Handling governance of out of school children in Parereja village in supporting back to school movement

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Abstract. The large number of out-of-school children in Brebes district is handled by Back to School Movement (GKB) program. The program is implemented as a participation program for all stakeholders, district government, regional education organization, school principals, village heads, community organizations, and other society elements. How is Parereja village’s role in supporting GKB program? This study is a case study, which researchers were as instruments and directly involved in the respondents’ activities. The role of Parereja village in succeeding GKB was indicated by the description of series of activities in preparing it returning out of school children in their areas. Under the coordination of village head, Education Care Community Forum (FMPP) was having collaboration with existing community organizations. The series of activities included verifying and validating data for out-of-school children, continuing advocacy to out-of-school children and their families carried out by children's forum with a peer approach. In conclusion, the role of Parereja village with village FMPP together with partners was the key to the success of GKB program in Brebes district. Out-of-school children of Parereja village that joined PKBM were more than in formal schools. There were 76% successive additions and 35% from the previous year.

1. Introduction
The problem of out-of-school children does not only occur in Brebes district, Indonesia, but it becomes an international problem. As reported by Unicef [1], the results of studies showed 27 million children aged 5-13 years do not attend school in South Asian countries (Bangladesh, India, Pakistan, and Sri Lanka), and it was said that most of them live in rural areas. Bapperlitbangda of Brebes district in figures stated that 66% of school-age children are out of school because they have never attended school or have not graduated from primary school. Children graduated from Primary School do not continue to Junior High School by 44.4%, children graduated from Junior High School or equivalent do not continue to the higher level by 72%, and only 9% of high school students continued to tertiary education. Meanwhile, the condition of out-of-school children in Parereja village as the result of data collection on the Community Based Development Information System (SIPBM) is presented in the following table 1.
Table 1. Out of school children data from SIPBM 2017

| RW  | Not been to school | Pass Not Continue | Dropout |
|-----|--------------------|-------------------|---------|
| RW 01 | 11 | 68 | 5 |
| RW 02 | 1 | 28 | 4 |
| RW 03 | 1 | 35 | 5 |
| RW 04 | 3 | 36 | 5 |
| RW 05 | 3 | 27 | 4 |
| Qty | 19 | 194 | 23 |
| Total | 236 | | |

In one village (Parereja), there are 5 RW (Citizens Association), each RW includes several RT (Neighborhood Association), and each RT includes several KK (Head of family). The large number of out-of-school children in Brebes district is handled by Back to School Movement (GKB) program. Back to School Movement (GKB) is a Brebes district government program to address the problem for the large number of school-age children that are not enrolled school in Brebes district. School-age children referred to in the program are elementary school-aged children to senior high school. 12-year compulsory education is every citizen has a minimum high school education. With the large number of school-age children not in school; 12-year compulsory education has not been realized yet. Back to School Movement (GKB) is a system of returning school-age children who do not enrolled school that become local potential in Brebes district. As mentioned by Vayachuta [2] who studied similar things in Thailand, it is said that this is overcome by an appropriate vocational skills education and training system: life skills, social skills, self-esteem; funding; and develop local mechanization. The Brebes district head's policy requires each village to allocate 4% of village funds for returning school aged children who do not enrolled school. Collaboration of Education Care Community Forum (FMPP) at district, sub-district and village levels, with local governments and village governments, as well as target education units to implement Back to School Movement. This is also in accordance with Njagi & Mwania research recommendations [3] so that the school management board and parents, teacher associations must involve stakeholders in education such as community organizations to make out-of-school children return to school. The importance of school partners, families and communities for student’s success and also youth development [4-6].

Parereja is a village in Brebes district which is one of the pilot villages implementing Back to School Movement program. Brebes district local government governance for handling school-age children not in school, beside the issuance of policies in the form of regent regulations, implementation with the organizations involvement at the lowest level, up to the smallest level is organization or village government. Village is the smallest part of the government that deals directly with the target audience, namely school-age children not in school in the region. Thus, it can be said that the key to the success of the Brebes district GKB program is the village role. How is Parereja village's role in supporting Back to School Movement (GKB) program?

