

Understanding the Development of Children's Education Caused by Parents Perception

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Abstract— The purpose of this study was to determine the conditions, factors, and views of parents on their children's education so that many school children dropped out of school. This research was conducted in Sukamanah Village, Paseh District, Bandung Regency, an agricultural area on the outskirts of Bandung. In general, this research is based on descriptive and qualitative methods. The results of the study show that the life of the farmer's family in Sukamanah Village is shallow both from the socio-economic, educational and other aspects. The factors causing school dropouts in the Sukamanah Village community include economic factors; a factor of the child's low interest in continuing school; elements of lack of awareness and attention of parents, factors of lack of school infrastructure, and cultural factors. The views of parents on the education of their children vary, influenced by their educational background and socio-economic and cultural status. For the sake of the nation's progress, here the Government must continue to encourage public awareness of the importance of education for school dropouts.

Keywords: *Child Education, Parent Perception, School Dropout*

I. INTRODUCTION

Indonesia has a population of more than 80% living in rural areas, with most of the livelihoods being farming, which is very dependent on the natural resources in which they live.[1] People who live in rural areas are none other than farming families. This means that they are a social group consisting of a father, mother, and child, where the head of the family (husband) works as a farmer and depends on his family's income from agricultural products.

Agricultural potential is indeed huge, but most of the farmers' families are still classified as weak. This is indeed a very ironic picture in Indonesia. This indicates that the government is not only empowering the farming families but also the agricultural sector as a whole.[2]

Poverty in farmers' families as above, indirectly has an impact on education. These influences can affect parents' perceptions of education, as well as the effects of different learning interests for each child. This means that children who come from high economic groups have many opportunities to learn, but the urge to do less. Because they think their parents who have wealth and high position are the keys to delivering them successfully. While children who come from the economy are less able to learn their high interest but the opportunity to perform less because of economic conditions.

While the other side that the role of parents is very decisive (the mindset of parents) the future of their children. Parents have an essential role in developing the quality of children's

education and labor by the demands of the opportunity. Parental participation in children's education, also contained in the Law of the Republic of Indonesia Number 20 Article 7 of 2003, that "Parents have the right to play a role in choosing education and obtaining information about the development of their children's education. Parents of children of learning age, are obliged to provide basic education to their children.

Why is the role of parents in the family vital? Various early development of children is formed from the family, ranging from personality, socialization, self-control, adjustment to the surrounding environment, ability to think and other things that contribute to the success and independence of a child. If parents can carry out their functions, child education and development can be guaranteed.[3]

Parent or family support is the primary key to achieving education, making a child successful in a good school. The support needed by a child from his parents is, for example, helping with homework, or providing support to activities carried out by children and others.

As happened in Sukamanah Village, Paseh District, Bandung Regency, most of the residents work as farmers. Economic development in this area can be categorized quite well. Indeed, not all residents live as farmers because there are also those who trade, civil servants (PNS), and also as day laborers. People who work as laborers, indirectly this situation results in low income and influences the level of family welfare.

The income of farmers in Sukamanah Village can be classified into the middle economic level, salary ranges between Rp.2,300,000 / month, and there are also farmers who produce below Rp.1,200,000 / month, because according to current conditions where the price of sales is not fixed and also depends on weather conditions. If income is mediocre in the farmer's family, as an effect is an education on their children. This then causes children to drop out of school.

Children are one group of people who are in a vulnerable situation in their lives in the community. Child's life is considered unsafe because of having a high dependence on his parents. If parents fail to carry out their responsibilities, then children will face problems. Children in every community are new members because they are young and are the next generation. In such a position it is very important for children to grow and develop optimally so that they will be able to carry out their duties and social responsibilities independently.[4]

The importance of the role of parents in determining the future of their children, primarily as motivators in life is

derived from personal experience by looking directly at the place where research is conducted and direct interviews with parents and children who are educated and uneducated. The encouragement and indifference of parents both intentionally and unintentionally will continue to influence children's aspirations for education.[5] More and more children feel the encouragement of their parents the greater the influence on the child's aspirations for education.

