

The Educational Aspirations of Rural and Boundary Communities, Sungai Korang, North Sumatera

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Abstract

This research is aimed at describing the educational aspiration in rural and boundary communities, the factors that support and inhibit the realization of aspirations in Sungai Korang, the boundary area of North Sumatera. This research is qualitative in nature and to collect the data, researchers used observation, interviews, and documentations. The technique of data analysis is using reducing, presenting, and concluding the data. The result of this research showed that Sungai Korang communities are aware of the importance of education. They try to pursue the higher education to change their family status and increase their economic status by getting better jobs. The factors that support their aspiration come from the student's, families and environmental condition. Those positive factors are student's motivation, family support, family financial condition, peers influences and other social help. The opposite factors that inhibited the aspirations are students and families low motivation and financial situation, incomplete facilities and incompetent teachers in using technology.

Key Words: *Educational Aspirations, Rural, Boundary Communities, and Sungai Korang*

Introduction

"It is not appropriate for the ignorant to keep their ignorance and it is also inappropriate for those who have knowledge to silence their knowledge" (HR. Ath-Tharbani). Education is inseparable from human life. Every incident and experience that has a formative effect on the angle a person's point of view in thinking, feeling and acting is education. Formally and operationally in Law No. 20 of 2003 explained that; "Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students can actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and country".

Since the beginning of independence, the Indonesian National Education System has been organized by the Indonesian Ministry of Education and Culture. This National Education System must be able to guarantee equal opportunity for education, improve the quality and relevance and efficiency of education management to face challenges in accordance with the changing demands of local, national and global. In the implementation of education, the government has certainly faced various problems that significantly affect the development of education in various regions of Indonesia. The most common educational problem is the education gap between cities and villages / border areas. This education gap is not only in educational facilities, but also the teachers who are not teaching in accordance with their fields. So it causes the effectiveness and efficiency of education to be low.

Inequalities in education in villages / border areas and in cities often occur, for example, in Sungai Korang Village, Hutaraja Tinggi, Padanglawas, North Sumatra. This village is located between the borders of North Sumatra Province and Riau Province. This village has 1 (one) Public Elementary School, namely SD N 0704, and also a school that is managed by PT. Private Mazuma Agro Indonesia with elementary, junior high, and vocational level. Sungai Korang Village is by no means a disadvantaged village. However, the education system still has problems here. The general depiction of this village educational problems is the

disintegrated education that the teachers have, the lack of knowledge in terms of science and technology of teachers, the lack of parents' attention to children's education, the lack of students' interest in learning, and rarely having educational socialization. Besides that, educational facilities and infrastructure such as libraries and educational support like books can still be categorized as incomplete.

Thus, the researchers intend to describe how the aspirations among communities in Sungai Korang is toward education and also try to figure out what are the factors that possibly support and inhibit the successfulness of educational aspirations in this village. The researchers also want to see the policy of government in order to accomplish the equal educations for communities and the policy relevance to the communities' aspirations.

Research Method

Kind of the Research

This study uses the qualitative research method. Mantra says that qualitative research as a research procedure that produces descriptive data in the form of words or spoken from people and observable behavior (Sandu and Ali Sodik : 2015). The right research method for this research is the case study. Case study aims to study intensively about the current state of the environment and the interaction of the social unit; individuals, groups and communities.

Place of the Research

The place of this study is in Sungai Korang Village, Hutaraja Tinggi District, Padang Lawas Regency, North Sumatra Province. This village has a population of 1905 people. With the livelihood of the community generally focused on palm oil farming. As for the geographical location of Sungai Korang Village is north bordering Gunung Intan Village, Tambusai Barat District, Rokan Hulu Regency, Riau Province. In the south, it borders the Barumun River, in the east it borders with Siparau Padang Village, Central Barumun in Padang Lawas and in the west it borders on Harangan Barat.

