

Effect of Socioeconomic Status and Family Modernity towards Participation in Supporting Families 9-Year Compulsory Education Program

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Abstract -- This research is motivated reendahnya family participation in supporting the 9-year compulsory education program. Things were related to the participation of families in supporting the 9-year compulsory program is socio-economic status and family modernity. This study uses a quantitative approach, the survey method and path analysis techniques. The variables in the path analysis consisted of exogenous and endogenous variables. Results of research by $\alpha = 0.05$, Indicate that socioeconomic status positive direct effect on family participation ($r = 0.313$), family modernity positive direct effect on family participation ($r = 0.379$), and socioeconomic status have direct impact positively on modernity family ($r = 0.284$).

Indexed Terms: socioeconomic status, modernity family, family participation

I. INTRODUCTION

Development of family life is very dynamic, starting from the change in status of a man and a single woman to be husband and wife. The consequence of these changes is the demands of the role and responsibilities that must be carried out respectively. Similarly, when a child has been present in family life, in addition to its status as husband and wife, they akanmenyandang new status as a father and a mother. According to Prayitno, the concept of family development cycle in the family assumes that there is a high interdependence between members of the family, that the family was forced to change every time there is addition or subtraction of a family member, or whenever the child climbed the stage of growth. Changes that occur for example in terms of roles, disciplines, division of tasks, and adjustments - other adjustments.

As a social group that has the characteristics of living together and tied with a blood relationship and marriage relationship, the family should really be able

to carry out fungsinya. Martono explain at least five family functions, namely: 1) the reproductive function; 2) psychological function; 3) social function; 4) economic function; 5) educational function. Function - a function that belongs to the family must be really executed well as related to the fostering selanjutnya. Hal generation is in line with the views Gilgun and Charton who see that the family is the next generation of container construction.

Associated with the educational function that must be run by a family, of course, parents are not possible to provide education entirely due to various reasons such as busy work and so forth. The presence of another party in the education of the next generation is required. The existence of educational institutions established by the government and private sector will be the answer to the needs of the education of children for every family. Families entrust the education of children meraka at every level of development of the child to the school provided.

In the context of the implementation of national education, government educational path divides into three, namely: formal, non-formal and informal where all three can be complementary. For the implementation of formal education consists of three levels, namely: primary education, secondary education and higher education. As part of the implementation of state responsibility in fulfilling the basic rights of citizens to education, the Government declared compulsory for all citizens Indonesia.

From the various descriptions above, it can be seen that the position of the family as the smallest social institution in which children live and the compulsory school age inherent in it, have a responsibility so great either sociological, psychological and juridical on the fulfillment of basic education for elementary school age children. Support in the form of active

participation of the family in ensuring children of compulsory education age is required. Support is provided not only in the form of financial support, but also in the form of presenting a conducive environment, motivation, time, willingness to accompany the child's learning process and so forth. Family participation in supporting and ensuring compulsory school age children can get an education must be improved. Without the participation of the community, especially families,

Educational attainment of national success seen through a variety of relevant indicators. The Ministry of Basic Education and Culture stated that: The success of the Education Development Program is described in Mission 5 Mission 5 K K. The question is the availability of educational services, the stability of education services, improve the quality of education, realizing equality for education, and last mission is to ensure certainty of educational services. One indicator that can be used to look at the success of the Education Development Program, in particular on the 5th mission is certainty education outcomes or equity in education at the national, provincial and district / city,

In terms of the current thesis research, the authors wanted to examine the variables of this research in Pemalang district for two basic reasons is the low achievement of GER and NER in this area compared with district / city in Central Java and the other for other regional reasons. With the achievement of primary education GER 99.43 and 79.61 APM, shows that there are still many children aged 7-15 who can not get an education junior high school or other equivalent. When viewed from the rate of growth of gross regional domestic product in Pemalang district in 2014 and 2015 at 5.5%, indicating a begeliatnya economics in this area. This means that economically the population in this area is growing good. However achievement data thus APK and APM as noted above is not directly proportional to its economic growth.

Another thing that is very close relation with the individual or group's willingness to contribute in some way include: attitude, outlook on life, experience, plans and assessment of such a thing. Suwarsono said that the attitude of openness to something new, independent, appreciate science, high mobility, has plans for the future and participated in public life, is a

characteristic of modern society. The higher the value of individuals or groups in a variety of the above criteria, then more and more for modern individuals or groups, and so on the contrary. Modernity or modernity are not always proportional to the level of the procurement of economic resources such as money, land, production machinery, vehicles and other etc. Many people find the mastery of money is very large, but he does not care (care) with them children's education, not berikir about investing, not concerned with the health and berikir just how retains his condition only.

II. METHOD

This study uses a quantitative approach, the survey method and path analysis techniques. The variables in the path analysis consisted of exogenous and endogenous variables.

