

Strategies to Overcome Educational Backwardness among the Poor in Cikarang

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Abstract:- Educational backwardness among the poor can hinder the creation of human resources who have expertises and skills that are ready to be used to face changes in the work environment. Thus, in this study the authors aim to determine the factors that cause educational backwardness among the poor and strategies to overcome the educational backwardness. The methods used in this research are qualitative and quantitative. Research data processing using SWOT analysis (Strength; Weakness; Opportunity; Threat) and AHP (Process Hierarchy Analysis) using software Expert Choise 2000. The results of this study Indicate three factors that get the highest score are the parents whose jobs are temporary, live in the area for more than 5 (five) years and parents low education. The objective factor that gets the highest score is Weakness and the strategy that gets the highest score is Weakness-Threat, which is to share with parents about the importance of education, share with parents about the ease and cheapness of education, provide information to parents. Regarding government policies related to education and providing additional lessons to children.

Key words: AHP; Education Backwardness; Poverty; Strategy; SWOT.

I. INTRODUCTION

Poverty is a problem that exists in almost every country. In Indonesia, poverty is a problem in the development of the Indonesian nation because it is not only people in remote areas who experience poverty, even in urban areas poverty is very dominant. Urban poor children are threatened with marginalization, exploitation and have no future, this is because they are prone to dropping out of school, do not receive assistance when experiencing academic difficulties, lack of parental appreciation for education, and are forced to work to earn a living. Poverty also has a significant negative effect on completion of education up to junior secondary level. (Indira, 2017)

Education in schools around the poor or remote areas also experiencing problems such as low facilities and infrastructure for teaching and learning needs, low quality of teachers, low welfare of teachers, low student achievement, low opportunities for equitable education, and low relevance of education in daily life. These problems can cause the low quality of education and hinder the provision of human resources who have the expertise and skills to be better prepared to face changes in the work environment, because a

country with a population that has a high level of education will have a rapid rate of economic growth.

In an area that is famous for its industrial area, named Cikarang, the author still finds some poor children with educational backwardness. This is indicated by the low level of public education in the area and there is still a knowledge gap that occurs in some children in the area, which makes their education still lagging behind what should be obtained by children which are equivalent to their level of formal education, as well as the existence of several children who dropped out of school.

II. LITERATURE

A. Poverty

Alleviation according to the Central Bureau of Statistics (2000) in Karini (2018) represents the state of an individual or a group of people who are unable to meet their basic needs, such as food, clothing, shelter, education and health are considered a minimal requirement and have certain standards (Karini, 2018).

Based on this opinion, poverty can be defined as people who are unable to fulfill their basic needs such as clothing, food and shelter properly, and people can be said to be poor if the income of the community is the smallest among the average of other people.

According to Abdullah (2017) the factors that because poverty is:

- 1) Employment
- 2) Human Resources
- 3) Natural Resources
- 4) Government Policy

B. Education

According to National Regulation NO. 20 of 2003 article 1 paragraph 1, education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed for themselves, society, nation and state. It is reaffirmed in Article 6 that every citizen aged seven to fifteen is obliged to attend basic education.

The purpose of education according to I Wayan (2019) is to create humans who have faith and devotion to God Almighty, have a noble character, healthy, intelligent, have feelings, willing and able to work and able to meet needs

naturally, able to control lust, have personality, humanist and cultured.

C. *The Education Backwardness*

The obstacles on national education are mostly caused by the low awareness of education in Indonesia, which causes educational backwardness.

The definition of underdevelopment in the context of education can be seen from various aspects, which are individual, regional, national, global, quantitative or qualitative aspects. Educational backwardness is related to the level of poverty and crime in an area. Educational backwardness not only affects and improve the condition of poverty, but also being the obstacle to the distribution of national welfare. The measure of the success of education in Indonesia is Educational backwardness not only affects and improve the condition oof poverty, but also being the obstacle to the distribution of national welfare national education is able to implement relevant efforts, in terms of the constitutional mandate to educate the nation. How far education brings prosperity to this nation. How far education has succeeded in liberating a person from a circle of backwardness. Those who are less educated, become increasingly uneducated, causing poverty and ignorance to combine as a very strong circle of underdevelopment. Therefore, strategies are needed to break the circle of educational backwardness.

