

JUNIOR HIGH SCHOOL STUDENTS IN REMOTE AREA: LEARN AND HELP PARENT DILEMMA

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Abstract: More than half of Indonesia's state schools are located in rural areas and some of them in remote areas. The Department of Education and Culture is committed to ensuring that all students, no matter where they live, have access to a range of high quality education and training programs delivered by a well-prepared and professional teaching workforce. Efforts through compulsory basic education program to one roof junior high school (JHS). However, to improve the quality of education services in many remote areas many challenge. A tough challenge is the culture of parents who claim their children to help them to work, while their children have an obligation to learn to school. Through case studies in one roof JHS in a remote area, concluded that students faced with two difficult choices that go to school to learn and help their parents. Both should be executed, so that the learning outcomes in schools can not maximally. Therefore, the task of the teacher is not enough just to teach in schools, but also to change the culture of parents in seeing and perceiving the child.

Key words: junior high school, students, remote areas, learn, help parent

However, improving the quality of education for one roof JHS in remote areas that many obstacles. Barriers can be seen as a challenge because of its many related to external factors. The challenge that is considered the weight comes from the culture and the demands of parents caused by poverty. Poverty is characterized by low economic status of parents make their perception of less considers it important to education, and on the contrary the most important works. This was concluded based on the results of a number of studies showing that improving the quality of education in remote areas face many obstacles and challenges, including: (1) the parents financial and economically weak / poor, (2) social and cultural lack of support, (3) lack of educational facilities, (4) qualified teachers are reluctant to teach in rural areas, (5) the geographic location is difficult to reach, (6) lack of information, and (7) the aspiration towards education is less because of the perception of the community / parents who think education is less important (Atchoarena and Gasperini, 2003; Ulfatin, et al, 2010; VAGO, 2014).

This paper contains a description of the profile of one roof JHS students in remote areas that face challenges in learning. The challenge comes from the many neighborhood parents who have two effects: first the students become dilemma in making decisions priorities between learning and help parents and two teachers are required to make learning appropriate to the needs of students.

RESEARCH METHODOLOGY

This study is qualitative research by case study that refer to Yin (2003). Through study was explore how to sociocultural factors, such as students' background, social interactions, and classroom structures, the environmental impact identity and behavior of students. With a qualitative approach (Berg, 2004), researcher can be revealed portrait of everyday student life, especially showing the customs, values that are believed and perceived in every action. This study starting from a meeting of researcher with a teacher in one roof JHS in a remote area, about 25 km from the city of Malang, East Java, precisely in Karangploso district. Based on an initial interview, it was revealed that all

students in one roof JHS come from economically disadvantaged families, so for their parents to be part of the backbone of the family. An initial meeting with the teacher happens to the early 2013's, then continued with subsequent meetings intensively to principals, teachers, students, parents and the surrounding community.

Through in-depth interviews and observations to participate in the school environment and residence of a student for several months, found a pattern of life that is interesting to discuss. The informant are involving a student in grade 7 as the subject, the family members, especially parents and brother. In addition, teachers and peers are also involved in an attempt to triangulate checking the validity of the data (N = 8). Strengthened by direct observation of the daily life of students when at home and at school, then their profile can be understood more clearly. With interactive analysis, it can be described how students face two choices equal weight, namely on the one hand they have to go to school to learn and on the other hand they must help parents to work.

RESULTS AND DISCUSSION

The following findings are focused on the experiences of a student at home and school environment. The results are organized around two themes. The first theme focuses on the external challenges that must be face a student, including the environmental identity and background at the beginning and after of the study at school are shown in the form of students' everyday. The second theme for describing the role and duties of teachers in the face of these challenges.

Two options in students everyday

How heavy the burden of life should be lived student named Pipit (P). P was 13 years old. At the time of this study, she was in the 7th grade one roof JHS in remote area. Born as the first child of three sisters farm worker families, P become part of the backbone of the family. "Before going to school, I had to take care of and clean the chicken coop", P said in an interview (I. 11.21.2013). P was given the responsibility of keeping the 14 chickens at home. In addition to caring for livestock, P also had to cleaning the home environment and occasionally she help cook rice before going to school. That morning activities undertaken by P. It should help parents work as laborers on the sidelines of his daily duties in school. She attended an average of about 6 hours (a fairly short time for learning activities in schools). Other time (18 hours/a day) is widely used to help their parents, even very little time to play with peers. In an interview P revealed the following:

... I have very little time to play with friends. Poor mother, she should "woman," sister while working. I have to help him clean the house, take care of chickens and sometimes cooking. I also helped my father graze in the fields. Before I went to school, my father had already left for rice (mountain slope) to search for cattle fodder grasses belonging to W (neighbors who have wealth). Mother takes care of smaller kids (age 2 years old) before he was invited to a garden on the slopes of the mountain to pluck coffee (also someone else's) (I. 12.14.2013).

