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FAMILY SOCIALISATION FUNCTION IN OUT-OF-SCHOOL CHILDREN

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Abstract:

The Wonosobo District Government has endeavored to tackle the problem of out-of-school children through the "Mayo Sekolah" program. However, not all children, including those in Jaraksari Urban Village, show interest in resuming their education. Various studies have shown that family factors contribute to children's decision not to attend school. This research seeks to explore the function of family socialization in out-of-school children by exploring their life experiences from the time they decide not to go to school to their plans. This qualitative research with a grounded theory approach was conducted using interviews, observation, and documentation. In-depth interviews were conducted with five primary informants of out-of-school children and five supporting informants in the form of informants' families. Observation was conducted by observing the activities of out-of-school children. Documentation was conducted by analyzing documents from Jaraksari Urban Village, the Education Office, and various relevant reading sources. The study results were analyzed using Spradley's data analysis technique, which consists of domain analysis, taxonomy analysis, component analysis, and theme analysis. Meanwhile, data validity was tested using source triangulation. The results showed that the conjugal family system influences the function of family socialization. Three variations of conjugal families become the place of growth of out-of-school children in Jaraksari Urban Village, namely families who live separately from their extended families, families who experience problems within the scope of the nuclear family, and families who live with extended families but remain independent in carrying out their respective functions.

Keywords: Family, Life History, Out-of-School Children

Abstrak:

Pemerintah Kabupaten Wonosobo telah berupaya menyelesaikan permasalahan anak tidak sekolah melalui program “Mayo Sekolah”. Meskipun demikian, tidak semua anak berminat untuk melanjutkan pendidikan, salah satunya yang ditemukan di Kelurahan Jaraksari. Berbagai kajian menunjukkan adanya faktor keluarga yang berkontribusi terhadap keputusan anak untuk tidak sekolah. Dari hal tersebut, penelitian ini berupaya menggali mengenai fungsi sosialisasi keluarga pada anak tidak sekolah dengan cara mendalami pengalaman hidup anak sejak awal memutuskan tidak sekolah hingga rencana di masa depan. Penelitian kualitatif dengan pendekatan grounded theory ini dilakukan dengan wawancara, observasi, dan dokumentasi. Wawancara mendalam dilakukan kepada 5 informan utama anak tidak sekolah dan 5 informan pendukung berupa keluarga informan. Observasi dilakukan dengan mengamati aktivitas anak tidak sekolah. Dokumentasi dilakukan dengan menganalisis dokumen dari Kelurahan Jaraksari, Dinas Pendidikan, maupun berbagai sumber bacaan yang relevan. Hasil penelitian dianalisis menggunakan teknik analisis data menurut Spradley yang terdiri dari analisis domein, analisis taksonomi, analisis komponen, dan analisis tema. Sementara uji validitas data dilakukan dengan triangulasi sumber. Hasil penelitian menunjukkan bahwa fungsi sosialisasi keluarga dipengaruhi oleh sistem keluarga yang bertipe konjugal. Terdapat 3 variasi keluarga konjugal yang menjadi tempat tumbuh kembangnya anak tidak sekolah di Kelurahan Jaraksari yaitu keluarga yang tinggal terpisah dari keluarga luasnya, keluarga yang mengalami permasalahan dalam lingkup keluarga inti, serta keluarga yang tinggal bersama keluarga luas tetapi tetap mandiri dalam menjalankan fungsinya masing-masing.

Kata Kunci : Keluarga, Sejarah Hidup, Anak Tidak Sekolah

INTRODUCTION

One of the government's priorities in the 2020-2024 National Medium-Term Development Plan (RPJMN) is to improve the quality and competitiveness of human resources. One of the directions and related policies is improving quality education services, including equitable access to all levels and accelerating 12-year compulsory education. To achieve this, six measures are taken, namely the provision of education assistance, equitable distribution of education services between regions, equitable access to higher education, handling out-of-school children (ATS) to return to school, increasing understanding of the role of families and communities in education, and improving 1-year pre-school services (Bappenas, 2015). To realize these goals, the education budget is allocated 20% of the state budget (Ministry of Finance). From year to year, the education budget continues to increase. Details from 2016-2022 can be seen in the following graph:

