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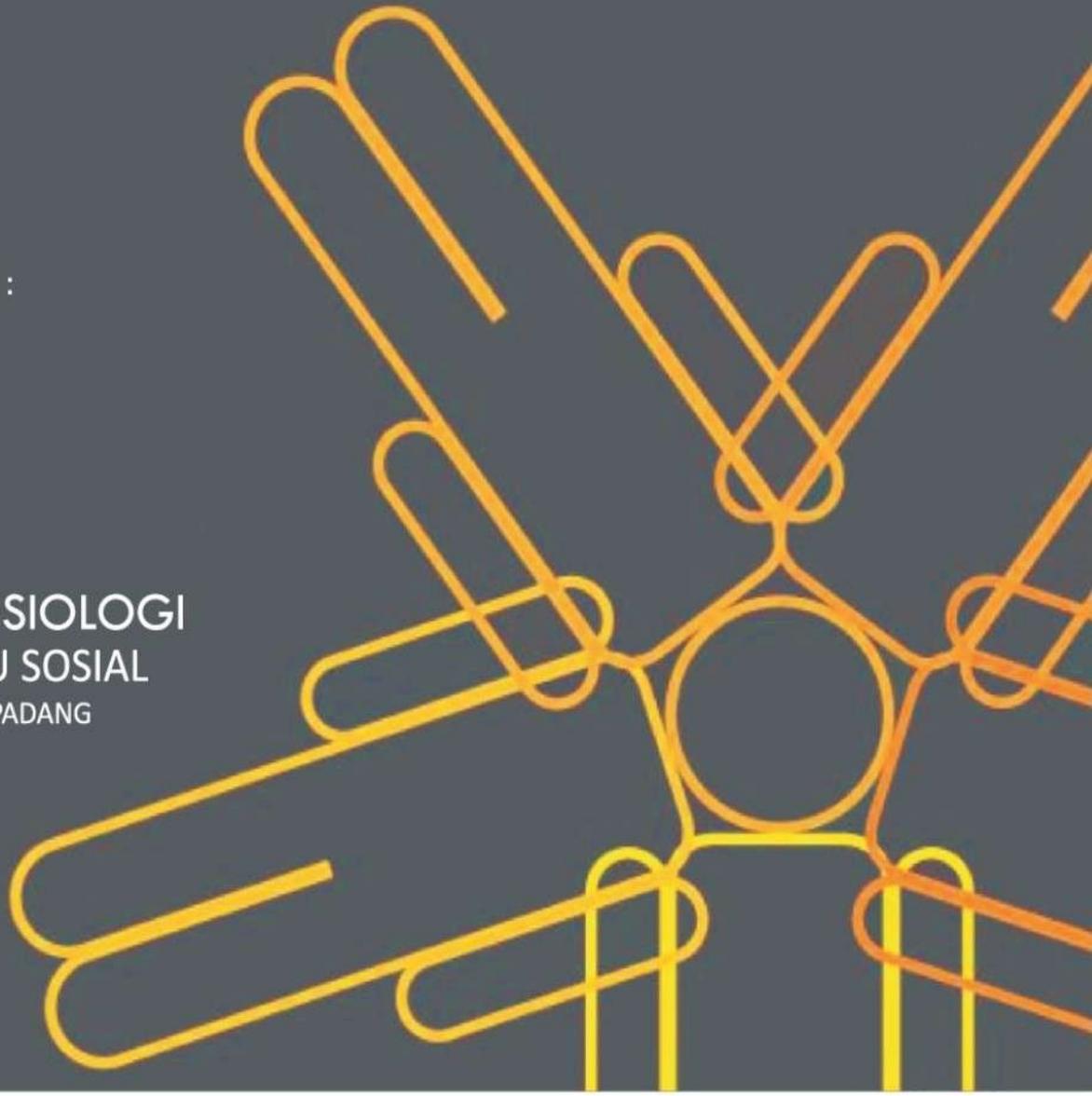
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IMPACT OF GOVERNMENT POLICY ON FORMAL EDUCATION OF MINANGKABAU AND NIAS ETHNICITY FISHERMEN'S CHILDREN IN INDONESIA