The background of socioeconomic status will not necessarily provide the same impetus for educational aspirations. But the encouragement of parents plays a vital role for a child to have ideals in education.[6] Because the urge is a social psychology variable that can affect a person directly. By itself, if the school gives the same encouragement as parents to students (even though the student is from a low-income family), it will still produce positive effects on students' aspirations in education.

In another view that education is the biggest thing that is always prioritized by parents.[7] At present, the community is increasingly aware of the importance of providing the best education to their children from an early age. For this reason, parents play a significant role in guiding and assisting children in children's daily lives. Parents must create a conducive environment that can provoke the child's potential, intelligence, and self-confidence.

In many cases, parents often impose their will on their children without heeding the child's mind and conscience.[8] Parents feel they know best what is best for their children. This is often done by parents who try to realize their dreams, which they cannot achieve when they are young, through their children. Events like this should not happen if parents realize the potential and talents of their children. As well as providing moral support and facilities for their children to develop their potential and talents.

The educational process that aims to develop the child's personality is determined more by the family.[9] The pattern of association and how the norms in placing oneself towards a broader environment are determined and directed by the family. Observations of what children always do can identify Children's talents, the sincerity of children's skills is useful for parents so they can understand and meet children's needs. By recognizing the characteristics of gifted children, parents can provide an educational environment that is appropriate to children's talents.[10]

By providing the highest education, all children's lives will run smoothly, children's education can direct life. And also education is still an expensive investment. The role of parents in children's school has a big role in the future of children. So that to get the best education, then as parents must try to send their children to the highest level of education is one way for children to be able to be financially independent later.[11]

In the study of farmer's family perceptions of children's education, researchers used the structural functionalism theory of Talcott Parsons as a theoretical framework to explain the role of families in the education of children in the families of farmers in Sukamanah Village, Paseh District.

Families for Parsons play a key role in maintaining community stability (fourth function) because in the family concept the socialization process takes place, and the social roles and values that function to maintain the continuity of the

social system are taught to its members.[12] Although the functional structural theory is considered to be too concerned with norms, rules, power, social strata and gender, Parsons does not consider the family to be static or irreversible.

II. METHOD

The method used in this research is a descriptive method. This method focuses on the problems that exist at the time the research is conducted or the problems that are actual and describes the facts about the issue being investigated as it is and accompanied by adequate rational interpretation. This is done by collecting and analyzing data that is related to the object of study.[13]

This research is intended to describe the ongoing problem. Indeed, in language that descriptive research is research intended to make descriptions (descriptions) of the situations or events that are taking place. But conceptually, descriptive research is the accumulation of basic data in mere depictions, no need to search for or explain interconnectedness, test hypotheses, make predictions, or gain meaning and implications, although research that aims to find these things can also include descriptive methods.[14] The research technique used is qualitative techniques. This technique is often regarded as a natural paradigm because it is a special tradition in social science that is fundamentally dependent on human observation in its area and relating to these people in its language and terminology.[15]

Sources of data in this study consist of two sources, namely primary data sources and secondary data sources. Primary Data is data obtained directly from the source; observed and recorded for the first time. For this reason, the primary source of the research was taken from the parties involved, including the Head of the Sukamanah Village, community leaders, religion and the community itself. By the researchers themselves, while secondary data is data that is not attempted, for example from the Bureau of Statistics, magazines, information or other publications. This secondary source is taken from books, magazines, newspapers, and others that support this research. The technique used is qualitative data analysis from Miles and Huberman, which consists of three activities that co-occur, namely data reduction, data presentation, and conclusion drawing or verification.[16]

III. FINDINGS AND DISCUSSION

Sukamanah Village is located in Paseh District, Bandung Regency. This area is in the easternmost part of Bandung Regency, with an altitude of 20-30 meters above sea level (masl) and an average air temperature of 20-30C. The distance from the sub-district center is 2 km, the distance from the city center is 43 km, and the distance from the center of the capital is 23 km. Sukamanah Village is an area consisting of land areas (housing), agriculture and plantations. Agriculture and plantations are still the main livelihoods of the village community. But many of the people besides farmers, are entrepreneurs, especially trading.