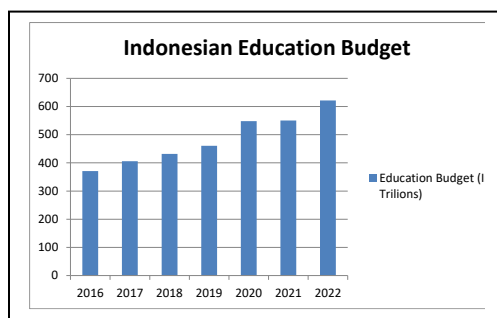


Figure 1: Indonesian Education Budget

Source: Ministry of Finance and CNBC News

The graph shows that every year, the education budget continues to increase. In 2022, the education budget increased again from the previous year to 621.3 trillion. This is due to the addition of the state budget due to changes in global market prices (CNBC Indonesia, 2022). The realization of the education budget in 2022 was 472.6 trillion. The budget used for central government expenditure of 171.5 trillion is allocated for the Smart Indonesia Programme (PIP), Bidikmisi / KIP Lectures, School Operational Costs (BOS), Non-civil servant Teacher Professional Allowances (TPG), and pre-employment cards.

281.1 trillion was used for Transfers to Regions (TKD) allocated for BOS, Operational Costs for PAUD (BOP), General Transfer Fund (DTU), BOP Equivalency, and TPG for civil servants. Furthermore, 20 trillion was used for LPDP scholarships, scholarships in collaboration with the Ministry of Education and Culture, scholarships with the Ministry of Religious Affairs, and research projects (Antaranews, 2023).

From the Government's various efforts in the education sector, conditions show that there have been several increases in the School Participation Rate (APS) at specific ages at the national, provincial, and district levels. However, there have also been decreases in the APS at other ages. In 2022, in Indonesia, the APS at the age of 7-12 years and 13-15 years decreased, while at the age of 16-18 years, it increased. APS at 7-12 is 99.10%, 13-15 years is 95.92%, and 16-18 years is 73.09% (Data Indonesia, 2022).

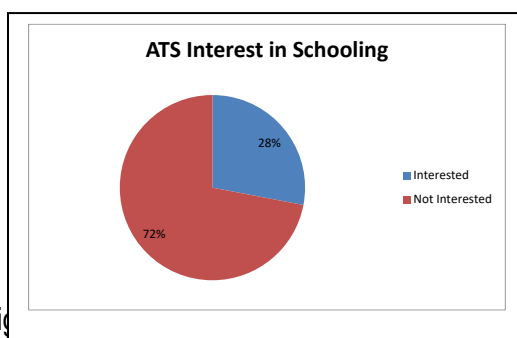
Furthermore, in Central Java, the School Participation Rate (APS) in 2022 can be seen from BPS. The details of the Central Java School Participation Rate, namely at the age of 7-12 years of 99.58% decreased by 0.08% from the previous year which amounted to 99.66%, age 13-15 years of 96.77% decreased by 0.07% from the previous 96.84%, age 16-18 of 70.82% increased by 0.03% from the previous year which amounted to 70.79%, and age 19-24 years of 23.76% increased by 0.21% from the previous 23.55% (BPS, 2023).

When viewed from the national and provincial APS data, the increase in APS occurred at the ages of 7-12 years and 13-18 years, while the decrease occurred at the ages of 15-18 years. This condition is slightly different from what happened in Wonosobo Regency. Wonosobo's APS in 2022 increased at ages 7-12 and 16-18 years but decreased at ages 13-15. The details of Wonosobo's APS, namely age 7-12 years of 99.71%, increased from the previous year by 0.01%. Age 13-15 years was 94.02%, a decrease of 0.11%. Meanwhile, the age 16-18 group was 65.18%, an increase of 5.73% (BPS Wonosobo).