In Sungai Korang Village, public transportation service systems can be said to be still limited. Public transportation services do not reach the people; even a few of the transport companies are starting to disappear because private motorized vehicles replace them. The remaining public transportation services are only two services operating between Sungai Korang Village - City Center; namely Sibuhuan with a distance of about 55.9 km.

Research Respondents

To select the respondents of the research is not based on the strata of the community, random or regional, but based on the purpose of the study, which is to find out the aspirations of community education in villages and provincial borders. The research technique used by researchers is serial selection of sample units. Lincoln and Guba explained that the serial selection of sample units is a condition in which researchers select certain people who are considered to provide the necessary data; then based on the data or information obtained from research respondents, the researcher can set other samples that are considered to provide more complete data (Sugiono: 54-55). Based on this technique, the researchers chose the research respondents, namely:

- a. Mr. SP and his son AD,
- b. Mr. U and his daughter NJ,
- c. Mrs. MD and her daughter YS,
- d. Mrs. PD and her daughter MA,
- e. Mrs. SL and her son MH,
- f. Mrs. UW and her son AY
- g. Mr. AfH, a teacher at 0704 State Elementary School, and
- h. Mr. AH, the headmaster of Private School in PT. MAI

The main focus of this research is about the aspirations of education for rural communities and provincial boundaries with a predetermined problem formulation.

Instruments and Data Collection Techniques

The research instruments were the researcher themselves. Lofland's opinion (Maleong, 1988: 112) that the main sources in qualitative research was words and actions. Thus, the data collection techniques used was observations, interviews, and documentations. The document used was field notes obtained from research interviews, education and cultural service documents of Padang Lawas, and also data taken from Sungai Korang.

Data Analysis Techniques

The Miles & Hebermeman model of data collection, data reduction, presentation and conclusion was used for the analysis of the data in this study

Data Validity Test

To test the validity of research data, researchers used data triangulation and member checks for the correctness of the respondent's information.

Results and Discussion

Aspirations of Communities Education

In KBBI, aspirations can be interpreted as hopes for better change with the aim to achieve success in the future. In short, aspiration can also be referred as a desire or ideal. Aspects in aspiration consist of three things, namely: ideals, desires, and resolution (Harlock: 1980). If the Communities keep up to these three aspects of aspiration, the chances of individual success will be even greater.

The Ideals of Communities in Sungai Korang Village towards Education

The ideals as one aspect of the aspirations are very clearly illustrated in every statement raised by the communities. The average parents and children aspire to take education up to the tertiary level of university. This implies that the people in Sungai Korang are aware of the importance of education. Society, especially parents, have great hopes for the children's future through education. Parents want their children to have a better education than what they currently have. The reason for that is the parents hope their children become successful people in the future so that they can improve the standard of family life, be useful to the nation and country, and so that their children are more familiar with civilization and the wider world development.

In addition, parents also place great hopes on education to shape the personality and behavior of their children. The reason for parents is that their children avoid various immoral acts, criminal acts and the use of illegal drugs. The parents say that there are many drug traffickers and drug users around them. This is why parents have to provide a higher education for the children. They hope that with the higher the education of their children, it will create awareness in the children to avoid negative influences. Thus, the communities hope that the education system in Sungai Korang will soon be equated to the education in the city.

Desire of Communities in Sungai Korang Village towards Educational Ideas

The desires of the village Communities can be seen from their hopes to realize the ideals in the future. By instilling the desire to obtain a higher education, they hope to get a more decent life. The communities believe that the higher the level of one's education, the easier it is to get a job. This point of view is very reasonable because of the accelerating growth and rivalry level of the age. Higher education can be used as a powerful weapon to compete. By utilizing degrees and higher education, they can lift the family's degree and economy. In fact, with this higher education, people will get jobs that provide more income. Parents always expect that in the future their children will work in offices with salaries that can fulfill their needs. Parents also assume that higher education can also be used as a basis for establishing a business or create entrepreneurship opportunities. Thus, the realization of the ideals of

education can provide a very big impact on people's live. The realization of the ideals makes it easier for the communities to fulfill their desires, namely to obtain a decent life and get a job that is able to raise the family's degree and economy.

