

Acceleration of Handling Out-of-School Children (OOSC) in Pandeglang District

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Abstract: Pandeglang Regency is one of the regencies in Banten Province that has a high number of out-of-school children (OOSC). Therefore, to alleviate out-of-school children, it is necessary to accelerate the handling of OOSC in Pandeglang Regency. The purpose of this research is to study the factors that cause OOSC, constraints, and ways to handle OOSC in Pandeglang Regency. The data was obtained through interviews, observations, document studies and FGDs. The results showed that the factors that cause children not to go to school are the mindset of the child's parents, the economic weakness of the child's family, the child's access to school is far or difficult, early marriage of children, bullying at school. As a way to accelerate the handling of out-of-school children in Pandeglang Regency by working (collaboration) with the community.

Abstrak: Kabupaten Pandeglang merupakan salah satu daerah Kabupaten di Provinsi Banten yang memiliki Anak Tidak Sekolah (ATS) yang cukup tinggi. Oleh karena itu untuk mengentaskan anak tidak sekolah diperlukan upaya mempercepat penanganan ATS di Kabupaten Pandeglang. Tujuan penelitian ini untuk melakukan kajian faktor-faktor penyebab ATS, kendala-kendala, dan cara penanganan ATS di Kabupaten Pandeglang. Data penelitian ini diperoleh melalui wawancara, observasi, studi dokumen dan FGD. Hasil penelitian menunjukkan bahwa faktor-faktor yang menyebabkan anak tidak sekolah adalah pola pikir orang tua anak, lemahnya ekonomi keluarga anak, akses anak ke sekolah jauh atau sulit, pernikahan dini anak, terjadinya bully di sekolah. Penanganan ATS terkendala masalah data yang belum sinkron. Seandainya cara mempercepat penanganan anak tidak sekolah di Kabupaten Pandeglang dengan bekerjasama (kolaborasi) dengan masyarakat.



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INTRODUCTION

Nowadays, education is still a major development issue in the world's countries, because the progress of a country/nation will be largely determined by the education of the people themselves. In Indonesia, education is the main priority of development, this cannot be separated from

the mandate of the 1945 Constitution where in the preamble of the 1945 Constitution it is stated that the purpose of the establishment of the Republic of Indonesia is one of them in order to educate the nation's life.

Therefore, as a form of realization of the very constitution Law No. 20 of 2003

concerning the National Education System states that every citizen aged seven to fifteen years must attend basic education. Then in Government Regulation No. 47 of 2008 concerning Compulsory Education, it is explained that the implementation of compulsory education on formal pathways is carried out at least at the basic education level which includes elementary schools, MI, junior high schools, MTs, and other equivalent forms.

However, even though the government since 2008 has launched a 9-year compulsory education program, even now the government has launched a 12-year compulsory education program, but Children Out of School (OOSC) in Indonesia are still high, as shown by data from the National Socio-Economic Survey (Susenas) in 2020, there are 4.08 million or equivalent to 7.4 percent of OOSC in the age range of 7-18 years spread in regions throughout Indonesia (Ester Lince Napitupulu, 2022)

Pandeglang Regency of Banten Province is one of the regions that has a high OOSC. Based on the Data and Information Center (Pusdatin) of the Ministry of Education and Culture (Kemendikbud) in 2022, Pandeglang Regency has 11,410 school dropouts spread across 35 sub-districts. Thus, if averaged, each sub-district in Pandeglang Regency has 326 OOSC. This situation is certainly very alarming, especially since Pandeglang Regency is still classified as an area that has the lowest Human Development Index (HDI) in Banten Province (Kemendikbud, 2022)

Umbu Reku Raya (2021) in Stranas OOSC is defined as children aged 7-18 years with the following conditions: 1) Never been to school, 2) Dropping out of school at a certain level, and 3) Completing a certain level but not continuing and other causes such as geographic access difficulties, natural disasters and conflicts.