In Wonosobo, there were 2505 out-of-school children (ATS). ATS is defined as

children who fall into two categories: school dropouts and children who graduated but did not continue. Out-of-school children are children who have not participated in the learning process for six months or more consecutively and are then declared dropouts according to the laws and regulations in the education unit. Meanwhile, children who graduate but do not continue are children who have completed elementary/middle school/equivalent or junior high school/middle school/equivalent education that can be proven through their diploma but do not continue to a higher level (Wonosobo et al. No. 57 of 2022 concerning Guidelines for Providing Education Scholarships).

The Wonosobo District Government is attempting to resolve the problems related to ATS through the "Mayo Sekolah" program. A program is a form of cash assistance provided to ATS who wish to return to school. However, out of 2505 ATS, only 228 returned to school. Of the 228 children, 89 attended formal education, while 139 attended equivalency education (Decree of the Wonosobo Regent Number: 420/285/2022 on Education Scholarship Recipients in 2022). Considering that the number of ATS in Wonosobo is 2505 people, 228 who returned to school are still relatively small. This aligns with the verification and validation data from Bappeda Wonosobo regarding ATS's interest in returning to education. The data can be seen in the following graph:



Source: Bappeda Wonosobo processed data from the Ministry of Education and Culture (2022).

The data above illustrates that out of 2505 children, 28% are interested in continuing their education, while 72% are not. This phenomenon is interesting to study further as a consideration for the government in formulating policies related to alleviating

ATS, especially in the Wonosobo district. Based on data from Beppeda, specifically in Kecamatan Wonosobo, the total number of ATS is 68 children. Of the 68 children, 51 were not interested in returning to school. Meanwhile, 17 children were interested in continuing their education.

One of the kelurahan with a large number of ATS is Kelurahan Jaraksari. Kelurahan Jaraksari has the highest population density in Wonosobo, making it possible to make discoveries if a study is conducted on ATS in the area. Based on data from Kelurahan Jaraksari, there are 30 ATS in the area. They do not attend school because of early marriage, the economy, late enrollment, and low interest in continuing their education. Of these factors, the most dominant cause of ATS is low interest in continuing education.

Research on ATS has been conducted in the Sragen Regency, which shows the factors that cause ATS are interest, economy, disability, family problems, victims of bullying, young marriage or childbirth, and low cognitive abilities of students (Noviani et al., 2023). Furthermore, another study that has the same topic but only focuses on dropouts has also been conducted, which displays the factors that cause children to drop out of school in the form of family education level, economy, and children's interests (Ririk et al., 2022). Other studies display the factors that cause children to drop out of school in the form of low interest, school being considered uninteresting, inability to follow lessons, family economy, lack of parental attention, the influence of the play environment, and extended school distances (Ridwan et al., 2020).

Based on the research results described above, family is one of the factors that can cause children to drop out of school; Goode's opinion is that the success achieved by students in education is not only related to school institutions but also family involvement (Prameswari, 2004). Furthermore, another study that more specifically examines family institutions in dropouts has been conducted, which shows a picture of dropout parents who pay low attention to education, do not provide learning support facilities, and view school as not a guarantee of getting a job (Malik & Sumarno, 2016). At the same time,

other studies show family factors that contribute to dropouts in the form of family environment, economy, and socio-education (Monga et al., 2015).

Based on the results of previous research, the study's results are more generally described. No research has been found that discusses the experiences of each informant more specifically. Therefore, this study examines the function of family socialization in out-of-school children by exploring the informants' life experiences. This research explores the experiences of out-of-school children, from the past events that caused them not to go to school to their hopes for the future, along with the parent's response to the events experienced by the children. It is hoped that this research can reveal other facts that are different from previous research so that it helps solve problems related to children not going to school.

The results of this study were analyzed using Goode's conjugal family perspective. Goode argues that globally, along with the development of the industrialization era, families are developing towards the conjugal family system (Ihromi, 2004). Conjugal family is a system where the family rarely or never has contact with the extended family (Goode, 2004). The existence of the conjugal family system has an impact on the freedom of couples not to live close to their siblings, freedom in choosing a life partner, strengthening or vulnerability of the husband and wife relationship, and the need for other organizations to replace the role of the extended family (Goode, 2004).

