

Pasar Rebo Street Library Community Alternative Education Empowerment Model for School Out-of-School Children

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Abstract

The problem of dropping out of school experienced by students in Kampung Tengah, East Jakarta raised the social concern of the Pasar Rebo Street Library Community to Apply the concept of empowerment through alternative education activities as an effort to overcome the phenomenon of students dropping out of school. This research aims to describe the internal and external factors causing dropouts, the alternative education empowerment model and the supporting and inhibiting factors in its implementation. This research uses descriptive qualitative method with purposive sampling technique to determine informants. Data were collected through interviews, observation and documentation. The data were analyzed using structural functionalism theory, specifically Talcott Parsons' AGIL concept and Max Weber's Social Action theory. The results show that the internal factor that causes children to drop out of school is the desire of children to help parents work, while the external factor is the lack of parental attention to children's education. There are five alternative education empowerment models carried out by the Pasar Rebo Street Library Community, namely the history model of the formation of teaching staff, the book collection model for teaching materials, the student data collection model, the student classification model and the alternative education learning model. Supporting factors in alternative education activities are motivation, commitment and a supportive environment, while the inhibiting factors are the time of organizing activities, the inconsistency of some teaching staff, and the lack of interest in learning from some students. Based on the results of the research, alternative education activities carried out by the Pasar Rebo Street Library Community for school dropouts in Kampung Tengah, East Jakarta are included in the concept of empowerment, where students are given learning, knowledge and knowledge like in formal education, and there are plans to create PKBM so that students get proof of learning or diplomas.

Keywords: Community Empowerment, Alternative Education, Pasar Rebo Street Library Community, School Dropouts.

INTRODUCTION

Education is important for every human being, this means that every human being in Indonesia has the right to obtain it and hopes to always develop in it. Education will never end, education in general has meaning, namely the process of life in developing each individual's self to be able to live and be able to continue living life (Alpian, Anggraeni, Wiharti & Soleha, 2019).

In providing education, in fact there is a problem, namely the problem of dropping out of school. This problem can be caused by several factors, one of which is cutting off access to education for children or in this case students dropping out of school (Agnesita W. L, 2019). The phenomenon of students dropping out of school can occur in big cities in Indonesia, such as in this case the city of DKI Jakarta. Based on information from the Ministry of Education and Culture go.id data publication, it is known that students who have dropped out of school in DKI Jakarta are:

Educational level	DKI Jakarta Province School Dropout Students in 2022/2023												
	CLASS												
	I	II	III	IV	V	VI	VI	VII	IX	X	XI	XII	A
elementary school	603	45	37	32	6	22	-	-	-	-	-	-	815
JUNIOR HIGH SCHOOL	-	-	-	-	-	-	205	41	26	-	-	-	272
SENIOR HIGH SCHOOL	-	-	-	-	-	-	-	-	-	311	8	18	337
vocational school	-	-	-	-	-	-	-	-	-	17	36	39	192
TOTAL													1,586

Table 1. Number of Students Dropping Out of School According to Educator Level and Class in 2022/2023 (Source: Publication of data kemdikbud.go.id.)

From the data in the table above, it is known that the total number of students who have dropped out of school at the education level from elementary school (SD) to high school (SMA) in Jakarta is 1,586 students. Abundant or easy access to education does not fully guarantee that students will choose to make the decision to drop out of school. Many diverse factors cause students to choose to drop out of school (Agnesita W. L, 2019).

There are several factors that underlie someone dropping out of school, including; 1) Internal factors which are based on individual laziness, low interest in going to school, and individuals who prefer to play, 2) External factors which are based on the family's economic situation, parental attention, parents' educational background and an unsupportive environment, thus causing children's encouragement to go to school is low.

Alternative education, which in this case is included in non-formal education, exists as a solution to overcome students who drop out of school. Empowerment through non-formal education can train people to discover the interests and talents they have and then hone them into abilities that turn them into goods or services that can be bought and sold and ultimately help their own economy (Laila & Salahudin, 2021). Based on information from the Ministry of Education and Culture go.id, the number of students dropping out of school in East Jakarta is:

Educational level	East Jakarta School Dropout Students in 2022/2023	
		Amount
ELEMENTARY SCHOOL		221
JUNIOR HIGH SCHOOL		82
SENIOR HIGH SCHOOL		229
VOCATIONAL SCHOOL		65
		3
TOTAL		600

Table 2. Number of Out of School Students in East Jakarta in 2022/2023 (Source: Kemdikbud Pusdatin Verification Data go.id.)

