

Community Understanding of the Importance of Education in Rumberu Village, Inamosol District, West Seram Regency

Klinton Soemarsono¹ Jumiati Tuharea² Agustinus Soumokil³

Pancasila and Citizenship Education Study Program, Teaching Faculty and Educational Sciences, Universitas Pattimura, Ambon City, Maluku Province, Indonesia^{1,2,3}

Email: klintonsoemarsono@gmail.com

Abstract

This research is a qualitative descriptive research that aims to find out how the community understands the importance of education in Rumberu Village, and to find out the factors of children's desire to attend education in Rumberu Village. This research was conducted in Rumberu Village, Inamosol District, West Seram Regency. Primary data collection was carried out through interviews with a number of informants who were considered to be directly involved. Data collection techniques used are observation, interviews and documentation. Based on the results of the research, it was found that the Rumberu people's understanding of education was very advanced, because the community was of the view that the presence of education was very important in increasing quality human resources in order to develop the village to be even better in the future so that the village could compete with villages in other places. . In addition there are factors that become the child's desire to attend education itself. This is what then becomes the special attention of all parties in the area, both the government, the community and also related stakeholders to further improve what children desire in attending education in Rumberu Village.

Keywords: Society, Education



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

INTRODUCTION

Humans need education in their lives. Education is an effort so that humans can develop their potential through a learning process and/or other methods that are known and recognized by society. The 1945 Constitution of the Republic of Indonesia article 31 paragraph (1) states that every citizen has the right to education, and paragraph (3) emphasizes that the government seeks and organizes a national education system that increases faith and piety as well as noble character in order to educate national life regulated by law.

The government passed Law / Law no. 20 of 2003 concerning the National Education System on 8 July 2003. This law is an addition to the Republic of Indonesia State Gazette No.4301 EDUCATION National Education System, Citizens, Communities, Government, Local Government. (Explanation on the State Gazette of the Republic of Indonesia of 2003 Number 78). For this reason, all components of the nation must educate the life of the nation which is one of the goals of the Indonesian State. Education is a continuous process and never ends (never ending process), resulting in continuous quality improvement, which is aimed at the realization of a future human figure and is rooted in the nation's cultural values and Pancasila (In Zubaedi, 2011: 7).

The national development vision in 2005 put character education as the first of the eight missions that were proclaimed. In the 2005-2025 National Long-Term Development Plan (Law of the Republic of Indonesia Number 17 of 2007), it is stated that the realization of a strong, competitive, noble character and moral character based on Pancasila, is characterized by the character and behavior of humans and Indonesian people who diverse, have faith and fear of God Almighty, be virtuous, tolerant, work together, have a patriotic spirit, develop dynamically, and be science and technology oriented. (Mulyasa. 2012:2)

Character or self-identity stems from "Culture Matters" (important culture). To build character, a conducive attitude and orientation of values is needed, including: attitude, orientation and practice of mutual trust, hard work discipline, (don't just blame other parties), as well as introspection, careful scrutiny, prioritizing education, enacting the rule of law (principles of law), draws critically constructive attitude to living together, and our common identity as a nation.

RESEARCH METHODS

This research was conducted using qualitative research methods, this is because the data obtained through this research is qualitative data which is classified in the descriptive type of analysis, namely exposure to an event to find out the real truth scientifically and qualitatively. (Sugiono: 2015: 82) The steps in this study include:

1. Data reduction, namely summarizing, choosing the main things, focusing on the important things.
2. Presentation of data, namely the data obtained is categorized according to the subject matter and made in the form of a matrix so that it makes it easier for researchers to see patterns of relationship with other data.
3. Inference and verification, namely the inference activity is a further step of data reduction and presentation. Data that has been reduced and presented systematically will be concluded temporarily.

The conclusions obtained in the early stages are usually unclear, but in the following stages they will be firmer and have a solid foundation. Provisional conclusions need to be verified. Techniques that can be used to verify are triangulation of data sources and methods, peer discussions, and member checking. Final conclusion, namely the final conclusion obtained based on the provisional conclusions that have been verified. This final conclusion is expected to be obtained after data collection is complete.