Yuanita Marini Nagel quoted by Ester Lince Napitupulu (in Kompas.id 2022) in

general, the factors that cause children not to go to school in Indonesia are economic problems and children with special needs. Boys who do not attend school are generally due to work while girls are married at an early age [8]. Various ways of dealing with out-of-school children in the regions have been carried out, such as in Gowa Regency. Mustari (2022) stated that the efforts made by the Gowa local government in overcoming children who drop out of school are: First, education financing, namely policies in the education sector in the form of completing 12 years of compulsory education and free education, poor student assistance programs in the form of PKH, PIP, BLT, and school uniform assistance. Second, information provision, namely socialization to the community and visiting people's houses to socialize the importance of education.

In Pandeglang Regency, various ways to overcome OOSC were conducted by the local government of Pandeglang Regency in an effort to handle OOSC. Such as through various socio-economic assistance programs for school-age children who are poor so that they can attend school, namely the existence of the Family Hope Program (PKH), Smart Indonesia Card (KIP), Smart Pandeglang Program, Poor Student Care Teacher Program, and Si Cerdas Jawara Program.

However, the results have not fulfilled expectations because the data shows that there are still many OOSC found in Pandeglang Regency which are very large in number. This must be a concern because this condition will certainly have an impact on the achievement of the Human Development Index (HDI) of Pandeglang Regency which is stagnant.

Moreover, attending school is the right of every child and is a strategic basic need that must be fulfilled by the local government. Moreover, the funding has been guaranteed by the state through the National Budget (APBN) and the Regional Budget

(APBD) by at least 20 percent (Undang-Undang). Therefore, to overcome OOSC in Pandeglang Regency, it is necessary to study the factors that cause out-of-school children in Pandeglang Regency as part of the effort to alleviate OOSC.

Furthermore, it is necessary to find out about how to accelerate the handling of OOSC in Pandeglang Regency through various approaches so that out-of-school children can be reduced or even no more out-of-school children in Pandeglang Regency. This paper aims to identify or find the factors that cause out-of-school children in Pandeglang Regency, and provide policy solutions taken by the local government of Pandeglang Regency in accelerating the handling of OOSC in Pandeglang Regency.

METHODS

This research uses a qualitative descriptive method. According to Whitney (in Nazir, 2022) the descriptive method is the search for facts with the right interpretation. Descriptive research studies problems in society, as well as procedures that apply in society and certain situations, including relationships, activities, attitudes, views, as well as ongoing processes and influences of a phenomenon.

The aim of this research is intended to provide an overview of the handling of Out-of-School Children (OOSC) in Pandeglang Regency, which directs attention to the identification of factors causing out-of-school children in Pandeglang Regency and seeks to provide policy solutions related to the handling of (OOSC) in Pandeglang Regency. The research data was obtained through interviews, observations, and document studies, as well as Focus Group Discussion (FGD). Interviews are conducted with informants who have knowledge, experts, and/or perpetrators who run in terms of children's problems not going to school. Observations were made by looking directly at the location of children not in

school, and schools in Pandeglang Regency, especially the distance between children's homes and schools. Document studies are carried out by reviewing documents such as books, journal articles, laws and regulations, online newspapers and other written documents related to the research theme. Meanwhile, in the FGD activity, the author was a participant in the Strategy Preparation Workshop for Accelerating the Achievement of 12 Years of National Education in Pandeglang Regency 11-12 April 2023 by USAID ERAT Effective, Efficient, and Strong Governance Closely which was attended by stakeholders who were concerned about OOSC problems in Pandeglang Regency. The data that has been collected is then analyzed which is carried out through stages, data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Education Overview of Pandeglang District

Pandeglang Regency is one of the areas in Banten Province which covers an area of 2,771.41 kilometers consisting of coastal lowlands, mountainous highlands, and mixed with forests and plantations. The people of Pandeglang Regency known as a religious community that prioritizes Islamic religious education. This is marked in Pandeglang Regency there are many Islamic religious education facilities, both modern pesantren and salfi pesantren. Therefore, until now Pandeglang Regency is known as the city of students.