One of the things that can be said of educational backwardness is dropping out of school according to Dalyono (2008) in Merry Elike (2012), educational backwardness is caused by the parent's low interest in education and the factors causing it, are:

1. Level of awareness
2. Economic
3. Socio-cultural
4. Geographical location

Meanwhile, according to Belder (1990) in Merry Elike (2012) the factors causing the parents low interest in education are:

1. Low perceptions of the need to continue to school
2. The efforts to finish the schools seems too heavy
3. Dislike school
4. Situational obstacles (which are beyond the control of the subject)

D. *Strategy Management-SWOT Strategic management*

According to Ilma Fatnurfirda (2012) is the art of knowledge regarding the formulation, implementation and evaluation of decisions in various fields that aim to achieve targets. The purpose of strategic management is to exploit and create new opportunities for the future (long term and to optimize existing capabilities for the future).

SWOT analysis according to Yu'ksel (2007) in Ilma Fatnurfirda (2012) consists of a power analysis Strengths, Weakness, Opportunities and Threats. A SWOT analysis is an analysis that can reveal important factors in a situation.

The steps in making a SWOT analysis so that the decisions obtained are more precise are (Merry Elike, 2012):

1. Stages of data collection, namely evaluation of external and internal factors.
2. After the internal and external factors have been identified, then an assessment of the respondents is carried out on the formulated factors.
3. The analysis stage is to create an internal, external and SWOT matrix. After the internal factors are grouped into strengths and weaknesses and external factors are grouped into opportunities and threats, the next step is to score IFAS-EFAS SWOT elements.
4. In the decision-making stage, to get priority and linkages between strategies, from the results of the IFAS-EFAS scoring SWOT questionnaire for each of these indicators, a combination of strategies is carried out which includes internal-external combinations, namely:
 - a. Strategy Strength-Opportunity (SO)
 - b. Strategy Strength-Threat (ST)
 - c. Strategy Weakness-Opportunity (WO)
 - d. Strategy Weakness-Threat (WT)

E. *Process Hierarchy Analysis*

According to Mutiara Dewi P (2016) AHP is a method intended to be able to organize information and various decisions rationally (judgment) in order to choose alternatives most liked.

The hierarchical model in AHP has three major parts, namely:

1. Goals
2. Objective and sub-objectives
3. Alternatives

There are 4 basic principles of AHP, namely (Merry Elike, 2012):

1. Decomposition
2. Comparative judgments
3. Synthesis Priority
4. logical consistency

An assessment scale of AHP is said to be consistent if the scoring scale on an optional pair of option is not deviate with any other options. Here is the formula that is used to measure the consistency of assessment. To measure the consistency of pairwise comparisons usage ratio is consistent or consistency ratio (CR). Consistency ratio is a comparison of the Consistency Index (CI) with the mean Random Index (RI)

Formula of the Consistency *Ratio* (CR):

$$CR = \frac{CI}{Average RI} \quad (1)$$

$$CR = \frac{(\lambda_{max}-n)}{(n-1)} \quad (2)$$

Where:

- CI : Consistency index (deviation from consistency)
 λ_{max} : maximum eigenvalue
 n : matrix size

RI : random index (consistency index of reciprocal matrix)

Table 1 1. Average RI for various Matrix

Ukuran Matriks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Rata-rata RI	0,00	0,00	0,58	0,90	1,12	1,24	1,32	1,41	1,45	1,49	1,51	1,48	1,56	1,57	1,59

Measures Hierarchy Analysis Steps Process:

1. Define the problem and determine the desired solution
2. Create a hierarchical structure starting with the main objective
3. Create a paired comparison matrix that describes the relative contribution or influence of each element to the objectives or criteria level above it.
4. Defines the comparison of pairs so that the total number of judgments is $n \times [(n-1) / 2]$ pieces where n is the number of elements being compared. The comparison results of each element will be a number from 1 to 9, which will show the comparison of the level of importance of an element. If an element in the matrix is compared to itself, the result of the comparison is given a value of 1. A scale of 9 has been proven to be acceptable and can distinguish the intensity between elements. The comparison results can be filled in the cells corresponding to the elements being compared.
5. Calculating eigenvalues and testing consistency Data collection can be repeated if the results are inconsistent
6. Repeating steps 3,4 and 5 for all levels of the hierarchy
7. Calculating the eigenvectors of each paired comparison matrix
8. Checking consistency of hierarchies

III. RESEARCH METHODS

The method/ design in this study is using mixed methods between quantitative and qualitative.

The population in this study were children aged 7 (seven) to 18 (eighteen) years in RT: 02; RW: 02 Sukamantri Village, Sukaraya Village. This study did not use a sample but used a population because in a - neighborhoods, children aged 7-18 years were only about 30 children.