School age in this activity is limited to the primary education age (elementary-junior high) and high school or equivalent (6-18 years). The data collection instrument used by Bapperlitbangda Brebes district as mentioned above is SIPBM. SIPBM data collection in Parereja village is carried out by Parereja members associations who have been trained by Brebes district trainers. From the results of the 2017 Parereja SIPBM data collection, it is obtained data on the condition of school-age children not in school in Parereja village. From these data, the task of Parereja village and Brebes district government succeeded in GKB program. Reasons for school-age children not in school in Parereja village is dominated by reasons for working and because of economic circumstances. This is not much different from the reasons of other studies result [3, 7-8].
Education Care Community Forum (FMPP) was formed by village head and legalized by Brebes district government which consists of people who do not manage to work alone without involving others, including school partners. School partners are target schools where school-age children are returned to school. School partner has an additional task in supporting Back to School Movement (GKB) program success. Likewise, it is not possible for FMPP to carry out its own tasks starting to collect data, going to children not in school door to door to find out the possibility of the child wanting and being able to be returned to school. Together with stakeholders at the village level, FMPP together carries out its duties. The interested parties are Community Learning Center (PKBM), Empowerment and Family Welfare driving team (TP-PKK), Village Children's Forum, and other organizations and communities. PKBM is non-governmental organizations (NGOs) engaged in education. PKBM is still Parereja village is still a pilot, not having the authority to carry out education independently yet. PKBM in general, is as an organization which holds an equality education. Equality education program planning based on life skills and entrepreneurship runs as the implementation of PKBM empowerment model in equality management based education on life skills and entrepreneurship [9] is not only accomplished by program managers or PKBM managers, but also involves all PKBM components which include: educators, administrative staff, parents/ guardians of prospective citizens learning, prospective learning citizens, stakeholders from the business and industrial world. Empowerment and Family Welfare driving team is a community organization that empowers women to participate in Indonesia development. Parereja children village forum is an organization consisting of children (aged up to 18 years) both in and out-of school under the supervision of village head. Other organizations are other organizations in Parereja village. While other communities are such as community leaders who do not involve the organizations that have been mentioned. In carrying out the responsibility for local government GKB program success, FMPP working model in partnership with other organizations in Parereja as a form of governance to deal with out of school children can be described as the following Figure 1.

![Diagram](image)

**Figure 1.** FMPP working model of Parereja village

2. **Research Methods**
This study was a case study of GKB program implementation in Brebes district at the lowest level, namely Parereja, Banjarharjo sub district, Brebes district, Central Java, Indonesia. FMPP Parereja village had the duty to carry out the preparation-implementation-and evaluation process, to report the results to the village head, to be further forwarded to Bapperlitbangda Brebes district. The research team was involved in the process of carrying out these FMPP tasks. Data obtained from the field, and
secondary data from participants (research subjects) and Bapperlitbangda Brebes district. This research was also a descriptive study. The subjects of the study were the village head and his apparatus, FMPP management, PKBM management, PKK Driving Team, and Parereja Village Children's Forum administrators. The data obtained was reduced, summarized what is considered important according to the purpose of the study, then the data was presented in tables or graphs and narration, and concluded.

3. Result and Discussion
Back to School Movement (GKB) program as the implementation of regent regulations No.115 of 2017 is implemented by Parereja village with Education Care Community Forum (FMPP). FMPP has carried out a series of activities to final activity of returning children to school both formal and informal. Non-formal education or B package learning group (equivalent to junior high school) and C (equivalent to high school) to facilitate out-of-school children (ATS) that do not allow return to school (formal). The series of activities are: (1) FMPP work meeting, the data of out-of-school children resulting from SIPBM application become the reference; (2) FMPP coordination meeting with several related parties, namely the village government (Village Head and the Apparatus), administrators of Parereja Children's Village Forum, Empowerment and Family Welfare driving team (TP-PKK), school representatives who will be the target of returning children to formal schools ; (3) Verification and validation, as well as ATS advocacy that will be returned to school by FMPP, Children's Forum and TP-PKK. The advocacy activities for out-of-school children to be returned to school are carried out by representatives of Parereja Village Children's Forum with a peer approach. (4) School visits that will accept out of school children; (5) An ATS approval meeting to be returned to the school is held by FMPP and the village government; (6) Report of GKB activities to Village Head, which is followed by the Bapperlitbangda of Brebes district. (7) Return of ATS to school. With the peer approach, it is expected that out of school children who will be returned to school are motivated and have more enthusiasm. Instead, Parereja Children's Forum became proud and grew better. Peers and peer tutors have similarities in the resulting impact. As stated in Ali's study [10], which states that students (out of school children) are more and comfortable with their tutors in the guidance of peers. Peer tutoring is a fun way of learning where colleagues are not bored but they learn by entertaining themselves. Peer tutors (peers) develop interpersonal and communication skills in tutors and also increase the level of tutor confidence. With peers, you can develop a sense of responsibility, dedication, commitment and pride in tutors because they are able to help peers. The village head has facilitated Parereja village children's forum to develop, as reviewed by Karagianni, D & Montgomery, A.J [11]. The driving team of empowerment and family welfare (PKK) played a role not only to mobilize rural women succeeding village development through their role in family welfare, but also to assist the youth [12-14].