Sukamanah Village has a population of 8,209 people. This village is considered to be the most densely populated, compared to other villages in the District of Paseh. Of these, Sukamanah Village has a large population of productive age (16-59 years). The people of Sukamanah Village at that age are spread in several sectors, such as the education sector

(being in high school and college), working both in the formal area (government, educators and others) as well as the non-formal industry (farmers, laborers, trade, and others). The non-formal sector is more than the formal area, especially in the agricultural industry, because of the vast rice fields.

But what's interesting is that men dominate the composition of the population compared to women or women. Usually in some areas more women. This shows that the area is indeed an agricultural area where men than women do the work more because it uses muscle and energy.

From the data above, most of the population is in the productive age (age 45-60 years). This means that at that age the community works in several sectors such as farming, trading, employees, and other entrepreneurs. Agriculture is one of the work sectors that is mostly carried out by residents of Sukamanah Village. From the data on the number of residents based on livelihoods, the agricultural sector, farm laborers, and the most trade in the village. So that when there is poverty of the farmers, it means that it has something to do with the agricultural sector which is one of the mainstays of the work of the local community.

As explained before, that the community of Sukamanah Village is an agricultural area so that the majority of the population make a living as farmers. As a farming community in the village of Sukamanah, the lives of the people depend on the land. This means that the land that is processed into agricultural land currently meets the needs of family life.

The expanse of agricultural land is so vast, green when it starts to be planted and yellow when rice is harvested. The life of the community is very modest because it lives in a rural environment. The life of the community relies on its main sources of existing nature such as agriculture, plantations, fisheries, and others. So that Sukamanah Village, better known as a farmer-producing area (rice, pulses and the like).

The main work of the people of Sukamanah Village is to live as farmers. So they are farmer families. Rural areas are areas that have the main activities of agriculture, including the management of natural resources, with the composition of the function of the area as a place of settlement, rural areas, services, government services, social services, and economic activities.[17] Because it is almost on average, the people of Sukamanah Village at that time owned agricultural and plantation land, so their permanent work was as a farmer. There are even a small number of people who work as ojeg, construction workers, carpenters, tile and brickworks, and trade. These jobs are only part-time or side jobs if during times of famine (the low season there is no rice harvest), but the main job is agriculture.

The farming system that was carried out at that time was the paddy farming system, but there were some planted crops in the dry land. There are those who cultivate privately owned land, while others cultivate land owned by other people (the term village people are called gadean rice fields). Also, there are also those who work as agricultural laborers, namely farmers who are categorized as non-landowners. This farm worker works to cultivate rice fields on the orders of the rice field owners and then receives wages from the owner of the rice fields. As a farm laborer, it is a model for the work of most farmers in the village of Sukamanah.

The agricultural system that was carried out at that time was a subsystem that was only to fulfill their own needs. So after the harvest arrived, the farmers dried the rice and then stored it until the next harvest arrived. This is because farmers' income is still low. In other words, just eating alone is still difficult especially to develop until the production stage. At that time the tools used for paddy were still traditional. Business opportunities in the village are still minimal, so that as a farmer becomes an andelan (principal) to support his family.

The pattern of social life of the agricultural community in Sukamanah Village is generally communal (concerned with the public interest), which is characterized by the characteristics of a homogeneous society, its social relations are personal, know each other and the closeness of a more intimate relationship. Such an image by Ferdinand Tonnies is called the "Gemeinschaft" type of society, the Indonesian term for which is the community of the community. The Gemeinschaft community is a society that is characterized by the personal relationships of its members, giving rise to a deep and inner bond. The opponent of Gemeinschaft is Gesellschaft. The Gesellschaft community is a society whose members are more concerned with personal, group, or group interests, and taking into account profit and loss.