IV. RESULTS AND DISCUSSION

A. Strength

1. Economy: Revenue equally between the high and the low are strengths for mutual support between people (people with high incomes and low-income communities).
2. Economy: Residential property rights that are not rented are their strength to be able to carry out their own business to improve their economy and also do not need to allocate funds to rent a place to live.

B. Weakness

1. Economic: Parents low education (highschooler only and some are not educated) is a weakness that exists in the area, which makes their economy relatively low

even though some of their income is sufficient. Parent’s education also affects the ability of parents to educate or assist their children.

2. Economy: Parents' precarious work is a drawback for children's education, because if parents do not get enough income, it is likely that the child will drop out of school. In this case, based on the results of research by local people who are in RT: 02 RW: 02, many of them work as washing workers, motorcycle taxis, traders etc.
3. Economy: Eating nutritious food once a week is a drawback, because if nutrition is not fulfilled, the child's intelligence will also decrease. Meanwhile, currently, to be able to pursue higher education, there are many scholarships that can be obtained through personal achievement, but if the child's intelligence level is high enough, the child can still be highly educated.
4. Human Resources: Plans for children's education to the college degree are higher than those for education up to high school or below. But actually, after doing some random interviews, the result was that some respondents wish their children can continue their education to the college degree, but on the contrary, their children had dropped out of school since junior high school. This is a weakness of the education plan for children's education.
5. Human Resources: The ability to provide lessons to children is a weakness because if there mistakes in teaching at school, parents cannot control it so that the children's abilities can be below their age even though they are in school.

C. Opportunity

1. Environment: The number of children aged 7-18 years or less than 2 (two) is an opportunity, because children at that age are the age of taking compulsory education which will require a lot of money. With a small number of school-age children, the chances of children to finish school without any excuse like "there are too many children to pay for school" so that not all children can get the education as they should.
2. Environment: Head of household, most of whom are fathers, is an opportunity in education, because mothers should still be able to support their children.
3. Socio-Culture: Owned facilities such as cell phones are opportunities in achieving children's education. If it is used properly, this will help them to get more information about education. And those who don't have a cellphone can take turns with those who have a cellphone (cellphone).
4. Socio-culture: Having a vehicle is an opportunity because the vehicle can be used to earn income that can be used to pay for children's education.

D. Threat

1. Environment: The number of family members in a family which more than four people is a threat, because it should still be controlled through a comparison in accordance with its economic capacity. Because the greater the number of family member, the greater the

costs that must be spend, especially in this case is education

2. Environmental: Government policies that are actually enforced are not properly implemented by the authorities. Therefore, this is a weakness for one of the environmental factors in children's education. Examples of cases taken are free education fees at public schools and assistance to the poor. This is a threat because if this government policy is not implemented, while the government has allocated funds for this, then one party will benefit while the other party will be disadvantaged.
3. Socio-culture: The length of stay in the area is a threat if the community is not open to new things, because for those who have lived there for a long time, their thinking is still not able to advance by considering dropping out of school is normal because the local community also dropped out of school a lot. Based on this research, almost all of the people who have lived in the area are not open-minded.
4. Socio-culture: Not having sanitary facilities and not having a source of water for sanitary is a threat because it will endanger health so that it can be one of the factors inhibiting students' parents from working or students to go to school. Their daily life, which looks primitive, will likely lead to other primitive thoughts that make them unable to develop.

Strengths, weaknesses, opportunities and threats that have been described can be inputted into the matrix of the *Internal Factor Analysis Summary (IFAS) - External Factor Analysis Summary (EFAS)* education underdevelopment as follows:

Table 2. Matrix IFAS Underdevelopment Education

IFAS	
Excess	
S1	Revenues some people are still Fair
S2	Residential rights
Deficiency	
W1	Low parental education
W2	Parents' work is not permanent
W3	Consumption lacking nutrition
W4	Parents' ability to teach children
W5	Educational plans are not high

Table 3. EFAS Matrix of Underdevelopment Education

EFAS	
Opportunities	
O1	The number of school age children at home is less than two
O2	Head of household, father
O3	Has facilities that can be bought and sold
O4	Has a means of transportation
Threats	
T1	number of family members is more than four people
T2	Government policies that do not work
T3	Living in the area is more than the same as 5 years
T4	Does not have toilet facilities

➤ SWOT Strategy Priority

1. Strategy Priority I: Strategy *Strength-Opportunity (SO)*, namely maximizing the strength that is owned to seize existing opportunities. Priority Strategy II: Strategy *Weakness-Opportunity (WO)*
2. Priority Strategy II: Strategy *Weakness-Opportunity (WO)*, namely fixing existing deficiencies to seize opportunities.
3. Priority Strategy III: Strategy *Strength-Threat (ST)*, namely maximizing the strength possessed by paying attention to existing threats.
4. Priority Strategy IV: Strategy *Weakness -, Threat (WT)* which is to improve the deficiencies that are owned by paying attention to existing threats.