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Abstrak

Penelitian ini bertujuan untuk menganalisis bagaimana dampak kebijakan pemerintah terhadap pendidikan formal anak nelayan tradisional. Pada penelitian ini penulis melakukan studi pada dua etnik yaitu etnik Minangkabau dan etnik Nias di Kota Padang. Penelitian menggunakan metode kualitatif dengan melakukan observasi dan wawancara mendalam. Hasil penelitian mendapati bahwa dampak kebijakan pemerintah telah berpengaruh terhadap pendidikan formal anak nelayan etnik Minangkabau, bahkan pendidikan anak tersebut sampai pada level perguruan tinggi. Akan tetapi bagi etnik Nias justru tidak berpengaruh terhadap pendidikan formal anak mereka. Perbedaan hasil kebijakan pemerintah terhadap kedua etnik ini sesungguhnya dilatarbelakangi oleh faktor budaya kedua etnik. Bagi orang tua dan anak-anak etnik Minangkabau pendidikan adalah hal yang urgen untuk masa depan, sebaliknya bagi orang tua dan anak etnik Nias pendidikan malah dianggap kurang begitu penting.

Kata kunci: Kebijakan, pemerintah, pendidikan, nelayan, Minangkabau, Nias

Abstract

This research aims to analyze how the impact of government policy on formal education of traditional fishermen children. In this research, the author observed of two ethnicity groups namely Minangkabau and Nias ethnicity in Padang City. The research uses qualitative methods with in-depth interview and observation toward the families of traditional Minangkabau and Nias ethnicity fishermen who were selected based on purposive sampling technique. The results of the study shows that the impact of government policy had affected the formal education of Minangkabau ethnicity fishermen children, even the children's education reached the college level. But for Nias ethnicity, it does not affect their child's formal education. The difference between the results of government policies on these two ethnicity groups is actually motivated by the cultural factors of both ethnicities. For Minangkabau parents and children, education is urgent for the future, on the contrary for parents and children of Nias ethnicity, education is considered less important.

Keywords: Policy, government, education, fishermen, Minangkabau, Nias



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Introduction

Community empowerment efforts should be able to play a role in improving the quality of human resources, especially in increasing the level of community education so as to be able to achieve a better quality of life (Miradj & Sumarno, 2014: 109; Fahrudin, 2011). The aspect of education is one of the factors that can be used to measure the quality of human life. Because the high or low education of a person will be able to change the outlook of life, ways of thinking, work ethic and character of a person (Murniyetti, Engkizar & Anwar, 2016: 158). Some previous research also found that people with low levels of education would be limited to developing themselves and entering into better access to economic resources, and would even tend to result in poverty and underdevelopment (Karsidi, 2001: 110; Machendrawaty & Safei, 2001; Eriyanti, 2006).

According to Dumciuviene (2015: 2433) in preparing and dealing with the current era of the global economy, human resources need to be prepared that can compete with various conditions and situations of the world. So there are at least five aspects that must be considered or called the five European benchmarks for 2010 are. The five aspects are: i) early school leavers, ii) mathematics, iii) science and technology (MST), iv) completion of upper secondary education and v) basic skills and lifelong learning.

According to the author, community empowerment in the aspect of education is two issues that must be a priority by the government. If we able to refer to several developed countries, the issue of education is a target for the government in every policy taken. In other words, every policy taken must have an impact on this aspect of education. Indonesia should be a developing country to focus more on how to increase the level of education and how to improve people's lives.

As a maritime country, Indonesia is a country with the longest coastline in the world which is more than 81,000 km. Of course with the magnitude of the potential of the sea can be utilized economically by the community.

But the fact is that the wealth of the marine resources has not been managed well and maximally. The proof is that along the coastline there are 9,261 community groups living on the coastline or commonly referred to as coastal communities (Kusnadi, 2002: 1). Ironically, in general, the people living on the coastline are pockets of structural poverty, with the economic category of the people being middle to lower, and even categorized as people below the poverty line (Suryanto, 1992). Traditional fishermen communities are the poorest social groups (Helmi & Satria, 2013). From some of the data above it can be understood that poverty is inherent in the lives of fishermen communities.

The Indonesian government, through several relevant ministries, has made various resolutions to address the problems of life of fishermen communities throughout Indonesia, especially in relation to education and economic improvement. Among the government policies in empowering the lives of fishing communities is to help with a number of schemes, for example the government cooperates with the Public Service Agency (BLU) Institute for Maritime and Fisheries Business Capital Management (LPMUKP) and BRI provides a very attractive scheme with various facilities for fishermen interest is only 4%, far below banking interest (Budi, 2013: 9).