Resolution of Communities in Sungai Korang Village in Realizing Ideals and Desires

Resolution is an individual way to realize the ideals and desires they want. The importance or failure of these ideals can be assessed through the efforts and hard work of the individual in reaching what they want. The resolution of the people in Sungai Korang is very impressive. The resolutions are divided into two; they are the resolutions of the parents and the resolutions of the child. The villagers, especially parents, are very confident about the level of success of their children in realizing their ideals. With that belief, parents are always motivated to work harder to be able to finance the education of their children. They try to provide facilities and infrastructure that can encourage the children to be successful in education. Parents always motivate their children to study seriously so they can realize their ideals.

In addition, parents also continue to provide opportunities for their children to develop their personality and knowledge through various activities that exist at schools. With these opportunities, the children resolutions will massively to increase. The children of Sungai Korang always actively participate in all competition at the sub-district and district levels. This can be said to be one of their ways in realizing their ideals and realizing their desires. The resolutions of these children will be able to raise the status and economy of their families today.

So, community awareness in Sungai Korang Village on the importance of education is very high. Through education, people depend on their ideals and desires or desires for success; especially for the younger generation and children. They believe education will bring a decent life and can also prevent young people from various negative actions that might destroy the stability of the village.

Factors that Influence Education in Sungai Korang Village Communities

The efforts to realize the aspirations and success of communities' education will always be influenced by various factors. These factors can be divided into two factors, supporting factors and also inhibiting factors.

Supporting Factors of Educational Aspirations in Sungai Korang Village

In the midst of the awareness of the village communities on the importance of education is always influenced by several factors, namely students' personal factors and environmental factors.

Personal Factors of Students

From interviews with respondents whose status as students drawn an illustration that education is the main thing to have. The importance of education formed a personality pattern in them. This personality pattern influences how resolute they want to achieve their ideals. The students explain that they have promised and motivated themselves to be always diligent and serious in their current education.

Family and Environmental Factors

The success of education in Sungai Korang can also be influenced by family and environmental factors. From the description of respondents, many of them say that the success of educational aspirations not only depends on the learners' personalities, but also the parents. Parents who have educational aspirations will always give support to their children. Support provided by parents can be in the form of competitive opportunities and financial support.

The opportunity to compete means parents giving permission to their children to participate in various educational activities, such as giving permission for children to take part in competitions held at school, inter-Rayon level, District and also Regency. Parents hope that

with more opportunities obtained by children, the more enthusiastic the children will be in realizing their ideals. The parents will always motivate or give understanding to the child about the importance of education. They added that motivation for children is very important considering the fact that school-age children still need guidance from parents in their lives.

Besides giving competitive opportunities, family's financial support also determines the success of educational aspirations. This financial support is shown by meeting the cost of education to the completeness of facilities and infrastructure that bracing up school activities. Financial support is crucial. Parents who are classified as economically capable will certainly realize their educational aspirations easier, and vice versa.

Another factor that can influence the success of children's education is environmental factors, namely peers. Children who hang out with friends who have aspirations to continue their education to the higher level can make the children motivated. It is natural that there is competition between peers. This competition is a positive factor in realizing the aspirations in education. This certainly spurs children to be able to pursue higher education or at least the equivalent of their friend's education. As a result, children will continue to strive together to realize their ideals even though there is sometimes competition to achieve the best ranking.

Another supporting factor for the success of the aspirations of education came from the government and the school. Mr. AH, the head of the school said that the government, public and private schools tried to provide adequate facilities and infrastructure to support the success of education. The government and schools also provide education-funding assistance for students in the category of underprivileged and achievers. Besides that, for educators, the government implements *Pelatihan Kompetensi Pembelajaran* (PKP) with the aim of increasing teacher-learning competencies for students. Mr. AH added, educational aspirational support also came from the teachers. They formed *Kelompok Kerja Guru* (KKG) to find solutions from any existing educational problems; such as in developing applicable lesson plans, curriculum, syllabus, student and teacher activities, and other activities.