E. Decision Making - AHP

SWOT-AHP data processing is taken from the collected data of respondents according to the IFAS-EFAS matrix in tables 2 and 3 then inputted in the application *Expert Choice 2000* as shown in Figure 1 below:

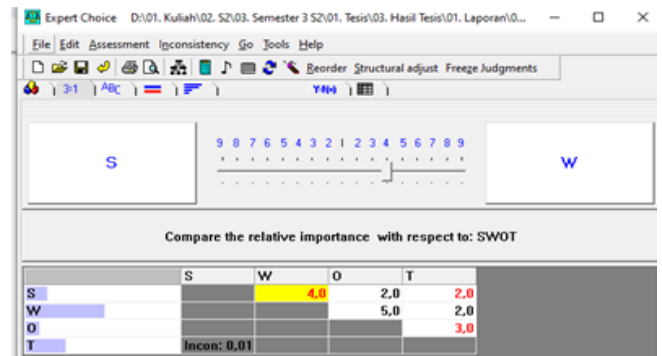


Figure 1. SWOT factor comparison matrix *Expert Choice*

Level of inconsistency obtained for each criterion is less than 0.1 or 10%. So, the results of the analysis of respondents' answers are considered consistent (Merry Elike, 2012).

The next step is a synthesis to determine *Global Priority*. The Detail *Global Priority* of the Expert Choice 2000 results is shown in the following table:

Table 4. *Global Priority*

SWOT Factors	Priority	Global Rank
S1	11,9	3
S2	2,4	11
W1	11,9	3
W2	4,7	8
W3	22,3	1
W4	9	5
W5	2,6	10
O1	1	14
O2	0,6	15
O3	1,9	12
O4	5,1	7
T1	4,1	9
T2	6,1	6
T3	14,3	2
T4	1,9	12 The

Table shows that 3 (three) indicators that influence human resource management among the underprivileged are:

1. Indicators W3 which has a score of 21.5. W3 indicator is the occupation of non-permanent parents which is included in economic factors.
2. The T3 indicator has a score of 13.7. The T3 indicator is the length of stay in the area more than 5 (five) years, which is a cultural factor.
3. W1 indicator which has a score of 12.3. Indicator W1 is low parental education which is included in economic factors.

The strategic priorities can still change due to changing internal and external conditions. Sensitivity analysis which is carried out by comparing the strategy is used to see the priority of the resulting strategy is responsive or not to change. If the strategic priorities do not change, then whatever changes occur, the strategic priorities have a good result. If the strategic priorities change following the changes that occur, the resulting alternative strategies can still change following the changes that occur. The software *Expert Choice* provides an application to perform sensitivity analysis. The following is a dynamic sensitivity graph of the AHP model with software *Expert Choice 2000*:

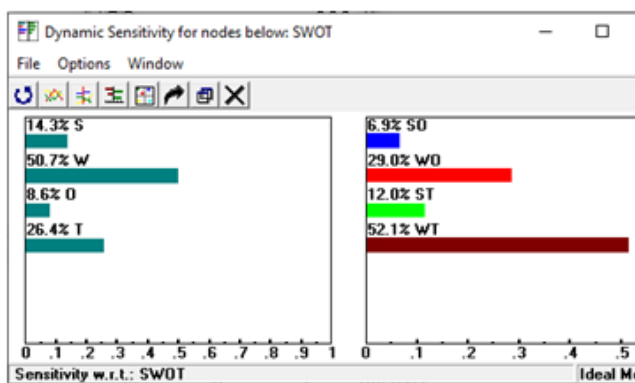


Figure 2. Graph the *Dynamic Sensitivity*

Dynamic Sensitivity shows several alternative strategies, namely WT, ST, SO and SO which are closely related to the main factors, namely S, W, O and T. If the main factor bar on the chart is changed up or down, it can change the performance of the relationship between alternatives and criteria. The results of the sensitivity analysis to strategic priorities using *software Expert Choice* shows that the best strategy priority is the strategy *Weakness-Threat* (WT). WT strategies are:

1. Providing *sharing* to student's parents about the importance of education. This is done because based on the results of interviews with several student's parents, there are still many parents who are not aware of the importance of education, which is in accordance with the educational goals in point B.2, namely according to I Wayan (2019) the goal of education is to create people who believe and have faith. to God Almighty, has a noble character, are healthy, intelligent, has feelings, are willing and able to work and is able to meet needs

naturally, is able to control lust, has personality, are societal and cultured.