Furthermore, there is also the Mina Rural Business Development Community-Direct Assistance Program (abbreviated as (BLM-PUMP) since 2011. The BLM-PUMP program assistance program is implemented in the form of productive business capital assistance in the form of fishing gear valued at Rp. 100,000,000 (one hundred million rupiahs). The assistance is given to each Joint Business Group (KUB) (Rohman, 2016: 3).

Not only aid in the form of fishing gear, other forms of assistance provided were the provision of boats, 7 PK outboard engines and 15 PK, nets, ropes, ballast tools, threads, lights, life jackets and the cost of repairing boats and outboard engines. All of the assistance is provided according to the needs of each fisherman who is a member of KUB. One of the objectives of the BLM-PUMP program was to increase fishermen's income through the development of small-scale fishing businesses (Decree of the Director General of Capture Fisheries No. 32 / DJPT / 2012, regarding technical guidelines for the implementation of PUMP-PT activities in 2012). To see how the impact of government policies related to some scheme of assistance programs for fishermen, according to the authors it is necessary to conduct a scientific study. Because of limited funds and time, so in this study, the author will only focus on one aspect, namely the impact on improving education for the children of the fishing community.

Literature Review

Policy issues and formulations can be understood as political processes carried out by political elites and/or pressure groups. The output of the policy process is policy performance (Wahyudi, 2016). The policy is made once for a certain period of time as a solution to the existing problems and their service interests (Godin, Rein & Moran, 2006). The success of the implementation of public policy can be seen from the impact generated as a result of evaluating the implementation of a policy (Rohman, 2016: 3).

One of the public policies made by the government is the community empowerment policy. Empowerment is a process and purpose. As a process, empowerment is a series of activities to strengthen the power or empowerment of weak groups in society, including individuals who experience poverty problems (Nasdian, 2014). The government also cooperates with the Public Service Agency (BLU) Institute for Management of Maritime and Fisheries Business Capital (LPMUKP) and BRI provides a very attractive scheme with various facilities for fishermen with an interest rate of only 4%, far below banking interest. Some assistance schemes for traditional fishermen that have been given by the government can be seen as the following figure 1.1:

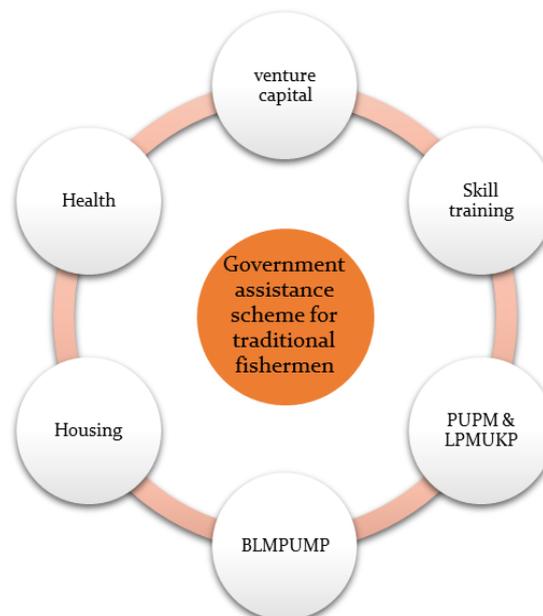


Figure. 1. Government assistance scheme for traditional fishermen in Indonesia

Regarding this research, empowerment refers to the state or outcome that the government wants to achieve for what it has delivered to a group of people. The program aims to meet the life needs of the community, both physical, economic and social, such as having self-confidence, being able to convey aspirations, have a livelihood, participate in social activities, and be independent in carrying out their life duties (Saat, 2010; Shah & Congratulations, 2014; Damri, Engkizar & Anwar, 2017: 82). According to the results of Kusnadi (2009) and (Karisma et, al, 2018) among the indicators of the success of empowering a community, especially empowering traditional fishermen when economic conditions and the quality of human resources and education for fishermen's children go and increase with good.