RESEARCH METHOD

This research used a qualitative method with a grounded theory approach. This research was conducted in Jaraksari Village using data collection techniques in the form of interviews, non-participatory observations, and document studies. Informants in this study were selected using a purposive sampling technique. The population in this study amounted to 30 out-of-school children. In contrast, the sample in this study amounted to 5 primary informants in the form of out-of-school children and five supporting informants in the form of informants' families. The data that has been collected is then analyzed using

Spradley's data analysis technique, which consists of domain analysis, taxonomy analysis, component analysis, and theme analysis. Meanwhile, the data validity test used source triangulation by comparing the answers between the child and the child's family. After that, the research results were presented in narrative form using words.

RESEARCH RESULTS AND DISCUSSION

Five backgrounds influence children to quit school. One informant did not get parental support by forbidding him to attend school. This happened to informant RD. At that time, the informant lived with his biological mother and stopped school when he was in grade 3. The biological mother asked RD to look after her baby brother. The Head of Jaraksari Village visited the mother and child to assist with bags, shoes, and other school supplies. However, the biological mother refused because she was still capable. Despite this, the biological mother did not re-enroll the child in school.

Furthermore, there are also reasons in the form of conflicts with friends at school. This condition happened to informants AJ, AL, and TY. AJ was often confronted by his schoolmates whenever he came home from school because of the football match problem. At that time, AJ and his team had a football match with friends from different villages, and the defeat was on the opposing side. The opposing party could not accept their defeat, so AL was often intercepted on the way home from school and coerced into giving money. The opposing party had friends who attended AJ's school, creating an unsafe school atmosphere for him.

Furthermore, AL experienced unpleasant treatment in his classroom environment. AL is a child who likes to study maths. To this day, AL still enjoys the subject. However, during Grade 5, AL had an unpleasant experience with his classmates. AL's non-promoted classmate often engaged in unpleasant behavior by calling AL a nerd and a coward. Even though all of this was done within the scope of the school, even when they went home from school together, the atmosphere made AL uncomfortable in class.

Meanwhile, TY was beaten up by her seniors. One of the things TY liked about

school was being able to have many friends. TY remembers the experience when she first entered school and met her new friends. TY even had a clique at school. However, the experience of being hit by her seniors caused her to feel scared when associating with more and more people. TY was afraid that there were many people out there who were good in front but evil behind, which could create problems for her.

Then, the event that caused the child to stop going to school was feeling uncomfortable with the teacher's behavior. AL and VP experienced this condition. Teacher behavior sometimes causes them to feel uncomfortable at school, such as ignored or negative words. In 1st grade, AL experienced physical treatment from the teacher by being pinched. However, it did not make AL resentful, and he continued school until 5th grade. However, in 5th grade, AL decided not to go to school because he felt ignored by the teacher when he asked about something. At that time, the teacher answered AL's question while looking at her phone.

Slightly different from the VP's experience, the VP felt hurt by the teacher's words. At that time, VP felt she wanted to look beautiful as a junior high school teenager, so she used contact lenses and make-up when she went to school. At that time, the teacher had labeled VP as someone living beyond their means because she used to wear makeup to school despite the presence of unpaid school fees. This made the VP uncomfortable at school. During school, VP also felt like a person who did not obey school rules, such as not joining scouts even though scouts are a compulsory school activity. VP also never did her assignments during the COVID-19 pandemic, earning her the "conditional pass" student title.

After graduation, VP had an outstanding school fee amounting to 4 million. This included concessions provided by the school. Part of this sum was related to the unpaid cost of learning materials. At that time, VP's parents faced financial difficulties. During the pandemic, VP's father, a traveling paint merchant, experienced declining sales while the mother was unemployed. This situation led to VP's junior high school diploma being withheld by the school. This incident made the VP feel sorry for her parents. She had

realized that she had not been someone who complied with school rules, and the accumulated school fees had added a burden to her parents.