From the data in the table above, it is known that the total number of students dropping out of school in East Jakarta in 2022/2023 is 600 students, ranging from elementary school (SD) to high school (SMA) and SLB. Based on this information, it is known that East Jakarta has a fairly large contribution to the number of out-of-school students in Jakarta. This is quite worrying and a problem, especially for the East Jakarta government and the local community.

In Kampung Tengah, which is the term for Tengah Village, Kramat Jati District, which is also included in the East Jakarta unitary area, there are several children or students who also contributed to the data in the table above. So it is necessary to empower children or students who have dropped out of school, in order to create quality human resources in the future. Based on information from the Community Welfare Division of Central Subdistrict, or Kampung Tengah, East Jakarta, the number of students dropping out of school as of 2021-2023 based on RW is:

Year	Students dropping out of school based on RW in Central District, East Jakarta in 2021-2023										
	RW										
	001	002	003	004	005	006	007	008	009	010	Amount
2021	1	-	-	32	2	-	-	3	1	-	39
2022	-	-	2	29	-	-	1	-	2	-	34
2023	-	-	1	24	-	3	1	-	-	4	33

Table 3. Number of Middle Subdistrict School Dropout Students by RW in 2021-2023 (Source: Archives of the Annual Report of the Community Welfare Section of Central Village, East Jakarta)

Based on the data in the table above, it is known that the number of out-of-school students based on the RW in Tengah or Kampung Tengah sub-districts which makes a significant contribution is RW 004. The RW 004 area has a total of 12 RTs that are affiliated. Where in this area there is an area inhabited by residents who work as scavengers, especially in the rubbish dump area located at RT 005/RW004. It is known that a number of out-of-school students who have made quite a large contribution to RW 004 and the Tengah sub-district area are children who live in the rubbish dump area.

The Rebo Street Library Community (Perpusjal Rebo) is a social community that has an initiative based on social concern to provide alternative education for out-of-school children in the Kampung Tengah area, East Jakarta. In this case, Perpusjal Rebo took quite a solution, where the alternative education they provided to children in Kampung Tengah, East Jakarta was driven by their sense of initiative and social concern to provide education for out-of-school

children through an alternative education empowerment model. which they give to the out-of-school children.

The Empowerment Model referred to here is the method used by the Perpusjal Rebo Community in its implementation of providing empowerment activities through alternative education which they provide for out-of-school children in Kampung Tengah, East Jakarta. As is known, education is a process of empowerment, empowerment in question is being able to empower students to become knowledgeable and educated humans, through the learning process, training process, or through other activities (Hamzah B. Uno, 2008).

Based on the description above, the focus of this research will discuss: 1) What are the internal and external factors that cause children to drop out of school in Kampung Tengah, East Jakarta, 2) what are the empowerment models or methods used by the Perpusjal Rebo Community in holding activities alternative education for out-of-school children in Kampung Tengah, East Jakarta, 3) what are the supporting and inhibiting factors for the Perpusjal Rebo Community in providing an empowering model of alternative education for out-of-school children in Kampung Tengah, East Jakarta.

In this case, there are also several references in the form of secondary data that researchers found through Google searching regarding similar research, namely; Research conducted by Dela Salsabila Putri, Sri Sulastri and R. Nunung Nurwati in 2023 entitled Empowerment of Street Children through Alternative Education Programs at the KDM Foundation in Bekasi City. This research uses qualitative research methods with a descriptive type. The results of the research explain that the alternative education program can be said to be an empowerment program because it has shown that every aspect of the empowerment stages is in accordance with the concept of the empowerment approach put forward by Edi Suharto. These stages are enabling, strengthening, protecting, supporting and maintaining. However, there are still several things that need to be improved, such as the protection aspect because there is no counseling staff to provide assistance or counseling if needed at any time.

Based on the relevant previous research described above, it can be seen that the application or implementation of the empowerment concept can be done through creating educational programs or activities, such as alternative education activities. Implementing non-formal education activities or alternative education can be one solution in overcoming the problem of students dropping out of school, where students can continue their education with the conditions implemented by program makers or activity implementers.