Based on data from the Central Statistics Agency (BPS) in 2022, the population of Pandeglang Regency is 1,307,090 [12] people with the number of poor people in Pandeglang Regency reaching 114,650 or 9.32% of the total population. The Human Development Index (HDI) of Pandeglang Regency of 65.84 is still below the average HDI of Banten Province and among the lowest in Banten Province (BPS Provinsi Banten, 2022)

According to the Central Bureau of Statistics (BPS) of Banten Province in 2022,

the Old School Expectancy Rate (HLS) in Pandeglang Regency reached 13.72%[14], this situation shows that residents of Pandeglang Regency can go to school for up to 13 years or until graduating from high school. However, the Average Length of School (RLS) of Pandeglang Regency residents is still at 7.13%. This means that the average resident of Pandeglang Regency can only study for 7 years, or has only been able to finish grade 1 junior high school.

Meanwhile, based on data from the Youth Education and Sports Office of Pandeglang Regency, the number of schools in Pandeglang Regency is 1,603 schools, consisting of 1,037 elementary schools, 352 junior high schools, 123 high schools, and 91 vocational high schools. Until now, the local government of Pandeglang Regency is still trying to improve the quality of education of its population by handling OOSC which is expected that all school-age children in Pandeglang Regency can all go to school.

Factors Causing Children Not to School (OOSC)

Based on the Focus Group Discussion (FGD) study of the Strategy Preparation Workshop for Accelerating the Achievement of 12-Year National Education Fairness in Pandeglang District 11-12 April 2023 by USAID ERAT Effective, Efficient, and Strong Governance Closely attended by stakeholders and document studies, the following are the factors causing Out-of-School Children (OOSC) in Pandeglang Regency:

1. The mindset of the child's parents

Based on observations, children who do not go to school on average come from families with low education or no school. Because of low education, they have the view that school is not so important. Especially when they see in their neighborhood or neighbors there are people who have graduated from school but are unemployed not working. So that the enthusiasm to send them to school becomes less so that they finally let their children not go to school which is important to work to earn money.

In their mind, the important thing is to be able to work and earn money as provisions in life even though they don't have to go to school. Their children at school age are usually taught jobs such as helping with gardening, farming, trading, or other menial jobs that do not require a diploma.

2. The weak of family economy

Although school is one of the important necessities of life, not all children can afford to go to school. One of the reasons is the weak family economy, especially if the family has many children. Although the government has set compulsory education for nine years or even twelve years and guaranteed various assistance through social programs and scholarships, there are still many children who do not go to school. This happens because for school it costs not enough to just pay tuition fees, every month there are also other costs that must be met by students such as pocket money, money to buy uniforms, shoes, and other supplies for school. Not to mention the cost of going to school every day and other fees such as class increases or graduation. For people who are classified as low-income, of course, these costs are burdensome so that the family ends up not sending their children to school. According to the Head of the Pandeglang District Office, Nuriah (2022) the children dropped out of school because they had no money "Provisional data there were 48 orphans during the Covid-19 Pandemic and we also found that there were children who dropped out of school and did not continue their education until junior high and high school levels".

3. Children's Access to Remote Schools

The existence of schools in Pandeglang Regency has not been fully evenly distributed in each region both in terms of distance from schools and students' homes and geographical location. Schools in Pandeglang Regency are still more concentrated in the capital city of Kabupaten and the district government center. Areas in Pandeglang Regency vary consisting of high areas of mountainous plains, coastal lowlands, and plantation forests that make it difficult for students to get to school.

According to the Secretary of the Pandeglang District Education Office Sutoto The availability of institutions in Pandeglang Regency currently has 44 high schools, 101 vocational schools and 70 MA. Although there has been a lot of availability of institutions built by the government, in this case there are still several obstacles, namely "what has always been the biggest PR in Pandeglang Regency, namely road access that is still inadequate and there are still many areas that do not have proper road access, especially in remote areas with urban areas".

4. Early Child Marriage

Early marriage is one of the factors for children not going to school in Pandeglang Regency. In the last five years, cases of early marriage in Pandeglang Regency, Banten often occur and are quite high. One of them is due to economic and cultural factors that cause a number of parents to quickly marry off their children. Head of the Women and Children Protection Division of the Office of Women and Children Empowerment, Population, and Family Planning (PPA DP3AKKB) of

Banten Province Erminiwati (Indonesia News Net.com: 2018) revealed that there are many cases in Pandeglang of parents who marry their children because of economic factors and the assumption that girls do not need to be highly educated. Early marriage in Pandeglang Regency until now still occurs a lot which of course they drop out of school or cannot continue school anymore.