Strictly speaking, there are various factors that can affect the education of a group of people. Related to this research, the factor in question is the government policy towards the traditional fishing community groups where the research was carried out. Based on several previous studies it was known that if an economic increase occurs in a community, then it should also have an impact on increasing the level of education of the community's children.

Although in principle the education of a child is also influenced by internal and external factors. Internal factors are influenced by the level of formal education of parents, the number of dependents and children in the family, family income and perceptions of formal education. While external factors are influenced by government policies, information, educational facilities, a distance of residence and education costs. In this study, the authors will focus on discussing how far the effects of government policy on improving the economy and education of traditional fishermen children.

Research Methodology

This research was carried out on a group of traditional fishing communities in Padang City, West Sumatra Province. To reduce the location of the study the authors took two groups of people and two different ethnicity groups, namely Minangkabau fishermen and Nias ethnicity fishermen. The research uses qualitative methods by using indepth interview and observation toward traditional Minangkabau and Nias ethnicity fishermen who were selected based on purposive sampling technique.

Research Result

Based on the results of the survey and statistical analysis, the results that the authors found were indeed true differences. For Minangkabau ethnicity fishermen families, their economic improvement has a great impact on the education of their children. According to Minangkabau ethnicity fishermen, in general, they do not want their children to continue as fishermen as their parents.

Minangkabau ethnicity fishermen are very concerned about the education of their children; even those who wish to have their children's education reach the college level. In addition, Minangkabau ethnicity fishermen have the view that education is very important for their children so that it is easier for them to enter the world of more decent work, can improve the quality of life, even Minangkabau ethnicity parents are very unwilling to leave their jobs as a fisherman to his children. In order to be clearer the description of the education levels of the Minangkabau ethnicity fishermen children can be seen in Figure 1.2 as follows:

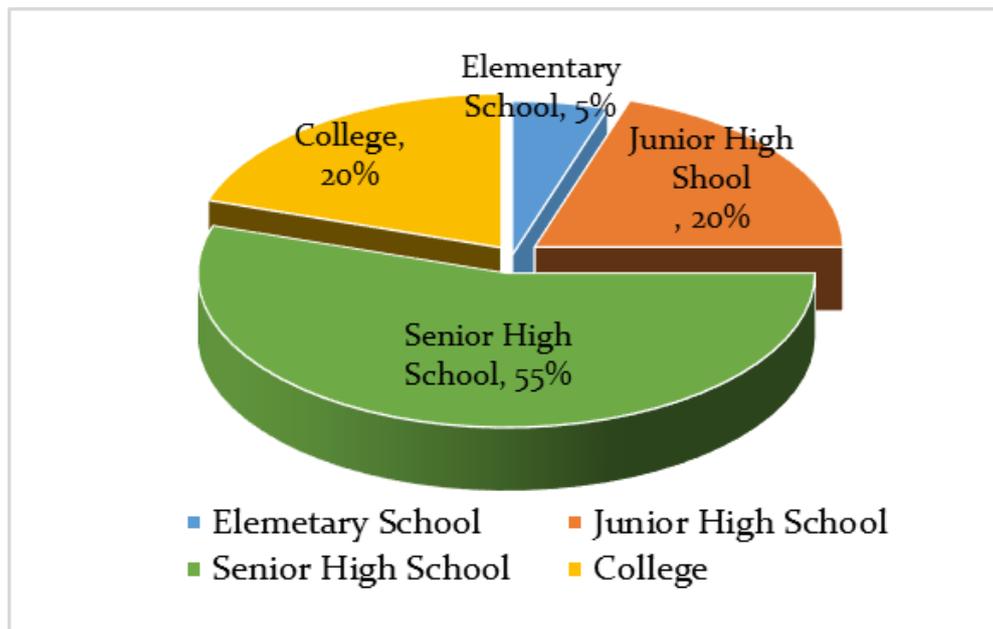


Figure 2. Description of the education level of Minangkabau ethnicity fishermen children

The above data can be explained by the authors that traditional Minangkabau fishermen have been able to provide space for their children to gain the higher education. Based on the data above, it was found that there were 20%, Minangkabau ethnicity children have continued their education to College (PT), 55% are in senior high school level, 20% are in junior high school and there are only 5% who go to elementary school.

On the contrary, different conditions occur in traditional Nias ethnicity fishermen. Based on interviews and direct observations of the author against Nias ethnicity families, it was found that, although government assistance has been able to lift their economies, it does not have an impact on improving the level of education of their children.