RESEARCH METHODS

The research method used in this research is a qualitative research method with descriptive research type. The research location carried out in this research was the RT005/RW004 waste dump area, Kampung Tengah, East Jakarta. In this research, the technique for determining informants uses the Purposive Sampling technique. According to Zuchri (2021) "The purposive sampling technique is a technique for sampling data sources with certain considerations, for example individuals who are considered to know best about what the researcher hopes, so that it will make it easier for the researcher to explore the object/social situation being studied" (p. 137). Then, in collecting data, 3 methods were used, namely: Observation, Interview and Documentation.

Data processing and data analysis used the Miles and Huberman model (1985). As quoted by Zuchri A (2021, Miles and Huberman (1984) stated that "activities in data analysis are carried out interactively and continue continuously until completion, so that the data is saturated" (p. 176). The data collected is then analyzed using a model Miles and Huberman (1984), namely: Data reduction, data presentation, drawing conclusions and testing the validity of the data.

RESULT AND DISCUSSION**Pasar Rebo Street Library Community**

The Pasar Rebo Street Library Community (Perpusjal Rebo) is a social community that was founded and formed in May 2021 by a group of young people in the Pasar Rebo sub-district area, East Jakarta, spearheaded by Jorginda Aldico as the driving force in the Perpusjal Rebo Community. The definition of a Social Community itself is a group of individuals or people who have the same feelings and share the same responsibility and have goals in terms of society (Erma Try A, 2017). The members who join the Perpusjal Rebo Community itself are actually not permanent, because this community is a volunteer. The aim of its establishment is to help those who are marginalized, or people who are less fortunate, either in the field of education or other social life.

Pasar Rebo Street Library Activities

The activities carried out by the Perpusjal Rebo Community are basically carried out to help people in need. Since the founding of the Perpusjal Rebo Community until now, there have been several activities carried out by the Perpusjal Rebo Community, namely: 1) Free reading stall activities, 2) Free market activities, 3) Public kitchen activities, 4) Alternative education activities. In the process, the Perpusjal Rebo Community often collaborates with social communities, as well as Student Associations from several universities who are interested in taking part in carrying out activities, one of which is the "SATIR" activity which is a term for activities carried out by other social communities and the Perpusjal Rebo community. at every moment of the month of Ramadan.

Internal and External Factors Causes of Children Dropping Out of School in Kampung Tengah, East Jakarta

1) Internal factors

The internal factors that cause children to drop out of school in Kampung Tengah, East Jakarta are partly caused by the child's inner desire to not want to continue school because they want to help their parents work. Based on this, it is known that internal factors, such as an individual's unwillingness to continue school, are internal factors that can cause a child to drop out of school. (Yaneri, Vonika & Suviani, 2022). The internal factors that cause the actions of children to drop out of school are included in the Affective Rationality action proposed by Weber, where some of the children who have dropped out of school feel that they do not have time to study in formal schools which then makes some of them prefer to work to help their parents (History and Social Affairs, 2023).

2) External Factors

The external factor that causes children to drop out of school in Kampung Tengah, East Jakarta is caused by parents' lack of attention to children who are currently undergoing the education process, in the form of not taking care of their KTP and family transfer cards before they migrate and work in Jakarta. External factors that are based on or influenced from outside the individual, such as lack of parental attention to the child's education process, unsupportive environment, negative associations and so on. (Yaneri, Vonika & Suviani, 2022). External factors are included in the act of Instrumental Rationality, where parents of children who have dropped out of school tend to prefer work by going abroad, then they find out the consequences of their actions, namely ignoring their children who are currently in school, which has an impact on the child who can experience dropping out. school (History and Social Affairs, 2023).

Perpusjal Rebo Community Alternative Education Empowerment Model

Some of the empowerment carried out by the Perpusjal Rebo Community in the field of education has already been implemented, such as alternative education activities in Kampung

Tengah, East Jakarta and some are still at the planning stage. The planning stage in question is where the Perpusjal Rebo Community has the desire to create an educational institution, such as PKBM, so that students get proof of learning or diplomas which can then be used later. However, it is felt that this is still quite far from being implemented, because the driving force and several teaching staff or members of the Perpusjal Rebo Community consider that to make this happen requires synergy and joint commitment from various parties.

