Motivation to keep children on the educational path will be minimal, while the responsibility for continuing education is the main responsibility of parents towards their children (Surawardi & Ihsan, 2024). The family environment is the most important because most of a child's life is in the family, so the education that most children receive is within the family. The family is of course the first place to socialize their children's lives. Mothers and fathers are the first people with whom children have contact and the first to teach children as they live with other people. Until children enter school, they spend a lot of time in the family unit. Therefore, the mandate of being a parent in educating children is very heavy if examined further.

2. Economic Capability

There are several needs parents must prepare to provide sufficient funding for their children in the world of education, such as new shoes, bags, books, school registration fees, monthly fees, as well as costs for going to school every day. These needs become a concern for parents who live in rural areas whose socioeconomic status is low. Parents need to consider the cost of having their children study at school.

Furthermore, the parents also need to be concerned about living costs, such as providing sufficient food for the family members (Dickerson et al., 2023). One thing that can influence learning outcomes is the economic condition of parents. These factors can have both positive and negative impacts on children's education. This statement is supported (Attfield, 2021), he provides the following regarding the economic influence of education: 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, control self, personality, intelligence, noble morals, and skills needed by oneself, society, nation and state. In this case, it is certainly hoped that children in Indonesia can experience education from an early age. However, due to family economic factors, not all children can experience education.

The economic level of parents is one factor that has quite an influence on learning outcomes. If parents' socio-economic status supports them to meet family needs, then children can focus on school. While the parents' economic situation is not able to meet the family's needs, sometimes children are also forced to help their parents work for the family's needs. This of course can disrupt the child's activities, because he has to divide his time between work and school (Antika et al., 2022). The ability of material support provided to students by parents depends on the socio-economic status of the student's parents. The higher the parents' economic status, the more positive their attitude towards education, while families with low economic status tend to view education negatively. With a high parental economic level, parents can meet all their children's needs, especially education, such as stationery, school uniforms, and providing tutoring outside of school, whereas parents with a low economic level are more limited in meeting their children's educational needs.

Equalize opportunities to obtain education, in the following ways: a) Efforts to improve the economy or family skills for productive economic endeavors. Social safety net (HPS) scholarships, foster parents, exemption from school entrance fees, reduction in school fees and other forms of subsidies. Apart from that, it is necessary to build cooperation with entrepreneurs to participate in the education sector. b) Affective education needs to be improved programmatically, not just instantaneously. c) Efforts in coaching, providing practical knowledge that follows developments or changes over time through guidance and training at social institutions or out-of-school education such as Karangtaruna. d) Efforts within the school environment to improve the quality and quantity of teaching and learning facilities and infrastructure in remote areas. The current development of the national education system has been confirmed in Law No. 20 of 2003, so it is hoped that the direction of development carried out by the Government in an effort to make the nation smarter can be emphasized. e) Efforts within the community to improve the quality of educational services by opening alternative and non-formal educational pathways (such as skills courses) so as to enrich a person's abilities or qualities (Andila, 2023).

3. School Location

Location describes the affordability, development and progress of a region in relation to other regions (Satariyah & Nandar, 2022). Low affordability will make it difficult for an area to achieve progress, conversely the easier the area is to reach, the easier it will be for that area to experience progress. From this understanding. It is clear that the long distance between home and school greatly influences interest in

continuing school. The distance traveled from home to school is quite long, more details can be seen in the following table.

Table 2. Responses related to the distance from home to school

Distance from Home to School	SD		SLTP	
	F	%	F	%
<1 km	2	5.9	0	0.0
1-1,9 km	3	8.8	0	0.0
2-4,9	18	52.9	1	2.9
>5 km	11	32.4	33	97.1
Amount	34	100	34	100

As many as 52.9% of the distance from home to elementary school was between 2-4.9 km and 32% with a distance of >5 km. Meanwhile, the distance from home to junior high school is 97.1% more than 5 km. Low affordability will make it difficult for an area to achieve progress, conversely, the easier the area is to reach, the easier it will be for that area to experience progress. Long distances from home will be difficult to achieve and require a lot of money. From the understanding above, it is clear that the long distance between home and school greatly influences interest in continuing school.