5. Other factors

Another factor that causes children to miss school is because of the bullying of children in school and school-age children carry out education in Salafi pesantren where there is no formal school. According to the Secretary of the District Education Office Pandeglang Sutoto there are many factors that cause children to drop out of school. The majority of socio-cultural factors include bullying, victims of sexual harassment and invitations to move to Salafi boarding schools and madrassas. But for children who attend Salafi pesantren education is still debated, because according to the Ministry of Religious Affairs of Pandeglang Regency not all who follow the education in Pandeglang come from Pandeglang Regency, many people outside Pandeglang Regency. Meanwhile, according to education observer of Mathla'ul Anwar University Banten Asep Sahrudin, the dominant factor causing OOSC is due to the weak economic factors of the community and the mindset of the community that does not prioritize schools. So there must be assistance and assistance to the OOSC family in overcoming this problem.

Constraints and Efforts of Local Governments in handling out-of-school children

The high number of out-of-school children in Pandeglang Regency can be seen from OOSC data which reached 11,410 (Ministry of Education and Culture 2022). This data shows that out-of-school children in Pandeglang District must be more than that number, because out-of-school children are only one of the contributors to the Out-of-School Children (OOSC) data. There are still other factors that cause children not to go to school which until now have not been well recorded.

Actually, the local government of Pandeglang Regency in an effort to deal with out-of-school children has been carried out, especially for children who have dropped out of school. So far, the local government of Pandeglang Regency has been doing in dealing with out-of-school children by providing various assistance to underprivileged families through education assistance programs.

However, in reality those efforts have not produced the desired results, OOSC in Pandeglang Regency is still relatively high. This situation is constrained by limited human resources, especially in the Pandeglang District Education Office, limited budget, and the problem of child data that is not yet synchronized between OOSC in the Education Office, Ministry of Education, and Ministry of Religion.

According to the Secretary of Pandeglang District Education Office, Sutoto, there are differences in OOSC data between data from the Ministry of Education and Culture and Dapodik data from Pandeglang District Education Office. According to Sutoto, based on the data we have in Dapodik, the number of school dropouts in Pandeglang Regency is 4836 children. We must synchronize this data difference, we also question the Ministry of Education and Culture's data which is so high.

Due to this data difference, there must be a synchronization of the recorded data with the reality in the community through data verification and validation activities. This activity certainly cannot be done entirely by the local government but requires community involvement because the community knows better the actual condition of out-of-school children in their neighborhood.

Involving the Community

During this time, the handling of out-of-school children in Pandeglang Regency is carried out using conventional methods, namely by providing various assistance through social and educational programs for children who are economically disadvantaged, and the handling of out-of-school children is handed over to the education office as the person in charge. However, the result has not been as expected because there are still many out-of-school children in Pandeglang Regency. Therefore, in order to handle OOSC, cooperation or collaboration between the local government and the community is needed in handling out-of-school children as a social force that can accelerate the alleviation of out-of-school children.

Yani Talakua (2018) the community and the environment are one of the factors and reasons for how children grow and develop, the role of the community and the environment is also inseparable from the social life of an individual where the community and the environment take part in ragka advancing and educating the life of the nation, namely by giving special attention to children in the environment.

According to the Secretary of the Education, Youth and Sports Office (Dindikpora) of Pandeglang Regency, Sutoto's collaboration with the community is an innovative effort in dealing with out-of-school children, so the strategy that must be taken is taken from Q.S Al-Maidah: "and help

you in (doing) virtue and piety, and do not help in sin and enmity" From the verse that the important point is that various roles (collaboration) and cooperation (corporation) are needed for handling education. From this verse, the important point is that various roles (collaboration) and cooperation (corporation) are needed for handling education.

Agus Salim an activist of PATTIRO (Center for Regional Information and Studies), the first step in handling OOSC is by collecting data on OOSC, especially data from the Education Office of Pandeglang Regency and OOSC data from the Ministry of Religious Affairs. Then in order to handle OOSC in Pandeglang Regency, we can also follow what other regions have done to reduce OOSC, such as Pekalongan Regency, Central Java. The Pekalongan Regency's success in dealing with OOSC involved community components, or a collaboration between the Pekalongan Regency government and the community.