Finally, it is convenient to work. This condition happened to informant TY. At school, TY was an outstanding student in her school and sometimes received the title of the student with the best grades. From grade 1 to 3 of junior high school, TY consistently ranked in the top 3. However, TY also felt tired whenever she came home from school because she had to think. On the other hand, during the COVID pandemic, when school was conducted online, TY tried various jobs, including working as a shop employee. Through these experiences, TY became comfortable with working.

Table 1
Informant Past Events

Informant	Past Events
RD (11 years old)	Asked by biological mother to take care of younger sibling
AJ (13 years old)	Being stopped by a friend after school to ask for money
AL (15 years old)	Feeling ignored by teachers and not treated well by classmates
TY (17 years old)	Comfortable with working, tired of thinking, and traumatized by friendship
VP (18 years old)	Lazy to think when there are many assignments at school, uncomfortable with the behavior of teachers at school, sorry for parents because junior high school diploma was held at school due to not being able to pay for it

Informants responded to past events differently from one another. The response can be divided into 2, namely fighting and avoiding. Most informants responded to the event by avoiding school. Meanwhile, one informant endeavored to communicate with their biological mother in an attempt to gain permission for schooling, although it was ultimately not granted. The informant in question is RD, who stopped school because his parents asked him to look after his younger sibling.

Meanwhile, four other informants decided to avoid school. Informant AJ felt uncomfortable at school because he feared meeting friends who blocked his way after

school. AJ's response when the situation occurred was to run away. Even so, AJ was still chased by his friends. AJ had communicated this problem to his grandmother. However, AJ is more comfortable fighting it by calling someone more mature and brave. When the person who became a safe place decided to quit school, AJ also decided to quit school.

AL's situation mirrors informant AJ's. AL felt uneasy in the classroom due to the teacher's conduct and their peers' behaviors. During that period, AL remained passive and reserved. To this day, AL perceives the teacher's inattentiveness in class stems from differential treatment based on their physical appearance. This perception was reinforced by AL's peers, who frequently discriminated against them, labeling AL as clumsy and unintelligent solely based on their physical attributes. Consequently, this prompted AL to decide against continuing their education.

Similar experiences occurred with informant TY, who held opposing views on social interaction. An incident of being confronted by a senior student led TY to believe that many people present themselves well in public but harbor negative traits behind closed doors. During that period, TY attempted to resolve issues independently alongside close friends. However, this incident constituted only a tiny part of the reasons why TY decided to quit school. Among other reasons, TY's choice to discontinue schooling was motivated by a desire for comfortable employment. TY continued education until the third year of junior high school, after which they opted to work, taking over their mother's role as a domestic helper.

In response to the events experienced at school, the informant VP decided not to continue education to senior high school. VP empathized with the situation, fearing that continuing to senior high school would result in being seen as a misbehaving child again, similar to her experience in junior high school. Additionally, the VP contemplated the financial burden of continuing education at SMA, including the expenses for a trip to Bali. Upon choosing not to pursue further schooling, VP began working with her aunt, assisting in selling goods at the town square or various events. They also continued their role as a traditional dancer, earning 50,000 Indonesian Rupiah for each performance.

Table 2
Child's Response

Informant	Child Response
RD (11 years old)	Communicated to biological mother to be allowed to go to school
AJ (13 years old)	He ran away, told his grandmother, and called someone bigger than him. When that person quit school, AJ decided to quit school.
AL (15 years old)	I stayed quiet, became an introvert, and decided to quit school.
TY (17 years old)	He continued school until he finished junior high school and then worked as a domestic worker.
VP (18 years old)	She did not continue her schooling to senior high school, working with her aunt, then continued her activities as a <i>Lengger</i> dancer.

Parents' responses to events can be categorized into caring and not caring. Most of the informant's families still try to care about their children's education. Most think that children should at least attend senior high school. Meanwhile, the family of one informant refused the child to continue school. When RD asked to go to school, the mother of informant RD refused by asking him to apply to school himself. When RD lived with a foster mother, the foster mother wanted to enroll RD in school, but the economic conditions did not support this, so she asked for help from the boarding school owner so that RD could go to school there. The foster mother also offered RD to live in an orphanage to ensure his education. However, RD did not want the offer. From this, the foster mother plans to communicate with the local village officials to discuss RD's problems.