P average waking up early in the morning (around 4:00 am). Peliaraan animal care routine tasks had to be carried out the morning before going to school. According to P, the average peers always have the responsibility of keeping livestock. So also their parents always have chickens and / or goats. Some parents take care of cow or buffalo belonging to their richer neighbor villages and living in the not remote area. If the

schedule for school in the morning, usually P goes to school after taking care of livestock. She has to go to school through a distance of 0-2 km on foot. With road terrain up and down, winding and unpaved, she often comes late at school. The average delay students came at school a quarter to half an hour late from the schedule at 7:00 am, even some students more than an hour late.

From the description above we can say that P (including peers) have a lot to learn at home. Through the hard work that must be done every day at home, she learned a lot affective and psychomotor domains. Even if the references view of Pellegrino (2012), P learned three broad domains: cognitive, affective, and psychomotor 1956 called Bloom's taxonomy of learning objectives. According to Pellegrino, reviews these represent three distinct domains facets of human thinking and build on previous efforts to identify and organize dimensions of human behavior. For example, our intrapersonal domain, like Bloom's affective domain, involves emotions and feelings and includes self-regulation—the ability to manage one's emotions and set and achieve one's goals. Pellegrino said that the measurements it can more specific domains focusing on work-related content.

However, agreed with Pellegrino, that demands to be met by P and peers in the present era, it is not enough if the study on the type of work-related content. We see that reviews these three domains that can be transferred or applied in new situations. This latter dimension of transferable (knowledge) is often referred to in terms of “skills.” Therefore, learning to new situations, the school is to be preferred.

Based on observations at school (O.16 / 12/2013), P goes to class at 7:30 am. She and her classmates instantly receive lessons from teachers. Learning in a class scheduled at 7:00 am, but because almost every day there are students who are late, the class begins at 7:30 am. However, the school still calculating load study hours begin at 7:00 am. In conditions of fatigue of having to walk quite a distance to the difficult terrain and are not accustomed to ate breakfast, P receives lessons with the main source of learning is her teacher. In anecdotal record, some P's friends in the class seemed sleepy before breaks at 9:00 am (O.16 / 12/2013). At the break, P and her friends buy food at the school shop. They buy food at school with the kind of food potluck, so it is not enough to fulfill the nutritional needs required.

School lesson ends at 13:00 pm. After the lesson, P goes to home and arrived at 14:00 pm. According to P, she have to cook first to eat lunch at 15:00 pm (I.16 / 12/2013). After that, she goes back to work to help their parents, sorting coffee beans that have been dried in the sun. According to P, peers others generally help parents to graze in the fields to feed livestock, hoeing (for boys), and pick vegetables, coupled with other home activities, such as sweeping, cooking and washing (for girls). That kind of work usually done routinely every day until late in the afternoon, even until nightfall. At night, P do her homeworks that is assigned by the teacher. If there is no assignment of teachers she doesn't learn. Or if there is task of helping parents until late at night, so she doesn't learn. Therefore, teachers are generally always give homework to students, although not all students always done.

From the description that must be done P and peers at home (before and after go to school), that agreed with Pellegrino, they learned a lot affective and psychomotor domains,

Kemmis et al (2014) said learning as an initiation into other practices occurs without any ‘teacher’ being present: a person simply ‘learns’ by participating in and often by

reflecting on the practice they are learning. In such cases, the distinction between learning and practising may be blurred: the part we call ‘learning’ seems rather like an early stage in a progress towards facility in practising this or that particular practice. How the student (P) make choices of two options everyday is illustrated in Figure 1.