Pekalongan Regency started to have an education problem where out-of-school children in Pekalongan Regency reached 4346 children. To decrease out-of-school children in Kabupaten Pelakongan, the local government of Kabupaten Pekalongan formed the KUDU SEKOLAH (Back to School Support) movement by collaborating/involving the community. Based on data from the Pekalongan District KUDU Sekolah Team (2023) [18], the KUDU Sekolah movement, which began in 2019 until 2022, succeeded in overcoming the return of 2069 children to school.

Januardi Panji Sukmawan (2022) collaborated with local government and community in handling OOSC in Pekalongan District by involving 5 actors involved, including: local government, business world, village government, concerned community, and universities.

In Pandeglang district, collaboration or cooperation in handling OOSC between

local government and community (stakeholders) can involve the Department of Education, Youth and Sports (*Dindikpora*), Regional Development Planning Agency (*Bappeda*), sub-district and village governments, Ministry of Religious Affairs (Kemenag), universities, Baznas, Education Council, Non-Governmental Organizations (NGOs) and Community Organizations (CSOs). Each stakeholders are able to work in accordance with their roles, namely as follows: The Education Office supports facilitates and takes responsibility for programs in accordance with Regent Regulations, Bappeda coordinates and synchronizes programs in order to alleviate OOSC, Sub-district and Village Governments involve religious leaders, community leaders in every religious activity, can form integrated teams at the sub-district / village level by involving Forkopincam, RT / RW, Linmas, cadres, to encourage the community to send children to school, Ministry of Religion supports and facilitates and is responsible for the OOSC program, Higher education conducts counseling and mentoring for OOSC out-of-school children and their parents, Baznas provides scholarships for the underprivileged, helps mustahik, helps with training for DKM management, the Board of Education conducts socialization for parents during meetings in education units/offices, NGOs can provide mentoring and social control for out-of-school children and provide educational assistance, mass organizations can provide assistance and counseling to OOSC families.

In order to streamline the collaboration between the local government of Pandeglang Regency and the community in handling OOSC, it needs to be strengthened by the existence of a Regent Regulation policy regarding the handling of out-of-school children in which there is a special team authorized through a Decree of the Regent of Pandeglang Regency.

CONCLUSION

Based on the research that has been conducted, the number of out-of-school children in Pandeglang Regency is caused by the main factors, such as: First, the mindset of the children's parents who still consider school less important in life. Second, the economic weakness of the child's family so that they cannot afford to pay for the child's schooling. Third, children's access to school is difficult and the distance is far so that children cannot afford to reach school. Fourth, the occurrence of early marriage at school age. Another factor is the occurrence of bullying or acts of violence against children at school.

The efforts of the local government of Pandeglang Regency in handling out-of-school children are carried out in a conventional way by utilizing the Family Hope Program (PKH), Smart Indonesia Card (KIP), Smart Pandeglang Program, Poor Students Care Teacher Program, and Smart Jawara Program which are intended to help people who are economically disadvantaged. However, the results are not significant in reducing out-of-school children. This condition occurred because the handling of OOSC was constrained and unorganized, still relying on the education office. Meanwhile, the community has not been maximally involved. In addition, the handling of OOSC is constrained by a limited budget and various data collection systems so that there is the potential for overlapping data, and it is even possible that there are still OOSC that are not recorded.

Therefore, in order to accelerate the handling of OOSC in Pandeglang Regency, there needs to be a policy or program to accelerate the handling of OOSC from the local government of Pandeglang Regency by collaborating with the community. Community involvement in handling OOSC can be the key to success in accelerating the handling of OOSC in Pandeglang Regency.

SUGGESTION

In the aim of accelerating the handling of OOSC in Pandeglang Regency, the local government of Pandeglang Regency needs to immediately issue a policy on handling OOSC that involves the community.

The policy includes regulations, institutional structure, implementation mechanism, data collection system, and budget for handling OOSC.

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