The connection with the social life of the farmer families of Sukamanah Village, namely that the activities they do every day, as a farming community, activities from the morning to the evening is done more to go to the rice fields until 11.00 in the afternoon. After going home to sleep or do other homework. Then in the afternoon around 2 pm, go back to the lowland until the morning or sunset. The remaining time is sometimes done to buy daily necessities or sell agricultural produce.

Therefore, economically, they rely on agricultural products, so that their lives are generally considered simple. Live as is according to income earned, and not many demands. Even to meet daily needs, it is not uncommon to use the term "hole hole hole". This term is used by farmers who have not harvested their rice fields, they owe it here for the cost of daily living, but if the harvest arrives, the harvest is used to pay the debt. This type of behavior is practically done on average by the families of the farmers of Sukamanah Village.

In addition to the agricultural sector, the families of farmers in Sukamanah Village have other erratic jobs, meaning that they do everything they can to generate money for their family's needs. Sometimes when the rice fields begin to be planted (seedling seedlings) until they wait for the harvest for around 3-4 months, the farmers at that time do odd jobs waiting for the harvest to arrive, such as becoming ojeg, sand digging or building and others.

But with the above agricultural income, and good agricultural produce (not attacked by rice pests or the like), they can provide for their daily needs. But if the agricultural produce is bad, it will have an impact on its economic life. So that their economy at that time, sometimes enough sometimes not, or mostly not enough (mediocre). Indeed, the life of the farmers is very simple, they rely on agricultural products only for their needs, and even sometimes they are not enough or enough to cover them. Especially those who have many families. So as a side job, they do other work besides the farmers who are important to make money.

When the harvest is not good, then they have to make ends meet for their families, so the Rancaek Wetan families do the tradition of wandering (the term village people are called *derep*) to the village of others or to their relatives, their relatives who have not harvested rice to help cut crops, because in the area itself is famine (no harvest). When they were famine, their economic conditions were very difficult (*kejepit*), so they looked for them out of the villages to join in the *derep* (cutting in the area). This shows that the economic behavior of their lives is very mediocre and simple, so that the economic movement is only around that.

Looking at the explanation above, that the socio-economic conditions of the farming family in the village of Sukamanah are relatively low. This can be seen in their choice of livelihood, that aside from farming, they also work as farmers, traders, construction workers, factories, workshops, transport drivers and others. Usually, the work is done if the paddy season is famine (not harvested). If the community does not go out of town, the family of farmers in Sukamanah village prefers to work in their own area as construction laborers or others if there is no work in the agricultural sector.

Economically, the lives of farmer families in Sukamanah Village are odd jobs. Both his father and his mother do this. Average odd jobs done by mothers on plantations. His work is like weeding, cleaning grass or picking crops. The wages they get are very few and do not meet the household needs if their children are many. The average worker in the garden as odd jobs, starting at 7-12 noon is paid Rp. 25,000-30,000.

As an interview with YD, a farmer said: "My family is poor, I don't have anything. I, my wife and children work as farmer laborers (*coolies*) whose income is mediocre. Sometimes working sometimes does not depend on the person who told me. If there is work in the fields or in the fields, from 7 to 12 noon. The labor (wages) is only Rp. 35,000, -. That amount of money is not enough for family needs, but just enough. Sometimes it's also not routine every day someone tells to work in the fields. Sometimes 2 or 3 days there is no work in the fields. Finally, any porters who can make money."

Likewise with Mr. DN's family, this family has the same fate as Mr. YD's family. Mr. DN works as odd jobs. What makes the money he does? His permanent job is as a farmer. Sometimes workers are stuck in the fields, sometimes construction workers and others. But the income is insufficient, sometimes mediocre to eat every day.