Figure 2. Peer tutor approaches when conducted advocacy to out of school children going back to school

The results of Parereja Village GKB program implementation in 2019, namely facilitating ATS returned to school (formal or non-formal) in 2018 that are still advanced (not yet graduated from high school or equivalent) and new ATS returned in 2019 are presented in Table 2 below.
Table 2. Parereja village GKB data for 2019

| Status   | FORMAL | NON-FORMAL |
|----------|--------|------------|
|          | Junior High School/Mts | Senior High/Vocational School | Qty | B Package | C Package | Qty |
| Continue | 12     | 5          | 17   | 14        | 19        | 33  |
| New      | 5      | 1          | 6    | 7         | 18        | 25  |
| Qty      | 17     | 6          | 23   | 21        | 37        | 58  |

Out-of-school children mostly are back to non-formal schooling (Package learning groups), so as to keep out-of-school children in school until graduation. Out of school children who are not likely to be returned to formal school, then returned to non-formal schools (Kejarpaket) in PKBM. However, for PKBM Parereja Village, they do not yet have the authority to organize Kejarpaket education, based on that reason, for ATS who is not possible to return to school, PKBM neighboring village is entrusted. PKBM Parereja village in addition to assisting FMPP in implementing GKB program was organizing activities to provide motivation and enjoyable activities, do other activities such as designing and implementing skills and entrepreneurship activities for ATS. In addition to the existing field of study curriculum, training activities and mentoring for life skills (making batik on cold wax, painting colet, jumputan techniques, making crafts with macrame techniques), motivating fun learning activities for ATS. Similar PKBM implementation has been studied by Harjono [9]. These innovative programs applied as well as education for all children in the village, including ATS. Innovations are needed by youth for their future [15].

While the description of GKB conditions in 2019 is presented in Figure 3 below.

![Number of Children Returned to Formal and Non-Formal Schools in 2019](image)

Figure 3. Out of school children conditions in formal and non-formal schools in 2019 and previous years

In succeeding Back to School Movement (GKB), FMPP collaborates with the Children's Forum and PKBM (Community Learning Centers), both in the implementation of FMPP program activities before, during, and after out-of-school children is returned to school both formal and informal. It is also possible to collaborate with other parties including parents in order to be able to attract ATS to return to school, while maintaining ATS returned to school to complete their education to completion (graduating high school and equivalent). This is where PKBM role emerges.

The success of Parereja village in carrying out its responsibility to prepare ATS is a collaborative strategy among organizations in the village with potency or strengths that each has under the leadership of the village head. Not to mention that Parereja village head’s leadership experience as
a decision maker was significant in the village program implementation. The experience, skills, and leadership of village leaders are important to mobilize the community, facilitate the planning and development program implementation [16-17].

4. Conclusion

Back to School Movement (GKB) is a Brebes district program to facilitate out-of-school children (haven’t been to school, dropped out of school, or graduated from a non-advanced course), but village FMPP was responsible for preparing out-of-school children in the village to be ready to be returned to formal or non-formal schools. Village FMPP is the key to the success of GKB program in the district. In accomplishing these tasks, Parereja village FMPP, under the leadership and direct responsibility to the head of village, aligned with village government, PKBM, TP-PKK, Parereja village children's forum, partner schools, other organizations and other communities (target parents) designed SIPBM data-based activities, conducted data evaluation and verification activities, and advocated for out-of-school children and their families, reported the results to head of village and Bapperlitbangda, and continued to return out-of-school children to formal and non-formal schools. out-of-school children who returned to non-formal school were more than out-of-school children who went back to formal school. There were 76% successive additions (non formal) and 35% (formal) from the previous year.

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