So the factors supporting the success of educational aspirations in Sungai Korang Village are personal factors of students / children themselves, parents support factors in providing opportunities for children in activities and competitions, financial support factors and motivation in the form of parental guidance, as well as environmental factors from peers, finally, the support factors of the village government and schools.

Inhibiting Factors of Educational Aspirations in Sungai Korang Village

Even though there are many factors that support the success of educational aspirations in this village, but the inhibiting factors also often arises. Factors that inhibit educational aspirations usually come from inside and outside of the students themselves. Based on data obtained from respondents, namely Mr. AfH, a teacher at SD N 0704 said that the factors that come from inside of students are the most difficult to change. He explained that if students' interest in learning is low, to be successful in achieving educational aspirations would be more difficult. Indeed, many students are aware of the importance of education, but some of them are still low in motivation to learn. The cause of lack of interest in most of children is due to lack of parental supervision. Children tend to spend their time playing with their friends so that their learning time is not organized properly. Children really need the attention and guidance of their parents for their education life.

Another inhibiting factor is the contradictive aspirations between children and parents. This is found in the educational aspirations of the Mr. SP and his son AD. Mr. SP hopes that his child will continue his education up to the level of University. But, AD said that after graduating from junior high school, he would continue only to the level of vocational school so that he could immediately work. This difference can be categorized as a barrier to the aspirations of education in the community. No matter how strong the parents try to provide

children's education needs it will be in vain if the child has a different educational aspirations plan.

Then, another inhibiting factor is the economic situation of the people. Based on village data in 2018, as many as 71.7% of the inhabitants of Sungai Korang work as farmers with middle to lower income brackets. This situation can hamper people's educational aspirations because of the expensive fee of education at the University and the expensive cost of living in urban areas. In other words, only certain groups are able to provide tuition fees and are able to obtain higher education in this village.

Besides the inhibiting factors above, the limitations of the teachers and the incompleteness of infrastructure in schools also greatly affect the success of educational aspirations. Mr. AH, the principal at the PT. Mazuma Agro Indonesia explained that there are still many teachers that are teaching subjects that are not their majors. There are multifunctional teachers in schools that teach 4 (four) different subjects at the vocational school. For example, teacher named HH whose education is in Biology, but she teaches 4 (four) different subjects including Islamic Religious Education and Agricultural Technology. The reason is not because this private founder is unable to pay teacher salaries, but because there are no applicants who meet the criteria required by the school. For the sake of education demands, the institution must accept teachers who are not eligible to the field of Education.

Based on the response of Mr. AH and Mr. AfH, the limited ability of the teachers' in science and technology is also an obstacle to the aspirations of education. Many teachers are still unable to operate laptops or other electronic devices. This situation often even hinders the activities of teachers during educational training conducted by the government. This holds up the development of education in the area. By looking at the needs of the era in the education, science and technology is very dominant, especially in the application of the latest curriculum, namely K13. So, teachers from whole age must learn the technology as fast as possible if they want to realize the educational aspirations of their students.

Another inhibiting factor is the lack of access to educational books and the fact that school libraries still cannot operate as they should. It can be seen from the observation that the researchers did. The libraries in both public and private school are still not operated well. The books are not neatly arranged and its resource is still not entirely complete. The students are always complaining about this situation because they encounter difficulty finding references for their project and study. The major reason about this is too low of the chief or principal commands. So the teachers are mostly being careless of how books and library condition goes.