Almost on average, men of productive age in Sukamanah Village, choose to work as farmers. But not all farmers in the Sukamaju area have their own rice fields or land. Most farmers in the village do not have their own land. They work on the fields of other people and work as farm laborers, such as watering, fertilizing, hoeing, sowing seeds, barking, and transporting their crops. There are also those who rent rice fields or fields that have rice fields. There is something rented by the government and there is also a year depending on the agreement of both parties. The wages of farm laborers working from 7-12 noon are usually paid Rp. 30,000-35,000 per day with additional lunch and cigarettes from the owners of the rice fields. Even this wage is insufficient because sometimes they work sometimes not working depending on the person who told them.

Based on the observations of the author, the level of education and the eyes of the people of Sukamanah Village are very low. The last level of education achieved by the families of farmers is elementary, middle and high school graduates. Obviously, this greatly affects the level of income it earns. According to Khairudin that the higher education the community has, the higher the income and social status of the community.[18] Likewise, the influence of their parents 'education affects parents' perceptions of their children's education.

Education makes humans more developed. As individual human beings have potential that will develop if accompanied by education. Through education, humans can explore and optimize all the potential that exists in themselves. Through education, humans can develop ideas in their minds and apply them in their daily lives, to improve the quality of human life itself.

Generally, low-educated people are more dominated by rural communities than urban areas, as is the Sukamanah Village. This is due to the lack of motivation and costs that the community has, so many of them decide to work. This also correlates with the poverty faced by the village community. The level of education is usually very influential on one's insights and choices, especially choices for livelihoods. People who have a low education with a high level will have different choices and outlook on life. People whose education is low or even not in school, usually have a simpler lifestyle, are very communal, as is, practical, emotional, very mystical and irrational. The choice of work also relies more on muscles than on the brain. Conversely, people who are highly educated, think very rationally and prefer jobs that rely on their brains.

Seeing the low level of education owned by the people of Sukamanah Village, they generally work as farmers or farm laborers who rely more on their muscles. If anyone works as an employee in a factory, his job as a laborer is not in his office. Even based on the results of interviews with the Sukamanah Village Head, mention that: "A large number of elementary / MI or junior/senior high school graduates is due to the choice of jobs that follow their parents or help their parents. They assume that the difficulty in the formal sector job field, it is better to choose to work as a farmer following their parents finished primary school, rather than continue their studies but eventually unemployed. Moreover, the Sukamaju region which is dominated by rice fields, the agricultural and plantation sectors become the choice to allow many farmers or farm laborers in this village. Because being a farmer does not have to be a high school. Until finally they remain in trouble and their lives are mediocre".

Based on the results of the study that the factors causing school dropouts in Sukamanah Village, caused by the lack of attention of parents in Sukamanah Village to the importance of school for their children, until completing a certain level of education. Some parents in the farmer's family have a perception that sending children to school is only for reasons that children can read and write solely so that others do not easily fool them.

Based on the results of an interview with Mr. AS, as an informant and he was one of the community leaders in Sukamanah Village said: "Indeed many farmers in this village, who drop out of school because of the culture of parents who

are less concerned with education. Plus the cost of sending a very expensive child to school. Finally, many parents tell their children to work, either as farmers or go to other cities to work. Moreover, economically their income is only mediocre to eat. So it is unthinkable to have to pay school fees for their children. Erratic income as a farmer so that they cannot afford to pay for children's schooling. Income is only enough for daily meals. Not to mention if the harvest fails, there is no additional income for everyday expenses, let alone for children's school fees.

Based on the above, the high cost of education is the reason for the many dropouts for children in Sukamanah Village, as well as making it difficult for young people to send their children to school. Until finally their children work to follow their parents as farmers make money. As an informant said that children did not want to go to school, I, as a parent, did not have a fee, and finally, my children used it to help work on the rice fields.