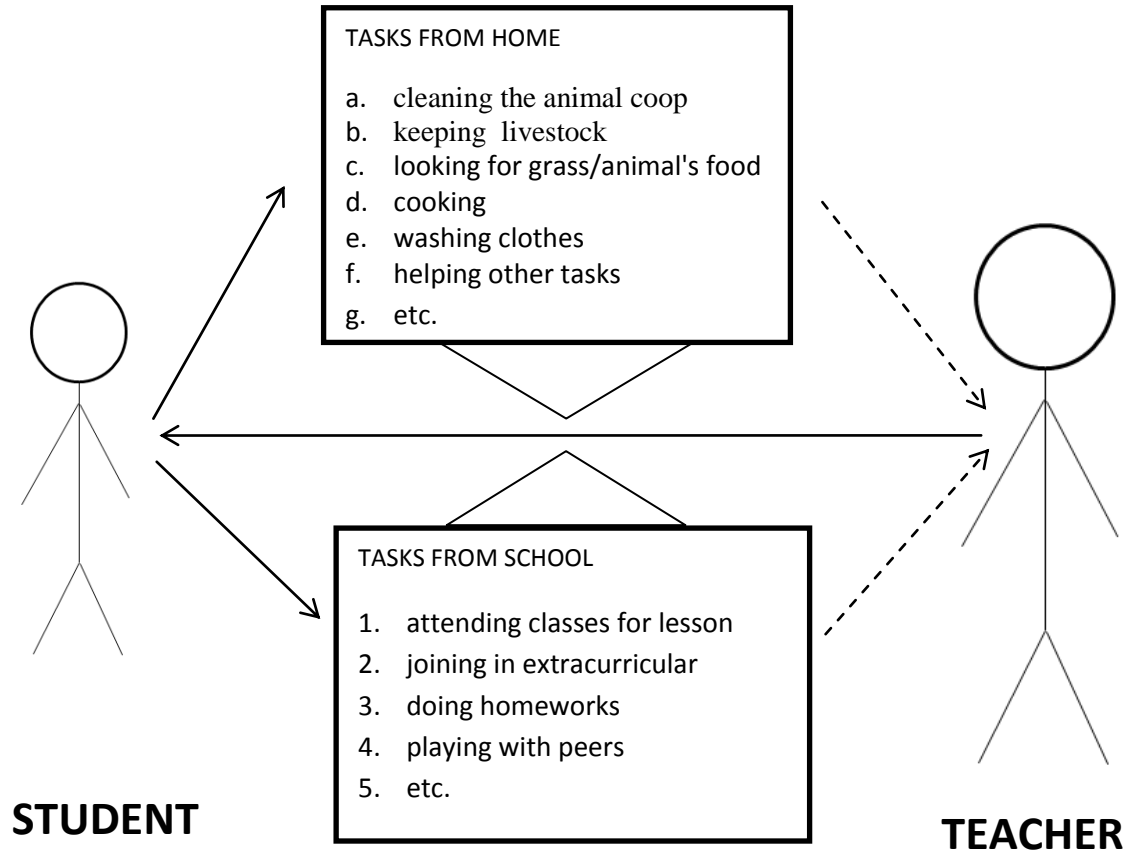


Figure 1 Challenge Dilemma faced by the students that must be attention by teachers

The teacher's role in the face of environmental challenges students

Noting the description of the state of P and her friends in remote areas, teachers in schools should be able to integrated both experience students learned from school and home. Ulfatin et al (2013) mentions that experience students learned from school and home contains a special curriculum-based local content. If the return on the profile P, who is called a good teacher? Referring to the views Pellegrino (2012), a good teacher should be able to make the home environment and the school as a place for learning transfer of knowledge for students. Another case when referring to the school of thought Meier (2013), then the good teachers in this context is the teacher was an extension of a good childhood in the which the young are surrounded by powerful, lively, and interesting experts (for children, adulthood itself qualifies as expertise). Inside the classroom, rarely young people are faced with opportunities to explore options, attend to trade-offs, express opinions, argue over the evidence, weigh priorities, speak persuasively, and persist in tasks and projects that require self-monitoring and collaboration.

The another role and task of teacher who is a motivator that prevents students to not drop out before graduation. This task is very important because the level of truant

students is relatively high, averaging 25% of the total attendance (Ulfatin et al, 2013), and even lead to some students to drop out of school. Student's absences at school generally caused helping parents to work. This happens especially when the harvest season arrives. Another, because they are accustomed to skipping by her parents, although there is no activity that is essential at home. In these circumstances, the teachers visit student's house to encourage them to return to school. If the teacher doesn't visit them, the students will be constantly lazy to go to school, and eventually drop out of school.

CONCLUSION

One roof JHS in remote areas has specificity that needs attention. All students in one roof JHS come from families who can't afford economically. Therefore, students generally become the backbone of the family and do the work with heavy loads every day. In fact, students are adolescence who should receive adequate educations in schools, even the occasional need to play with peers. Those two circumstances make the most out of students not doing both maximally. Therefore, the task of the teacher is to combine the two sources of experience, the experience that comes from the home and experience from school. In addition, another task of the teacher is to motivate students and parents so that students can go to school until graduation JHS.

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