Because generally for the Nias ethnicity fishing community the excess income is used to increase the assets and equipment of fishing gear. Finally, the education aspect of their children is slightly overlooked, besides writing writes that this situation is also influenced by the culture and character of the Nias ethnicity community itself. Because the attention and enthusiasm of the Nias ethnicity community are relatively low if they talk about education, even Nias ethnicity children have helped parents to make a living at an early age, this is normal and normal. In order to be clearer the description of the education levels of the Nias ethnicity fishermen's children can be seen in Figure 1.3 as follows:

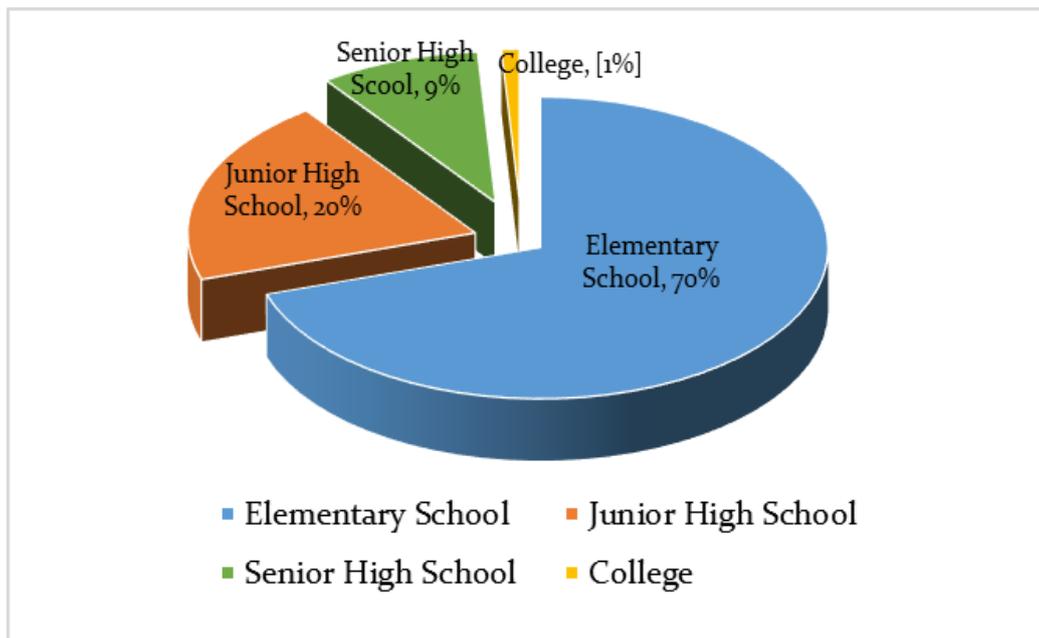


Figure 3. Description of the education level of ethnicity Nias fishermen children

The data above can be explained by the authors that increasing the economic resources of traditional Nias ethnicity fishermen does not have an impact on improving the education of their children. Based on the data above it was found that only 1%, Nias ethnicity children who had continued their education at College (PT). 9% are in the senior high school level, 20% are in junior high school (SMP) and there are 70% still going to elementary school (SD).

Based on the two data above, the author can make it clear that in fact, the Minangkabau ethnicity group's desire to improve their children's education is very high. Especially at this time, there is a free education program until the Senior High School level. In addition, if viewed from the aspects of culture and character of these two ethnicity groups, it is also very different. In general, the Minangkabau ethnicity group has the perception that education is an important thing for their children. Furthermore, for the Nias ethnicity group, education is not the most important requirement. As a fisherman, it requires only skill and hard work, how to obtain abundant catches, and sell them at high prices. For the Nias ethnicity community, fishing is a hereditary job that does not require the status of higher education, practicing and learning from parents habits is considered enough to go to sea.

Based on the results of the survey of the author during carrying out this research, the authors also found that there were many Nias ethnicity children who were still under the sea to help parents catch fish. Even some of the children worked as lifters carrying ice blocks, preparing logistics for the needs of large ships/charts, carrying fish to land from new ships going to sea. Besides that, there are also ethnicity Nias children who work as coolies of ships that sail from and to the Mentawai islands.

