

Feasibility Analysis of the Establishment of Lab School in Lumut Maju Village, Lumut District, Central Tapanuli Regency

Romauli Nababan¹

¹Institut Agama Kristen Negeri Tarutung, Indonesia, romaulinbbn87@gmail.com

Abstract

This study aims to determine the feasibility level of the establishment of Lab schools ranging from kindergarten, elementary, junior high, high school / high school in Lumut Maju Village, Lumut District, Central Tapanuli Regency. The intended eligibility includes: land area, land location, school age of the community which is the source of students ranging from PAUD, elementary, junior high and high school as well as human resources as teachers in various fields of study and educational staff who may be recruited and the factors supporting the establishment of Lab School the other. From the education data of the population, it is known that as many as 71 people of Lumut Maju village who are of school age (SD-SMP) do not attend education at school, with daily activities helping parents farming / gardening. Out of 106 adults (23 -60 years old) there are 35 people who have never attended school, 75 people have graduated from elementary school, 7 people have graduated from junior high school and none has graduated from high school. While early childhood (4-6 years) is very much. The results of this study indicate that the results of the analysis of documentation, observation and interview data obtained the following research findings: 1) In general, local residents ranging from parents to children work as plantation laborers (80%) on privately owned oil and rubber plantations. exist in Lubuk Maju village and a small proportion (20%) work their own fields, 2) That children of elementary, junior high school age do not go to school, because there are only one (1) elementary school and one (1) junior high school and are too far from their home, 3) Junior high school graduates do not continue to high school / high school because schools are far away, and do not have fees for boarding elsewhere (near high school). It is also known that all the community (parents) and children want their sons and daughters to attend a good education. And for that hope, the community has donated 3 hectares of land to Tarutung IAKN in two locations. One location of 2 hectares was divided by Yasimina Lase's family / Totonafu Ndraha's mother, Amoni Ndraha's family / Fatinia Halawa's family, and Arosokhi Zebua's family / Tiara Boru Samosir's mother each one (1) hectare.

Keywords: *establishment planning, Lab School*

Introduction

Improving the welfare of the people of a nation begins with the availability of human development resources, because potential human resources will be able to manage and use available natural resources optimally, and human resources development is created through education (Harbinson and Meyer, 1965: ix). In the 1945 Constitution Article 31, it is written that every citizen has the right to receive and participate in basic education and the government is obliged to finance it. That is, the law has mandated the government to provide opportunities for education for all Indonesian people. Thus, the government should provide school facilities and pre facilities that are easily accessible to the community, while encouraging parents who have school-age children. The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Sisdiknas) Article 6 paragraph (1) is emphasized, "Every citizen aged seven to fifteen must attend basic education." This implies that the Indonesian people must learning from elementary school (SD) to junior high school (SMP).

In 1994 the government issued Presidential Instruction No. 1 of 1994 concerning Guidelines for the Implementation of Compulsory Education for Basic Education. This policy is quite successful in increasing public participation in education, in line with the implementation of regional autonomy as regulated in Law Number 23 of 2014, the regional government has the authority to take care of all affairs in its area including the one in the

field of education management. The idea of regional autonomy is intended to accelerate the realization of people's welfare through improved services, empowerment and community participation itself. In this case, including the roles and responsibilities of local governments in education affairs.

In 1998, the government re-issued a nine-year compulsory education policy. Through Law Number 20 of 2003 concerning the National Education System, it was then passed down to Presidential Regulation Number 19 of 2006 concerning the Government Work Plan of 2007 and Presidential Instruction Number 5 of 2006 concerning the National Movement Accelerating the Completion of Nine-Year Compulsory Education for Basic Education and Literacy Eradication.

There have been many attempts by the government to improve human resource development through education, but until now there has been no local government priority in this program, although it has set aside a larger education budget, but in implementation in the field it is still not evenly distributed in each region. Until now, the level of education in Indonesia is alarming, not showing significant changes. Indonesia is only predicated as a follower not as a technology leader from 53 countries surveyed by the Indonesian Educational Monitoring Network (JPPI) on the orientation of an education budget that is equitable to a 12-year compulsory education program, in 20 cities / districts chosen randomly (randomly)) that is, Aceh Besar Regency, Banda Aceh City, Serdang Bedagai Regency, Bengkalis Regency, Palembang City, Bandung Regency, Sukabumi Regency, Sukabumi City, Cilacap Regency, Kebumen Regency, Pekalongan City, Gunung Kidul Regency, Bojonegoro Regency, Malang Regency, Regency Mempawah, Maros Regency, Jembrana Regency, East Lombok Regency, Kupang Regency, and Pare-Pare City (Ubaid Matraji, March 30, 2017).