From the results of interviews with researchers with community leaders and the community of Sukamanah Village, it can be said that children drop out of school due to lack of costs and lack of awareness of the importance of education. Especially when the child needs his energy to help make a living to ease the burden on parents. This is so commonly the case with farm families in Sukamanah Village. Parents usually invite their children to the farm to help work on the rice fields, children who are tired of work certainly cannot be invited to school. Because parents who want their children's energy to help work on the rice fields.

Plus interviews with children who dropped out of school, including those who said: "If I continue to go to school, I can't necessarily get a better job than my parents, so it's better for me to help my parents, instead of wasting time and spend money for school, which is not sure to get a job or not".

Other informants said: "I felt my parents were unable to pay for my schooling, so I better help my parents work. Why school is high, in the end, it is also looking for money, so it's better than now making money.

Thus seeing the results of interviews with several informants above, it can be concluded that the factors causing the occurrence of school dropouts in Sukamanah Village are:

First. Economic factors. Economic factors are meant from the inability of the family of the child to finance all the needs needed by the child while studying in school. Even though the Government launched nine years of compulsory education, and the existence of BOS (School Operational Assistance) funds, the assistance has not yet become the maximum dominant in reducing the number of school dropouts.

Second. The low factor and lack of interest for the child to continue school. The reason for children not continuing school is due to the lack of parental attention to their children, in addition to the distance from the child's place of residence with the school which is quite far away, and the influence of the surrounding environment. Less interest can be caused by environmental influences such as low levels of public education which are followed by low awareness of the importance of education.

Third. Lack of attention from parents. The low attention of parents is due to economic conditions for the low income of

the parents of the child so that the attention of parents is more devoted to meeting the needs of family days. In poor families in Sukamanah Village, there are many problems that are related to financing children's lives, thus disrupting learning activities and difficulties in following lessons.

Fourth. The absence of school infrastructure. The intended infrastructure factor is related to the unavailability of educational infrastructure in the form of school buildings or transportation equipment from the student's residence with the school.

Fifth. Culture. The cultural factors referred to here are related to the habits of the surrounding community. Low awareness of parents about the importance of education. The behavior of the community in rural areas, especially in Sukamanah Village, in sending their children to school is more influenced by environmental factors. Villagers there assume that children without going to school even their children can live as well as other children who attend school. Because in the village the number of children who do not go to school is more and they can live well then such conditions are used as a basis for determining the child's future.

Of the several factors described above, the lack of awareness for parents to send their children to school and the number of parents who think that education is not important even though education is very important for their children's lives for the future of the child. The work done by the parents of the child is the farm laborer, this job is a job that relies heavily on extra energy because the problem is not only in their work as farm laborers, but before they do the farm work they do routine work as a very important household.

As rural communities whose lives are largely based on the agricultural sector, it is very difficult to escape from agricultural activities. How difficult is the struggle that must be taken by the people of Sukamanah Village in their efforts to change their destiny as low economic strata, so that the work in the dominant Sukamanah Village community has sufficient skills for their lives?

Parents often impose their will on their children without heeding the thoughts and conscience of the child. Parents feel they know best what is best for their children. This is often done by parents who try to realize their dreams, which they cannot achieve when they are young, through their children. Events like this should not happen if parents realize that the potential and talents of their children are so large that the parents are unaware of them. As well as providing clear support and means for their children to develop for their children's potential and talents.

Working as farm laborers has not yet solved the economic problems of their families, because the wages earned from working as farm laborers are not proportional to the energy spent. For female agricultural laborers, the salaries received are smaller compared to male farm laborers, the fees are minimal and not as expensive as the prices of necessities which are now increasingly expensive.

The rural environment generally has wisdom that is still awake. The harmony of the community in Sukamanah Village is still tight, and cooperation carried out once a week, and in other languages, Friday is clean and well maintained for the convenience of the people in Sukamanah Village, and still values the people. Regardless of status, class, and social class.