Discussion

In the last decade, poverty has been a topic discussed and debated in various national and international forums, although poverty itself has emerged hundreds of years ago. The fact

shows that development has not been able to reduce the increasing number of poor people in the world, especially in developing countries (Priyono & Pranarka, 1996).

According to Suryawati (2005), there is actually something wrong in the formulation and implementation of policies to eradicate poverty and empower the poor. During this time poverty is more often associated with the economic dimension because it is this dimension that is most easily observed, measured, and compared. Whereas poverty is also related to various dimensions including social, cultural, socio-political, environmental (natural and geographical) dimensions, health, education, religion, and manners. Analyzing poverty in a multidimensional way is very necessary to formulate poverty alleviation policies (Dumciuviene, 2015: 2431).

In general, people living in coastal areas face various problems, including economic problems and low levels of education. Various research results say that the problem of fishermen in general because most fishermen only rely on their economic resources from the use of marine and coastal resources, as it is known that if people want to utilize marine resources need and require large investments and are very dependent on the season (Nikijuluw, 2001).

In addition, in general, coastal fishing communities only work as small fishermen, fishermen laborers, small-scale fish processors and small traders because they have limited investment capabilities. Small fishers are only able to utilize resources in coastal areas with catches that tend to continue to decline due to competition with large ships and the decline in the quality of coastal resources. The catch is also easily damaged so it weakens their bargaining position in sales transactions (Warlina, 2004).

Another problem faced by fishermen is the pattern of exploitative relationships between owners of capital with laborers and fishermen, as well as fishermen businesses that are seasonal and uncertain, which makes it difficult for poor people in coastal areas to get out of poverty and the debt entanglement of traders or shipowners (Febrianto & Rahardjo, 2005; Eriyanti, 2013).

The results of this study have at least proven that the right government policy will have an impact on social life in the midst of society. In the context of this study, the impact has been felt by the traditional Minangkabau and Nias ethnicity fishermen communities. Based on the results of this study it was found that some schemes of government assistance programs have been able to improve the standard of living and the economy of traditional fishermen communities. The results of this research were supported by Siregar (2016) who concluded that the existence of government assistance programs for fishermen had an impact on the education of fishermen's children because the fishermen could already pay for their children's schooling.

Although in general government assistance for traditional Minangkabau and Nias ethnicity fishermen has been able to lift the economy of fishermen in the Padang city, but not all fishermen communities are aware of the importance of education for their children. Like the findings of the authors, where for the Nias ethnicity fishing community education has not become a priority for parents even though they are more economically than before.

The low stage of Nias ethnicity awareness about the importance of formal education is in line with the findings of Shah & Selamat's research (2014) which found fishermen have a low awareness of the importance of education, even though they live in urban areas and access to wide open education. Whereas in general fishermen have expertise in marine science such as knowledge about fishing locations, knowledge of the sea such as the depth and location of coral reefs, knowledge of the species of fish to be caught, and knowledge of other fishing movements (1981, 276). According to the author, the problem of the low

awareness of fishermen in Nias ethnicity needs to be made educational ways so that this problem does not last for generations.

Indeed, the author needs to give tremendous appreciation to Minangkabau ethnicity fishermen, because Minangkabau ethnicity fishermen parents have a high awareness of the education of their children. Minangkabau ethnicity fishermen don't want their children to inherit jobs as fishermen later.

The results of this study were supported by Saat (2010) who found that one of the most dominant concerns for fishermen was the attention to the formal education of their children. The improvement of formal education is a necessity that cannot be bargained and must be a special concern by parents. In addition, the government must also support by making various policies that favor the community under the particular fishermen community (Fattah, 2009: 16 & Yahya, 2009: .205).

Conclusion

In general, this research has succeeded in revealing how the impact of government policies on improving the education of fishermen's children. This fact has been proven by traditional Minangkabau ethnicity fishermen because the Minangkabau ethnicity is very concerned about the future of their children, one of the best ways to prepare for the future is through education. In addition, the strong culture and character of an educated society also encourage the behavior to materialize. Ironically different things happened to the traditional Nias ethnicity fishermen community, for the Nias ethnicity the economic improvement had no effect on the improvement of their children's education, because for the Nias ethnicity people the issue of education was less of a concern and often overlooked, even more, inclined to pass the skills to catch by their children.

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