Education Policy in Padang Lawas Regency and Sungai Korang

Educational facilities in Sungai Korang consist of several levels, they are: PAUD, Kindergarten, Elementary School, Madrasah Aliyah, Middle School, and Vocational School both under the auspices of the government and the private sector. These schools are not spared from education policies originating from the central and regional. These policies include the special allowances for teachers that are set by the Governor's of North Sumatra number 188.44 / 1365 / KPTS / 2018 in all regions of North Sumatra including regions Padang Lawas where Sungai Korang Village is located. The basis for determining this benefit is based on Government Regulation (PP) No. 78/2015 about remuneration. Teachers in state schools have received benefits according to the applicable requirements. Whereas private teacher will be governed by the founders themselves. But in essence the amount of benefits provided is relatively the same.

The legal basis of Educational Policy in various villages in Padang Lawas is taken from the Law, Presidential Regulations, Ministry of Education and Culture Regulations, Regional Regulations, as well as Pancasila and the 1945 Constitution. The government is aware of the values of social justice to ensure the implementation of equitable education and quality for the whole communities by removing all discrimination and gender bias. The implementation of Education and Culture is based on several universal paradigms, namely: *education for all*,

lifelong education, education as a movement, education produces learning, education shapes characters, schools are fun, and education builds culture. The missions of this regency are to continue the development of Padang Lawas to be intelligent, healthy, prosper and be aware of cultural existent, transparent government system, based on justice of relying in economy status in the Ridho of Allah. Especially for education, the governments provide a wide access and quality of educations as in improving the knowledge and the ability of principals, teachers and also supportive facilities so the regency development process stays consistent.

Relevancy of Education Policy to Educational Aspirations of Communities in Sungai Korang

The relevance of government policies has been partially realized. The government has responded to the needs of the people's educational aspirations. The government has formed various activities for teachers; such as PKP and provides funding support for KKG for each rayon. In addition, the government has also created various competitions that can improve the competitiveness of students so that they do not leave behind the development of education nationally. The government also provides educational assistance funds for underprivileged and outstanding students.

However, the development of educational facilities and infrastructure are still uneven. This can be seen from the number of school facilities that are still lacking and are damaged. This can be proven from the general profile of Padang Lawas education made in 2018. The smallest example is at SD N 0704 Sungai Korang that does not have a library. Besides that, supporting books for educational success can be categorized as incomplete. Students always demand that the completeness of the book be realized immediately. In addition, the lack of teachers in Sungai Korang is still being problem. To be successful in realizing the communities' educational aspirations, the government must invite or try to persuade eligible teachers that suit the school's requirement and needs.

Lack of access to education information is also still difficult. This is because some schools are still not facilitated with Internet access and more often than not, there are frequent blackouts in the villages. These situations are very disturbing for the success of realizing the aspirations of education because it is constrained in administration. So, the government must work harder in order for the creation of equitable education and the realization of the aspirations of education for the community will be balanced like the missions of the region.

Conclusion

Based on this study, it can be concluded that the aspirations of community education to be a success are very high. This is illustrated by the ideals, desires and resolutions of the people to achieve that success. They consider that the higher the education of the community, the higher their chance of changing the family situation. The educated people will easily lift the family's degree and economy. For this reason, the people will always try to realize their ideals and always motivate the younger generation to compete fairly and positively.

The factors of community education aspirations come from various aspects. These aspects are personal factors of students who want to succeed, parent support and family economic factors. However, in realizing the aspirations of education in this village there are also inhibiting factors. This inhibiting factor can arise from within and outside the student's self. Factors arising from within students are low motivation to learn, while factors outside of students are incomplete educational infrastructure, weak family economy, lack of educators towards technology and differences in educational aspirations of parents and children.

The policies of the Padang Lawas and Sungai Korang villages are based on the 1945 Constitution, Pancasila, Laws, Presidential Regulations and Regional Regulations. The government is trying to eliminate educational discrimination in the Padang Lawas area and eliminate gender differences. In this policy, some have been realized, and some still are not. The government must go the extra mile to create equality in national education to realize the aspirations of village education.

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