Indonesia is one of the countries that has a large area compared to other countries. Community governance that is not yet optimal causes population distribution to be uneven. There are numerous societies that have decided to live in the city due to access to education, entertainment, purchasing facilities, and other necessities of life. However, there are few societies that choose to live where they were born in rural areas (Riyanti, 2024). This causes the community to be distributed unevenly. It is still found in society that people who live in one area with only 5 to 6 houses are 1 km away before they find another resident's house. In rural areas, the distance between home and junior high school is more than 10 km, which makes it difficult for students of their age to walk on foot to school. This phenomenon leads to the decision to discontinue studying at school. However, the existence of educational institutions that are far from where they live demands that the children end school.

4. Public Transport

According to the Minister of Transportation's Regulation No. 15 of 2019 concerning the implementation of special public transportation for individuals using public motorized vehicles with yellow plates on public transportation route points, this means that transportation with yellow plates can be used. Public transportation is organized in an effort to meet the need for safe, comfortable, and affordable transportation. This is also one of the efforts to reach educational institutions so that students can go to school (Asisdiq & Side, 2021). This is in line with the contents of Law Number 22 of 2009 concerning road traffic and transportation, Article 138, Paragraph 1 (President of the Republic of Indonesia 2009). According to the Minister of Transportation's Regulation No. 15 of 2019, rural transportation is transportation from one place to another within a district area that does not intersect with urban transportation routes. The school transportation service has the characteristic that it is only intended for students, even though the stops are predetermined stopping places and use transport vehicles based on the Director General of Land Transportation's regulation number. SK.967/AJ.202/DRJD/2007.

Transportation facilities are also a factor preventing children from continuing to junior high school. The means of transportation used for school activities are mostly on foot. Up to 82.4%. More details can be seen in the following table.

Tabel 3. Transportation facilities to school

Transportation to School	Frequency	Presentation
Motorcycle	2	5.9
Bicycle	4	11.8
Gig	0	0.0
Walk	28	82.4
Amount	34	100

Source: (Nabilah & Jinan, 2024)

As many as 82.4% have to walk for school activities, 11.8% ride bicycles and 5.9% use motorbikes. There is relatively little transport coming from one place to another, which hampers the implementation of the nine-year compulsory education.

5. Environment

Different social and environmental conditions in each place will influence a person's behavior and discipline because a person's behavior and discipline are a reflection of the environment in which an individual lives (Atikah, 2024). The social environment is divided into three places: the family environment, the school environment, and the community environment (Mutaqin et al., 2024). The social environment is an environment that cannot be separated from a human's life because, without support from the environment in which an individual lives, one cannot regularly develop his or her potential (Alfaro et al., 2024; Ammar et al., 2024; Karliani & Triyani, 2021; Pastor et al., 2024; Suherman, 2022). In improving the quality of community education, the social environment is one of the most crucial factors that will influence the continuation and sustainability of a person's education. An educated social environment will encourage someone to continue their education so that they can survive in social life, and vice versa.

CONCLUSION

The urgency of nine years of compulsory education for the community in Pasir Bungur Village, Ranca Senggang Village, Sindangkerta District, West Bandung Regency, has encountered several significant obstacles. Several of the obstacles encountered are: 1) the low quality of parental education; 2) low family economic capacity; 3) school locations that are far from where the students live; 4) a lack of public transportation; and 5) an unsupportive social environment. One of the efforts made by researchers as community service at that time was to socialize the significant 9 years of compulsory education for children since it is believed that education can improve the quality of human life. This activity was carried out in collaboration with students who carry out KKN in the area at the closing ceremony. This activity succeeded in bringing village residents and the local government into consideration of the urgency of nine years of compulsory education.

This research can reveal the needs and problems faced by the community in Pasir Bungur Village, Hamlet 10, Ranca Senggang Village, Sindangkerta District. The research results can be used to design more targeted social programs, such as education, health or economic empowerment programs that suit local conditions and needs. This research can enrich academic literature and contribute to scientific

knowledge in certain fields of study. In addition, the methodology used in this research can be a reference for other researchers who wish to conduct similar research in other areas or in different contexts. Thus, this research not only provides scientific insight but also has a direct and real impact on society, policy, and academic and professional development.

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