RESEARCH RESULTS AND DISCUSSION

Community Understanding About Education

Education is needed for development and is very influential in a society. If the education of a society is good, it will make it easier for the community to move forward and develop according to the demands of the times. In today's life, education appears with enormous power of influence and becomes the main variable for human future. Changes in society have existed since ancient times. But today these changes are going very fast, reforms in society are the result of the education they go through, people who carry out reforms consciously or unconsciously in the community. The mindset in society about education is a very crucial factor in the process of developing education itself.

According to Mr. Jusuf Maslebu as the Rumberu Christian Elementary school principal he said that, "Education is very important in an area, especially in Rumberu Village because with education it can create a more advanced society and have a better future. Education in Rumberu Village is not very developed because in terms of parents' interest in sending their children to school is still low, parents' understanding of education is still lacking so that the development of education for children declines, then the role of parents in providing understanding, encouragement, motivation for children must also be carried out intensive and sustainable because it is very important for the child's educational process.

This was further clarified by Frances Rumahpassal as the Rumberu village secretary, he said that, "education is very important for children, so that education becomes a benchmark in the development of human resources in Rumberu Village. To build a village, of course, human

resources with a good educational background are needed. In particular, the education of children in Rumberu Village from the basic level (PAUD, Kindergarten, Elementary School, Middle School, High School) is quite good but continuing to tertiary education is not optimal.

From the information provided by the two informants, it can be analyzed that the existence of education is very important in the life of society, nation and state, but in the development process there are challenges that hinder the education process itself, including: parents' interest in sending their children to school is still low, parents' understanding regarding education is still lacking, and parents' upbringing is still bad. The low awareness of parents in educating good children, departing from the phenomenon that occurs is very unfortunate but this is the reality. In the midst of the globalization era where technology is increasingly sophisticated, there are still people who do not appreciate the importance of education. This kind of thing must be addressed immediately so that education is of better quality and will have an impact on the progress of an area because it is supported by adequate and quality human resources.

Education is the most important thing in human life, which means that everyone has the right to receive and carry out education and is expected to develop in it. Education is a very important human property and tool and no other creature needs education. Education as a conscious endeavor focuses on certain foundations and principles. This foundation and principle is important because education is the main pillar of human and community development in a nation (Nurhayati: 2018)

Factors That Become Children's Desire In Following Education

Desire is a state in which a person has concern for something and is accompanied by a desire to know and learn or prove it further. Desire arises because of deep attention to an object, where this attention creates a desire to know, learn, and prove further. This shows that a person's desire besides attention also contains an effort to get something from the object. Desire is a person's awareness that an object, person, problem or situation has something to do with him. If desire/interest must be seen as a conscious response, otherwise the desire has no meaning at all (M. Buchori: 1999).

There are several things that then become factors in the child's desire to attend education, including: personality factors, family factors, and environmental factors. A child's personality is basically a collection of behaviors, the nature and attitude of an individual which ultimately defines the individual. The nature of wanting to know many things and having a strong will to attend education begins with the motivation in the child to do something that has a positive impact on his life (Tampubolon: 1991).

Family factors, the influence of the family on children's education varies. Some families or parents educate their children according to modern views, while some still adhere to old-fashioned or old-fashioned views. There are rich families, there are wealthy families, there are large families (many family members), and there are also small families. There are families who are always surrounded by a calm and peaceful atmosphere, there are also those who are always noisy, bickering, and so on. By itself, the various family conditions will have different influences on children's education. Everything that is in the family, both in the form of objects and people as well as the rules and customs that apply in the family are very influential and determine the pattern of children's education. (Mustofa Bisri: 2015)

Environmental factors, the environment is one of the factors that have a big influence on education. The environment influences the development of children's character. If children grow and develop in a good, polite and religious environment, they will form a good child personality. But on the other hand, bad influences from the environment are also habits that are easily transmitted, therefore parents must really pay attention to the influence of the

environment on children's education. Children tend to see the surrounding environment as good because they do not know the composition of the surrounding community, both on the positive and negative sides, the assumption that supervision at home and providing education at home by the family can be said to be insufficient if it is only seen from a positive educational perspective. (Morris:1983)

Discussion

In community development, education is key and very important for a country. Because education will socialize the nation's ideology and socio-culture, fight poverty and ignorance, and encourage social change, to increase the economy. Education is actually a strategic tool to increase the nation's potential so that it is able to take part at a broader level. So the importance of education needs to be regulated in a standard rule regarding education, which is under the umbrella of the national education system.