Meanwhile, another informant's family still cares about their child's education. When listening to her grandson's story, AJ's grandmother advised him not to let the child's behavior bother him. In addition, the grandmother also supported AJ in going to school by buying a bag when AJ planned to return to school. However, in reality, AJ did not go back to school. Furthermore, for informant AL, parents offered to change schools. Finally, the parents of informants TY and VP advised them to stay in school but still returned the decision to the child.

Table 3

Parents Response

Informant	Family Response
RD (11 years old)	The biological mother refused by asking the child to apply to school himself. Meanwhile, the foster mother wants to enroll RD in school, but the economic condition is impossible.
AJ (13 years old)	They asked just to let the child's behavior bother him.
AL (15 years old)	I offered to transfer to another school
TY (17 years old)	Advised the child to go back to school but still supported the child's decision to work
VP (18 years old)	Advised to stay in school but still returned the decision to the child

The plans of out-of-school children can be divided into three categories: family-orientated plans, plans to work, and getting engaged. The family-orientated plan happened to inform RD. Currently, his only goal is to meet his biological mother. He is still interested in attending school, but it is not his priority. His biological mother left RD without being told where she lived. He has never communicated with his mother. This is because RD's number has been blocked by his mother.

Furthermore, the plans to work involve informants AJ, AL, TY, and VP. Three informants, AJ, TY, and VP, plan to work outside their current city, while AL intends to work in the Wonosobo area. Informant AJ aspires to work outside the city while growing up, although his career choice remains undecided. Furthermore, he is uncertain whether his future job will require a diploma. Informant TY shares a similar desire to work outside the city, a dream she has held for a long time. Meanwhile, informant VP intends to work in Semarang as a massage therapist, inspired by a hereditary talent for massage from her grandmother. Additionally, there is training available at that location, and VPs can use their junior high school diploma for enrollment. Another reason for this choice is the presence of a playmate of VPs who also works there.

Meanwhile, informant AL decided to work as a category seller in the Wonosobo area. There were four locations to choose from: Kejiwan, Kertek, Kalianget, and Kalikajar. Of the four options, AL chose to work in Kertek. He plans to start shortly with a friend who

has recently dropped out of school. AL tried to communicate with the category business's owner, but turnover was declining then, so he could not start selling. The owner is currently working to improve his turnover. When the turnover improves, AL plans to start working.

Finally, there is a plan for engagement involving informant TY. Apart from planning to work outside the city, TY also intends to get engaged to her partner. The family is well acquainted with TY's partner, as they work together at the same place as TY and TY's father. Consequently, the family has left the decision-making to TY. Despite TY planning to get engaged soon, they have not considered the wedding date due to being underage. For TY, the priority lies in formalizing the relationship first.

Table 4
Plans

Informant	Future Plans
RD (11 years old)	He wants to meet and live with his biological mother
AJ (13 years old)	Migrating to another city
AL (15 years old)	Becoming a category seller
TY (17 years old)	Engaged to her boyfriend, migrating out of town
VP (18 years old)	Working as a masseuse in Semarang

The above research results show that the things that cause children to drop out of school differ. However, three categories can be made from these conditions: family, social, and school environment. Unpleasant experiences in the family environment that caused children to quit school occurred to informant RD. The informant did not get support to continue his schooling. This is by the results of research from Malik & Sumarno (2016), which describes the families of children who drop out of school, one of which is indifference to children's education.

Meanwhile, informants AJ and AL are based on bullying behavior from peers. This supports the results of research from (2023), which shows that one of the factors that cause children to drop out of school is the experience of bullying. Furthermore, in informant VP, the influencing factors are the school environment that makes her

uncomfortable at school and school fees that burden her family. This supports research (2020) that shows that the perception of school as unattractive and family economic conditions cause children to drop out of school. Meanwhile, for informant TY, one of the reasons for not attending school is work.