2. Providing *sharing* to parents about the ease and cheapness of education because in fact the local community has factors that cause educational backwardness as mentioned in B.3, the factors that affect educational backwardness Dalyono (2008) in Merry Elike (2012) in point 2 (two).) namely the economy, in fact the community does not know that there are scholarships that can be obtained to take a higher level of education and people tend to be pessimistic about being able to send their children to a higher level.
3. Give information to parents about government policies relating to education. This is based on the 1945 Constitution article 31 paragraph 1 (one) which reads "every citizen has the right to education" and paragraph 2 (two) which reads "every citizen is obliged to attend basic education and the government is obliged to finance it".
4. Provide additional lessons to children. This is done because based on interviews with parents of students and direct testing of students, the authors conclude that the lessons given at school are not sufficiently accepted by students.

The graph in Figure 2 shows that the factors S, W, O and T are very consistent because the resulting Inconsistency value is close to 0, namely 0.01 or 1%. Factors S, W, O and T are also sensitive and the one with the highest sensitivity value is W (*Weakness*), namely 0.507. *The weaknesses* in this study are:

1. Parents low education, which is an indicator of economic factors.
2. Parents' plans for children's education are not optimal, which is one indicator of the Human Resources factor.
3. The number of family members is more than 4 (four) which is an indicator of environmental factors.
4. Government policies are not running optimally which is one indicator of environmental factors.
5. Living more than the same as 5 years which is one indicator of socio-cultural factors.

These results prove that:

1. Economic factors affect the backwardness of children's education in accordance with research conducted by Merry Elike (2012) with the title of his research "Factors that cause students dropping out of school in junior high school at SMPN 4 and SMP Taman Siswa Jakarta" which states that economic factors are the main cause of SMP Taman Siswa Jakarta students not continuing their studies.
2. Human resource factors affect the backwardness of children's education according to Abdullah Dueramae's research (2017) with the research title "The Impact of Poverty on Education Levels in an Islamic Economic Perspective". The research states that qualified human resources will be able to manage their household finances so that they can be properly distributed such as saving or investing activities intended for their children's education in the future. In fact, many students' parents are still unable to accompany their children to study

because their parents have low education and still cannot read and write. There are still many parents who do not have a plan for children's education because according to them education is not important, cannot change their lives (unable to bring them out of the cycle of poverty). Some people still know the importance of education but they are still pessimist about being able to send their children to higher education because they do not yet know information about the easy and cheap way of education with scholarships.

3. Environmental factors affect children's education backwardness according to the research of Abdullah Dueramae (2017) with the research title "The Impact of Poverty on Education Levels in an Islamic Economic Perspective". The research states that the government has the responsibility to create the benefit or welfare of the community, which includes the intellectual life of the community through various programs that support people to get education to a high level, especially for the poor who experience difficulties in fulfilling their educational needs. In fact, in the community where the author conducted the research there are still public schools where there should be free school programs from the government but they are still charged for things that are not transparent and there are still people who have KIP (Smart Indonesia card) who should get help but do not get one.
4. Socio-cultural factors affect children's educational backwardness. This is in accordance with the research of Merry Elike (2012) with the title of his research "Factors that cause students to drop out of school in junior high school at SMP 4 and SMP Taman Siswa Jakarta" which states that socio-cultural (community) factors are the main causes of Taman Siswa Jakarta Junior High School students. dropout.

V. CONCLUSION

Conclusions from the results of this study are as follows:

1. Economic factors affect the backwardness of children's education, in this study the indicator in economic factors that receive the highest score is the work of temporary parents.
2. Human resource factors affect the backwardness of children's education, in this study the indicator in the human resource factor that gets the highest score is the ability of parents to teach children.
3. Socio-cultural factors affect the backwardness of children's education, in this study the indicator in the socio-cultural factors that received the highest score was living in the area for more than 5 years.
4. The three indicators that get the most score in the effect of underdevelopment in education for children are:
 - a. Occupation of parents who do not stay
 - b. In the area for more than 5 years

- c. Parents low education
5. strategy that gets the most score is Weakness-Threat, namely:
 - a. Providing sharing to parents about the importance of education
 - b. Providing sharing to the parents about the ease and cheapness of education
 - c. Providing share information to parents on government policies relating to education
 - d. Providing extra lessons to children

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