The author's observation, in Central Tapanuli Regency, precisely in Lumut District, there are several villages whose inhabitants have not received education from the Elementary School level. At a glance it is understood, this situation is not due to insufficient income for the cost of school equipment in the era of free education for elementary and junior high schools, but because the distance from home to school is too far (approximately 10 km), so parents do not allow their children to go school. Based on the initial conversation with several members of Lumut Maju village community, the villagers actually want to send their children to school, but because the distance is too far for elementary school age children, therefore, for the sake of their children's and grandchildren's progress, there are some residents who voluntarily give the land to the government for the establishment of schools (elementary, junior and senior high schools) in their villages, but until now it has not been fulfilled, so local residents convey the idea of establishing a school to IAKN Tarutung if possible.

Knowing the condition of the people of Lumut Subdistrict, Tapanuli Tengah Regency, the writer's team was interested in examining more deeply the reasons people did not attend formal education according to age level, and at the same time wanted to know the level of establishment of IAKN Tarutung lab schools in these villages.

Method

This study uses a descriptive qualitative approach that aims to describe the state of land (size and location), the state of the community's economy, education strata, the number of residents of the kindergarten-SMTK school age.

The population in this study is the community of Lumut Maju Village with a total of 180 family heads (approximately 720 people) from the age of 6 years to 60 years, with the number of samples or respondents 40 kk = 188 people (approximately 22%) determined according to needs data needed that may increase after the field. The basic data was obtained from a Traditional Figure, Head of Lumut Maju Village, and representing the community.

The instruments used to collect field data are interviews and documentation studies. Documentation studies will be carried out to obtain data on the number of schools (elementary, junior high and junior high schools), the distance of the existing schools to residents' houses, area and land location and land ownership planned to be the location of the Tarutung IAKN lab school. documentation of the condition of the community of the study includes: the number of school-age from TK-SMTA level which is the source of students, a study of economic conditions and education strata, employment as a source of income for the local community. Documentation studies will be conducted at the village / village or sub-district office.

Interviews were conducted with Indigenous leaders, Lumut Maju Village Head, Lumut Maju village secretary, representing the community and about the level of education, reasons for not going to school or continuing education, daily work and the distance of the house to school to find out why parents did not send their children to school their children go to kindergarten, elementary, middle and high school. III. Research result

From the population education data it is known that as many as 71 people from Lumut Maju and Lumut Nauli villages who are of school age (SD-SMP) do not attend primary school education, with daily activities to help parents farming / gardening. Out of 106 adults (23 -60 years old) there are 35 people who have never attended school, 75 people have graduated from elementary school, 7 people have graduated from junior high school and none has graduated from high school. While early childhood (4-6 years) is very much and is not included in the research data, because the Education Act does not require early childhood enrollment in formal school.

From the analysis of documentation data, interviews and land grants the following research findings were obtained: 1) The number of private kindergartens there is one unit, 2) The number of elementary schools (SD) is only one unit, 3) The number of junior high schools (SMP) is only one unit , 4) The distance of residents' homes to kindergarten / elementary and junior high schools, approximately 10-13 km, 5) There is no public transportation to school, 6) The village road to Lumut Maju is only the hardening phase, 7) The new lighting will be held (October 2019), 8) Many of the Village Communities are illiterate and have not been able to use and understand Indonesian correctly, 9) PT MIR, the owner of an oil palm plantation located in the village, does not provide educational facilities from kindergarten-high school, nor does it provide facilities school transportation out of the plantation area, 10) The Lubuk Maju Village community has donated 3 hectares of land to the PAUD / TK-SD-SMP and SMA / SMK / SME development sites, 11) Compared to the labschool land area that has been determined erection of school establishment, and judging from the needs of the community (school age) and available land, it is very possible for the establishment of the intended training school, 13) In terms of the licensing process - establishment and management of the labscholl the government is expected to be able to meet the expectations of the people of Lumut Maju Village through IAKN Tarutung as mandated by the Law on National Education, 14) IAKN Tarutung.

Discussion

In general, local residents work as plantation laborers (80%) on private palm oil and rubber plantations in the village of Lubuk Maju. Parents and their children together become gardeners, and a small proportion (20%) work their own fields. That children of primary school age - SMP do not go to school, because there are only one (1) elementary school and one (1) junior high school and are too far from their homes. It was also found that junior high school graduates did not continue to high school / high school because schools were far away, and did not have fees for boarding elsewhere (near high school).

After the researchers delved further into the thoughts and hopes of the community, traditional leaders and village heads through interviews, it was found that all the community (parents) wanted their sons and daughters to take part in good education starting from TK-SD_SMP-SMK / SMA. Likewise, school age children, really hope they can go to school by walking not too far. Then their hopes would soon be realized by building schools starting in kindergarten / early childhood - elementary-junior-high-school-vocational school in their area. And for that hope, the community has donated 3 hectares of land to Tarutung IAKN in two locations. One location of 2 hectares was divided by Yasimina Lase's family / Totonafa Ndraha's mother, Amoni Ndraha's family / Fatinia Halawa's family, and Arosokhi Zebua's family / Tiara Boru Samosir's mother each one (1) hectare.