In this case, the alternative education empowerment model carried out by the Perpusjal Rebo Community for out-of-school children in Kampung Tengah, East Jakarta, is included in alternative education for children from marginalized groups. Where it is known that on average their parents work as waste sorters or scavengers who live in the waste disposal area (TPS), in RT005/RW004. There are 5 (five) models or methods for the Perpusjal Rebo Community in carrying out alternative education activities in Kampung Tengah, East Jakarta, namely:

1) Historical model for the formation of teaching staff

It was formed because of the unrest experienced by the Perpusjal Rebo Community, which then sparked their sense of social concern to provide alternative education for children who have dropped out of school and are not attending school there. Where in the process, they communicate via WhatsApp group and also private chat to invite members, both members who are members of the Perpusjal Rebo Community, as well as other social communities (Adaptation). There is no special selection process, where the teaching staff are volunteers. The aim of carrying out alternative education activities in Kampung Tengah, East Jakarta is to empower them so that they can gain knowledge, insight and skills (Goal Attainment). Furthermore, the social action carried out by the Perpusjal Rebo Community in this case is based on the social action of Instrumental Rationality, where the teaching staff who are members of the Perpusjal Rebo Community carry out alternative education activities based on a sense of social concern for out-of-school children, who then they took the initiative to create alternative educational activities with the aim of empowering out-of-school children by receiving insight and knowledge like children who attend formal schools.

2) Model of collecting books for teaching materials

The Perpusjal Rebo Community collaborates with each member to buy books. Apart from that, open donations via social media were also carried out. Then there is filtering of books which are then arranged into independent learning modules. Goal Attainment, namely the aim is that the books collected for this teaching material can be used by out-of-school children in Kampung Tengah, East Jakarta so they can learn. Then, the Latency contained in this book collection model is that there is a desired and hidden element in the collection of books by the Perpusjal Rebo Community, namely through book collection which is carried out through open donations, it is hoped that the community will be moved and encouraged to collect books. Furthermore, the social actions carried out by the Perpusjal Rebo Community in this case can be seen that the book collection model is based on Instrumental Rationality actions and Value Rationality Actions, Instrumental Rationality Actions where teaching staff who are also members of the Rebo Perpusjal Community search for or collect books -books via direct delivery, and also online via WhatsApp and open donations via Instagram social media. Meanwhile, the Value Rationality action where the Perpusjal Rebo Community believes that their actions in collecting books both via WhatsApp and open donations is the right action and an act of kindness. Where the books that have been collected will be used as teaching materials for out-of-school students to learn and gain knowledge and insight.

3) Student Collection Model

Efforts made to gather students, namely; 1) Approaching RT 005/RW004 to carry out permits, 2) Outreach to parents of students in the RT 005/RW004 waste dump area, 3) Door to Door inviting children who have dropped out of school. Adaptation, the Perpusjal Rebo Community approached the head of RT 005/RW004, parents of out-of-school children and out-of-

school children who then disseminated alternative education activities. Then, Goal attainment, by taking a door to door approach and outreach, the aim is that out-of-school children in Kampung Tengah, East Jakarta can take part in alternative education activities carried out by the Perpusjal Rebo Community. Furthermore, the social actions carried out by the Perpusjal Rebo Community in the student gathering model can be seen that the social actions are included in the Instrumental Rationality and Traditional Rationality action types. Instrumental Rationality Action where the Perpusjal Rebo Community approached the local RT and also carried out outreach to parents of out-of-school children and out-of-school children. Meanwhile, the traditional actions used by the Rebo Library Community in carrying out this approach are based on the use of their habits or ways of carrying out social activities in a particular area.

4) Student Classification Model

Classification is carried out by dividing 3 study groups, namely 1) based on age, 2) level of education, and 3) based on the extent of the students' learning process. This classification is carried out by dividing the teaching staff into different groups of students. Goal attainment, namely the classification of students so that out-of-school children who become students can focus more on learning and receive material proportionally, and also so that the learning carried out is more effective. Then, Integration is where teaching staff divide into groups with other teaching staff, where in one group there are four (4) teaching staff, who then teach according to the portion of knowledge given to students. Furthermore, the social actions carried out by the Perpusjal Rebo Community are included in the type of Instrumental Rationality action, where teaching staff classify students with the aim of ensuring that students do not feel bored and can receive learning well and effectively.