Life in Sukamanah Village community is not far from their social relations with each other in their surroundings, the harmony that is intertwined with each other is very visible,

Education plays a vital role in every human life, but this education will eventually affect behavior for someone. Educational facilities and facilities in rural areas are very different from urban life. This often leads to the emergence of assumptions that exist in the community that in general, the rural education community is very low.

The assumption of high or low education for rural communities is reflected in their daily economic activities that are often carried out. When viewed from the type of work performed, including jobs that only need energy and low wages, most people who work on the job are mostly educated. In general, many villagers consider that education is not important, but that is what is very wrong because with this education the future of children will be brighter and more advanced in the future and can elevate their parents.

Due to the low level of education, they also find it very difficult to find a more decent job because of their ability and very low human resource needs and lack of education for the people of Sukamanah Village. So that several factors including influence the perception of good or bad arises from parents

First, parent education. Education affects the level of perception of parents. Higher and lower education will affect the views on education for their children.[19] This means that the higher the education of parents and family income, the better their perception about education for their children.

Parents in Sukamanah Village, most have a low level of formal education. They only participate in various non-formal activities held in the community, for example through religious lectures in the community in Sukamanah Village. Therefore, parents in the Sukamaju area have low awareness of their children's education. For them, education is only enough to be able to read and write and does not need high school. The parents of Sukamanah Village farmers who have out of school children believe that a person's success is not determined by the level of education taken, so it is not too important to send their children to secondary education.

A father said that: "For me, sending children to school does not need to be high enough until the child can read and write. Because by being able to read and write, we will not be deceived in life. Even if the school is high, in the end just looking for work. So it's better to just work since childhood so you can get money. My child stopped going to school now and is now helping me paddle. Plus I am old, no one is helping me, and also to make money before the harvest season.

Second, the state of the household economy. The economic ability of most of the farmers' community in Sukamanah Village is mediocre. They are labor farmers and odd jobs. Income is only enough to eat every day, sometimes even less. This greatly affects their perception of their children's education. This means that due to the low economic conditions, the outlook on education is also low. For the people of Sukamanah Village, the important thing is to work to make money. Even the work they did as a farmer was passed on to their children so that for generations they became farmers.

The families of the Sukamanah village farmers who have school dropouts generally have low economic income, so they need help from their children to supplement family income to meet family needs. Therefore, parents who have low education and income have a lower perception of education for their children compared to families who have higher education and income which generally can send their children to higher education. As the results of the author's interview with Mr. Yudi, Said: "Education is indeed important, but for me who is not economically able how to continue school for my children. In the future, the school aims to find a job, for what school is high. It's better not to go to school but work right away to make money for everyday needs. "

Third, parents' awareness. Parental awareness about the importance of education can shape a person's perception. If you have high awareness, the perception of children's education is getting better. In the Sukamanah Village, there is still a lot of low awareness of parents. The reason is again, is a financial problem. Said a father, "I am not the only citizen here whose children do not go to school. On average because the money to pay for school is too high. Well, if you go to the junior high school level, you don't pay, but you need fees and others, it still costs you".

IV. CONCLUSION

Based on the results of the study, it can be concluded that the results of the study are: 1) farmers in Sukamanah Village in Paseh District, Bandung Regency, judging from the conditions of their work, most of them are farmers belonging to low-income groups. So that it can be categorized as poor. And when viewed from the condition of education, they are classified as low education. Especially their parents. The average family of farmers is educated between elementary and middle school. The low level of education in the regional community resulted in their low perception of education for their children; 2) a large number of school dropouts in Sukamanah Village communities is due to economic factors; a factor of the child's low interest in continuing school; factors of lack of awareness and attention of parents; factors of lack of school infrastructure; and cultural factors; and 3) the views of parents on the education of their children vary. Their educational background basically influences Parents' views, socioeconomic status and culture. The better the education, economic, social status and culture of the parents, the better and higher perceptions of the parents, and vice versa.

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