The implication of the results of this study is that as an Educational institution and at the same time Educators are required to be able to provide a good environment for children. Young children need to be educated until they become useful and intelligent mindsets. Previously uneducated, withdrawn and sometimes deteriorated due to several factors, IAKN tried to accommodate the establishment of Lab School in Lumut Maju Village. Lab School is one of the educational institutions that is able to shape the generation of even the whole community to be trained as human learners and is able to form an independent attitude in pursuing a brighter future.

The results of this study have not been maximized because of the limited ability to compile and analyze theories, the ability to compile instruments and time constraints, the power to conduct interviews with the entire community of Lumut Maju Village, because in general they work as a daily plantation off who have limited time at home. 1) The distance of the researcher to the location of the study is approximately seven (7) hours of bus travel and 14 hours of commuting, 2) Public transportation until the research location is not yet available, so this research requires a large transportation fund, because it has to bounce the car, then visit to the location can only be done three (3) times, 3) the general public cannot communicate in Indonesian, and do not know how to write, so researchers have difficulty revealing many things from respondents.

Conclusions

Starting from whether or not someone deserves something is a strong reason for researchers to consistently complete this research. In this case the researcher found several things and was convinced that the establishment of a Decent Lab School in Lumut Maju Village and Lumut Nauli Village. Hoping that unworthiness ends up being feasible by realizing that Every human being created by God is different even though the difference in each human being has occurred, as has been observed in recent months. The condition or condition of Lumut Maju Village community which in the end hopes for education will be more open. Together they struggled and considered a moral responsibility for IAKN Tarutung present as the answer / opening the way for the establishment of an educational institution later in Lumut Maju Village and Lumut Nauli Village. Children are the best time to prepare a replacement generation both in the family, state (government) and in church life. In this case it is not surprising that sacrifices to children both in mind, energy, and money are made for the development of children's education as a quality generation.

As a higher education institution, it is expected to be able to realize the expectations of the Lumut Maju village community. Development of educational institutions is everyone's dream. Reducing development input sometimes takes a lot to get better and quality development, no one in the community hopes that the development will be disrupted or neglected as a result of the inadequacy in implementing any of the rules set later. Before erecting / constructing a school building, the whole community was integrated with the surrounding environment, trying to get to know each other, be able to adjust, put themselves in the right position in diversity. Diversity of society is wealth so that one another can complement each other in differences. Difference does not become a separator from one another, but a vehicle to complement diversity, the same as religious differences is not a means of scattering religious adherents, but rather becomes a place of mutual respect, respect for differences. Having a variety of souls such as: likes to get along, like to exchange information, support each other, interact with each other, between denominations of the Christian church and followers of other religions need to hold hands together in establishing a house of worship is a dream as well as the ideals of the nation, if not so diversity does not mean conflict as the concepts of different people become one for the sake of togetherness of different people who both enjoy the process of different cycles being complementary, mutually supportive between adherents of one religion with followers of other religions in the form of working together to improve the welfare of mankind without having to misuse differences become a tempest.

Based on various research findings that have been carried out, as an educational institution as well as educators are required to be able to provide a good environment for children. Young children need to be educated until they become useful and intelligent mindsets. Previously uneducated, withdrawn and sometimes deteriorated due to several factors, IAKN tried to accommodate the establishment of Lab Schools in Lumut Maju Village. Lab School is one of the educational institutions that is able to shape generations and even entire communities to be trained to become human learners and to be able to form an independent attitude in pursuing a brighter future.

References

- Andreas B. Subagio. 2004. *Introduction to Qualitative & Quantitative Research Including Theological and Religious Research*. Bandung: Kalam Hidup Foundation.
- Darminta Purwa.2000. *Big Indonesian Dictionary*, Jakarta: Gramedia.
- Hamalik Oemar.2007. *Management of Curriculum Development*, Bandung: Rosda,
- Harbinson, F. and Meyer, C.A.1965. *Manpower and education: Country Studies in Economic Development*. New York: Gran-Hill Book Co.
- [https:// Blogspot unj. Gogel.co.id](https://Blogspot.unj.Gogel.co.id). Journal of November 22, 2019
- Public Seminar, Launching of a 12-Year Compulsory Education Research Findings 'Book, at Bakkoel Koffie, Jalan Cikini Raya Number 25, Cikini, Menteng, Central Jakarta, Thursday (3/30/2017), with the theme' Collecting the Promises of the 12 Year Program Policy Year'.
- Nana Syaodih Sukmadinata.2011. *Educational Research Methods*, Bandung: Rosda.
- Sukmadinata Nana Syaodih, 2011. *Educational Research Methods*, Bandung: Rosda.

The 1945 Constitution of the Republic of Indonesia, Article 31 on Education.

Education Law, Number 20 Year 2003

Oemar Hamalik. 2007. Management of Curriculum Development, Bandung: Rosda.

Republic of Indonesia Government Regulation No. 74 Yrs. 2008 About Teachers and Lecturers, Bandung: Citra Umbara,