The experiment was conducted in Pemalang district demographics middle. Central Java is the province with the largest population of the three nationwide after West Java and East Java. With a total population of 33,77414 million in 2015. with a score of human development index (HDI) of 69.49. This shows how it is still in quality of condition between the pace of development in Central Java and the progress of society. Though Central Java has a population of 35 districts / cities in Central Java Pemalang district ranks 34th in terms of HDI achievement followed by Brebes district ranks the last. Achievement of Enrollment (APM) basic education in Pemalang district was 79.61. If the net enrollment ratio is less than 80%, it is said to be incomplete.

The population in Pemalang 1.28858 million inhabitants in 2012, total of 637 920 men and 650 660 women. Meanwhile in the same year the population aged 13-15 years reached 70 833 inhabitants. With demographic, the availability of the budget posture sort of course for education sector basic is quite great. However, if Pemalang district APM is still classified as low, the APM in Pemalang district is still classified as low. It is interesting to study, especially when associated with the participation of families in supporting compulsory education of nine years of basic education.

Implementation of the study or research period starting from preparation to completion of the final results of research reports conducted since April 2018 until July 2018.

III. RESULTS AND DISCUSSION

Family participation

From the data obtained in the field are then processed statistically to the list of frequency distribution, the number of classes is calculated according to the rules Sturges, obtained eight classes with a maximum score of 126 and a minimum score of 105, so that the range of a score of 21. Based on the calculation of descriptive statistics showed that family participation data has a value of average (mean) of 115.69 with a standard deviation of 3.91 where the value of the variance of 15.3075 115.69 median value and mode value of 115.39.

Socio-Economic Status

Data socioeconomic status have empirical scores range between 39 to 60, so that the range of a score of 21. The results of the calculation of the data obtained by an average of 53.86; standard deviation of 4.28; variance of 18.3075; The median of 54.65; and mode of 56.59.

Modernity Family

Data modernity of the family has an empirical scores range between 109 up to 138, so that the range of a score of 29. The results of the calculation of the data obtained by an average of 123.81; standard deviation of 6.99; variance of 48.7949; The median of 123.70; and mode of 122.10.

Effect of Socioeconomic Status of the Family Participation

From the first hypothesis test results can be concluded that there is a direct positive effect on the participation of the socioeconomic status of the family with a correlation coefficient of 0.395 and a coefficient value of 0,313 lines. It gives meaning to the socio-economic status positive direct effect on family participation.

Socio-economic status of a family that is characterized by level of education, level of income and standard of health, will determine the outlook of a family on the importance of education for children. Several theories have been put forward above shows that the person or group with high socio-economic status will tend to promote education. They believe that a good education will help them through life. As said by Purwanto and Nasution, where they believe that a person's socioeconomic status would affect their attitude towards education. Therefore overall, family socioeconomic status will affect the support and participation of families in their children's education.

Modernity Influence of Family Participation

The second hypothesis test results can be concluded that there is a direct positive effect on the participation of modernity family *keluarga* correlation coefficient of 0.379 and 0.290 coefficient of track. It gives meaning family modernity positive direct effect on family participation.

Modernity family will ensure families have awareness of sustainability or sustainability so they plan for the future well. One of the things that they prepare is to provide the best education for their children. Suwarsono and Suriasumantri believe that the values of modernity will make a person or a group promoting science to support a better life. The higher the value the modernity of a family will encourage them to take part in *terselenggaranya* education for the development of science and technology useful for life. In all aspects, the family of modernity will affect the family's participation in the support program of compulsory education of nine years.

Influence of Family Social Status *Ekonomi* terhadap Modernity

The third hypothesis of the test results can be concluded that there is a direct positive influence on modernity socioeconomic status families with correlation coefficient of 0.284 and 0.284 coefficient of track. It gives meaning to the socioeconomic status of a positive direct impact on family modernity.

Socio-economic status of families with indicators of educational level, income level and health status will greatly affect family modernity. Referring *kepada*

various terms of socio-economic status and modernity suggested by experts, both can be seen as an integral condition. Family socioeconomic status affects linearly with modernity family.

IV. CONCLUSION

Based on the calculation results of research data and results of data analysis described in Chapter IV, some conclusions can be obtained as follows. First, the socioeconomic status of a positive direct impact on family participation. That is, an increase in socioeconomic status families lead to increased participation in supporting compulsory education of nine years of basic education in the district pemalang. Second, the family of modernity positive direct effect on family participation. This means that an increase in family modernity lead to increased family participation family participation in the support program of compulsory nine-year basic education in pemalang regencies. Thirdly, the socio-economic status of a positive direct impact on family modernity. That is, increasing the lead to enhancing the socio-economic status of the family in Pemalang district modernity.

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- [3] PDSPK Ministry of Education and Culture, GER and NER early childhood elementary junior high school, madrasah and equals the year 2015-2016, (Jakarta: 2016), hi
- [4] Statistical data centers and education and culture. APK / APM early childhood, elementary, middle and SM (madrasah and equivalents) (Jakarta: Ministry of Education and Culture, 2016), h.35.