5) Alternative Education Learning Model

The learning model applied is a semi-formal learning method, where they use the learning concept of an introduction to the basics of formal education that is simple and fun. Integration is the use of a learning model that is simple, fun and practical. Where the teaching staff uses an intense social interaction approach by learning while playing, singing and telling stories. Then, Latency is where there is an element of hope by the teaching staff to implement such a learning model so that students do not feel bored quickly and more easily digest the knowledge provided. Furthermore, the social actions carried out by the Perpusjal Rebo Community are included in the Instrumental Rationality and Value Rationality action types. The Instrumental Rationality Action, in implementing a simple, fun and practical learning process, the Perpusjal Rebo Community aims to make students feel comfortable so they can receive the knowledge conveyed well. Meanwhile, value rationality where the application of a simple, fun and practical learning model is considered by the Perpusjal Rebo Community teaching staff to be a good learning method and appropriate to the learning context, where alternative education is education that tends to be different from formal education.

Supporting and Inhibiting Factors of the Perpusjal Rebo Community in implementing alternative education activities in Kampung Tengah, East Jakarta

1) Supporting factors

In carrying out alternative education activities in Kampung Tengah, East Jakarta. There are 3 (three) supporting factors, namely: 1) Motivation that originates from within the individual and also collective motivation based on the purpose of carrying out the alternative education they are doing. 2) The commitment created is built based on the intense communication or social interaction that exists between each member. Where the interaction or communication that is built focuses more on discussing activities during alternative education activities in Kampung Tengah, East Jakarta. 3) A supportive environment is support through the form of permission from the head of RT005/RW004, and parents of students who allow

their children to take part in alternative education activities. As well as out-of-school children who were enthusiastic during alternative education activities in Kampung Tengah, East Jakarta.

Based on 3 (three) supporting factors which are positive or driving factors in implementing alternative education activities. These three factors, namely; 1) Motivation which is influenced by the individual, which is included in the internal factors in supporting factors, and also external motivation which is created by each member who has the same feelings. 2) Commitment which is influenced by intense social interaction or communication which is included as an external factor in supporting factors. 3) A supportive environment which is an external factor as well as a supporting factor that allows the Perpusjal Rebo Community teaching staff to carry out alternative education activities in Kampung Tengah, East Jakarta.

2) Obstacle factor

In carrying out alternative education activities in Kampung Tengah, East Jakarta. There are 3 (three) supporting factors, namely: 1) Time to provide activities, which are carried out on Saturdays and Sundays. This ultimately makes some teaching staff experience these obstacles, preferring to carry out other activities. 2) The inconsistency of some teaching staff, caused by some teaching staff who prefer to spend their weekends on other personal activities. 3) The lack of interest in learning for some students is due to the fact that some students also work to help their parents as bottle strippers. This can sometimes influence the interests of other students. Then this also becomes a challenge for the teaching staff of the Rebo Library Community.

Based on the description above, there are 3 (three) inhibiting factors experienced by the Perpusjal Rebo Community in carrying out alternative education activities in Kampung Tengah, East Jakarta, namely; 1) Time to provide activities, which is influenced by internal factors in inhibiting factors, where the teaching staff do not discuss and agree to determine the activities, then it is also influenced by external factors, where the joint determination is not consistent, making some teaching staff do not regularly participate in activities. 2) The inconsistency of some teaching staff is influenced by external factors, where some teaching staff often prefer other activities on the day of implementation. 3) Lack of interest in learning for some students, which is influenced by internal factors in inhibiting factors, where some students feel that studying is boring and prefer to work to help their parents, as well as external factors, where some students who take part in activities are influenced by their friends who not participating in activities.

CONCLUSIONS

The internal factors that cause children to drop out of school in Kampung Tengah, East Jakarta are partly caused by the child's inner desire to not want to continue school because they want to help their parents work. The external factor that causes children to drop out of school in Kampung Tengah, East Jakarta is caused by parents' lack of attention to children who are currently undergoing the education process, in the form of not taking care of their KTP and family transfer cards before they migrate and work in Jakarta.

Perpusjal Rebo Community Alternative Education Empowerment Model: a) Historical model for the formation of teaching staff; b) Model of collecting books for teaching materials; c) Student collection model; d) Student Classification Model; d) Alternative education learning model.

Supporting factors, namely Motivation, Commitment and a supportive environment. Inhibiting factors, namely the time to provide activities, the inconsistency of some teaching staff, and the lack of interest in learning from some students.

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