As we know, education in Indonesia is not evenly distributed. For example, in big cities, educational facilities and infrastructure have advanced. But in the villages they only rely on makeshift facilities and infrastructure. According to Paulina Akollo, one of the teachers in Rumberu village, she said that, "the development of education so far in the village of Rumberu has not been sufficient, because seen from the facilities and infrastructure regarding educational facilities the government has not paid proper attention to it. For example, there is no hall room, lack of supporting books, hampered internet access, and IT that has not been given proper attention. Therefore, education and community development should be reviewed again so that the process becomes more effective. In the field of education, the government should revise and review and improve the curriculum in the education process in Indonesia, this is aimed at producing quality human resources (Yuyun Lestari: 2022)

CONCLUSION

Based on the data analysis carried out, the following conclusions are put forward, namely the understanding of the Rumberu village community is more likely to be the same when alluding to the view of education itself. Because the majority of respondents said that education is very important for children because without education children cannot have a clear future, education is also very much needed in order to create quality human resources. This is useful in managing natural resources for the welfare of the Rumberu village community. Then the factors that become the child's desire to attend education are the child's personality factors, family factors and also factors from the surrounding environment.

BIBLIOGRAPHY

- Amaliyah, S. (2021). Konsep Pendidikan Keluarga Menurut Ki Hadjar Dewantara. *Journal of Chemical Information and Modeling*, 5(9), 1766–1770.
- AMANU, M. A. (2015). Pengembangan bakat siswa. *Manajemen Pengembangan Bakat Minat Siswa Di Mts Al-Wathoniyyah Pedurungan Semarang*, 1997, 2–3.
- Badan Pengkajian MPR Ri. (2019) "Aktualisasi Nilai-Nilai Pancasila Melalui Penguatan Pendidikan Karakter Generasi Milenial Pada Satuan Pendidikan Formal," *J. Chem. Inf. Model.*, vol. 53, no. 9, pp. 1689-1699.
- Bahri, S. (2017). Pengembangan Kurikulum Dasar Dan Tujuannya. *Jurnal Ilmiah Islam Futura*, 11(1), 15.
- G. Puzey, (2016) "The Conceptualization and Expanding Gaze of The Linguistic Lanscape," *Oxford Handb. Names Namin.*, no. 1, p. 396.
- I. Ulya and N. Abid, (2015) "Pemikiran Thomas Kuhn dan Relevansinya Terhadap Keilmuan Islam," *Fikr. J. Ilmu Aqidah dan Stud. Keagamaan*, vol 3, no. 2, pp. 249-276.

- I. Ulya and N. Abid, (2015) "Terhadap Keilmuan Islam," *Articel Keilmuan Islam*, vol. 3, no. 2, pp. 249-276,
- I. Wahyudi and R. K. Mahaswa (2021) "Epistemic Fallacy Menurut Roy Bhaskar," *J. Filsafat Indones.*, vol. 4, no. 1, p. 89.
- Kania Saraswatia, G., Zulpahiyana, Z., & Arifah, S. (2016). Faktor-Faktor yang Mempengaruhi Konsep Diri Remaja di SMPN 13 Yogyakarta. *Jurnal Ners Dan Kebidanan Indonesia*, 3(1), 33.
- Kodrat, D. (2020). | Sistem Input-Proses-Output-Outcome Ujian Akhir Semester mata kuliah Pendidikan : Fakta , Kebijakan , Teori dan Filsafat diampu oleh Prof . Dr . H . Achmad Sanusi dan Dr . Yosol Iriantara Oleh Program Pascasarjana. *Essay, January*.