Family Socialisation Function in Goode's Conjugal Family Perspective

Goode argues that along with the industrialization process, there is a global change where the family moves towards a conjugal family (Ihromi, 2004). The conjugal family is a system where the family rarely or never has contact with the extended family (Goode, 2004). The existence of a conjugal family system has an impact on the freedom of couples not to live close to their siblings, freedom in choosing a life partner, strengthening or vulnerability of the husband and wife relationship, and the need for other organizations to replace the role of the extended family (Goode, 2004).

According to Goode's statement, although society is developing into a conjugal type, there are many variations in the conjugal family system (Ihromi, 2004). In Jaraksari urban village, three variations of conjugal families were found: families who live separately from their extended family, families who experience problems within the scope of the nuclear family, and families who live with the extended family but are independent in carrying out their respective functions. The first variation was found in AL and TY's family. Each family lives separately from the extended family. This indirectly causes the family to be able to fulfill their own needs, so both husband and wife have to work. This condition causes the family's socialization function to be carried out more in the school institution and social environment. These two environments most influenced AL and TY's decision not to continue their schooling.

The second family variation is problems in the relationship between husband and wife in the families of informants RD and AJ. This is in line with Goode's opinion, which states that although conjugal families have better control over the care and socialization of children and each family member, this sometimes causes family integrity to break down

easily (Karim, 2004). The existence of the conjugal family system causes the extended family to no longer interfere in the affairs of the nuclear family. This makes the nuclear family vulnerable to problems.

In RD's family, RD's mother and father had a conflict that caused RD's mother to have a new partner. The independence of the biological mother's family and her partner meant that RD had to be cared for by someone else in the form of a foster mother. This is because RD's biological mother does not want RD to interfere with her relationship with her current partner. Meanwhile, the husband's family, RD's living grandfather, did not care about RD's condition. Meanwhile, RD's foster parents did not have the money to send RD to school, so she did not attend school. This condition shows the impact of a family system detached from the extended family, causing RD to be unable to continue her schooling.

Similar to AJ's family, AJ's father and mother have been divorced for a long time. Meanwhile, AJ's mother has a new partner, so AJ lives with his grandmother. AJ feels uncomfortable with his stepfather, so he lives with his grandmother. As a result of his grandmother's lack of school knowledge, AJ is more influenced by his social environment. When the friend who became his safe place to take refuge from his bullying friends stopped going to school, AJ also stopped going to school.

Finally, there is a variation of families living in the same house as an extended family but performing their functions independently. This happened to the informant VP. VP's family lives with VP's aunt in one house. Knowing that VP did not continue his schooling, VP's aunt tried to offer help so that VP could return to school. However, VP felt uncomfortable accepting the offer because he feared his aunt would ask him to return the favor one day. VP is more comfortable if the school fees come from her parents, not others.

Conclusion

The results showed that the socialization function of the family is indirectly influenced by changes in the modern era, which resulted in the family changing into a

conjugal type. There are three variations of conjugal families found in Jaraksari Village, namely families who live separately from their extended families, families who experience problems within the scope of the nuclear family, and families who live with extended families but are independent in carrying out their respective functions. Firstly, families living separately from their extended family mean that both husband and wife must work, so socialization is mainly obtained outside the nuclear family, such as school and the social environment. Secondly, families experience problems within the nuclear family, so the family's socialization function is carried out by neighbors such as foster mothers or grandmothers. Third, families who live with extended families but are independent in carrying out their respective functions cause children who are not in school not to accept financial assistance extended family members provide to help pay for their education.

Suggestions

Out-of-school children should maintain an optimistic attitude in looking at the future accompanied by efforts to achieve it, sharpening their abilities to compete with the ever-evolving outside world. Furthermore, parents or caregivers can always support and facilitate children's aspirations even though they are not through formal education. Then, teachers can reduce negative labels towards deviant students, be more sensitive to conflicts experienced by students, and be professional when in the classroom.

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