

ECONOMIC EXPLOITATION OF CHILDREN: RETURNING CHILD LABOR TO THE WORLD OF EDUCATION THROUGH INTERPERSONAL COMMUNICATION TOWARDS EQUAL EDUCATION

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Abstract

Low family incomes force children to support households and become Child Labourers (PA) in the agricultural and household sectors. The agricultural sector is still the main source of income for most Indonesians; at least 70% of the archipelago's population is dependent on the agricultural sector. However, rural poverty remains relatively high. At least 16% of rural areas are poor compared to 9.9% of urban areas. Farm labourers have not been able to benefit significantly from economic growth, as it is undeniable that several problems have caused the agricultural sector to lag behind other sectors. This qualitative study will describe the processes that influence and shift the mindset of children and parents of child laborers to change their mindset and desire to continue their education. Economic exploitation in children is actually carried out by families, for example, by placing, allowing, and telling children to work as a form of economic exploitation. Good economic exploitation will result in good child development, but bad exploitation will have a bad impact on children, including lying, insensitivity, low self-esteem, developmental disorders, oppressing the weak, difficulty forming and interacting with the environment, anxiety, low self-esteem, and personality disorders. Equality education is another way for children to re-enter school. It is necessary to optimise all stakeholders to eliminate child labour and return child labourers to school. It is necessary to strengthen equivalency schools in various places so that they can be reached by children with economic difficulties or difficulties integrating into public schools. Preventive efforts must be made to ensure that children do not drop out of school and are prepared to enter the global workforce, including introducing and raising awareness of the importance of education, as well as providing affordable education to all.

Keywords: Child Labor, Economic Exploitation of Children, Equality Education.

Abstrak

Pendapatan keluarga yang rendah memaksa anak sebagai penyangga rumah tangga yang menjadi Pekerja Anak (PA) dalam sektor pertanian dan rumah tangga. Sektor pertanian masih menjadi komoditas sebagian besar penduduk Indonesia; setidaknya 70% penduduk Nusantara bergantung dalam sektor pertanian. Akan tetapi, kemiskinan diperdesaan masih relatif tinggi. Setidaknya masih ada 16% daerah

pedesaan termasuk kedalam kategori miskin jika dibandingkan dengan 9,9% daerah perkotaan. Buruh tani belum bisa mendapat manfaat yang signifikan dari pertumbuhan ekonomi, karena tidak bisa dipungkiri bahwa beberapa permasalahan mengakibatkan sektor pertanian tertinggal dari sektor yang lain. Penelitian kualitatif ini akan menggambarkan pendiskripsian dan prosedur proses yang mempengaruhi dan menggeser pola pikir anak-anak dan orang tua pekerja anak untuk merubah pola fikir dan mau melanjutkan pendidikan. Eksploitasi ekonomi dalam diri anak justru dilakukan oleh keluarga misalnya menempatkan, membiarkan dan menyuruh anak bekerja sebagai bentuk eksploitasi ekonomi. Eksploitasi ekonomi yang baik akan membuahkan tumbuh kembang anak yang baik, akan tetapi eksploitasi yang buruk akan berdampak tidak baik dalam anak diantaranya anak berbohong, tidak peka, rendah diri, gangguan tumbuh kembang, menindas yang lemah, kesulitan membentuk dan berinteraksi dengan lingkungan, cemas, rendah diri dan gangguan personality. Pendidikan kesetaraan adalah cara lain buat anak bisa kembali memasuki bangku sekolah. Dipandang perlu mengoptimalkan semua pemangku kepentingan untuk bisa mengeliminasi pekerja anak dan mengembalikan pekerja anak kebangku sekolah. Perlu dilakukan penguatan sekolah-sekolah kesetaraan diberbagai tempat sehingga bisa dijangkau oleh anak anak yang kesulitan ekonomi ataupun kesulitan berintegrasi kesekolah umum. Perlu dilakukan upaya upaya preventif supaya anak anak tidak putus sekolah dan siap memasuki global kerja, upaya pengenalan dan penyadaran akan urgensi pendidikan dan penyediaan pendidikan yang murah untuk semua.

Kata Kunci: Eksploitasi Ekonomi Anak, Pekerja Anak, Pendidikan Kesetaraan.

Introduction

Child labour is a world issue that has become a common plan of the global community to eliminate its existence completely and continuously. This commitment was initiated by the International Labour Organisation (ILO) in 2002 with the motto, "Future Without Child Labour." This movement continues to be campaigned as a road map and becomes a movement that involves all stakeholders embodied in the road map.¹ Among the dilemmas of child working families (PA) is the low investment in human resources. This is due to several factors of production and distribution to get adequate resources is very low.²

Policies for families are often inadequate, such as because of a lack of

knowledge and skills. This is compounded by the illness or death of the family head, crop failure, and loss of income due to weather at certain times.³ These conditions affect the family and lead to children becoming the economic support of the family.⁴

In reality, very few poor families have other options to meet their family's needs. The alternative is to give their kids less time in school and let them work.⁵ Children who start working young may recognise money earlier as a result, which has ramifications for their

³ Maccini, S dan Yang., D .2009. "Under the Weather: Health, Schooling, and Economic Consequences of Early-Life Rainfall". American Economic Review

⁴ Filiana, W., & Rachmat, A. Z. (2022). Tahapan Perencanaan Dalam Kegiatan Program Kesetaraan Paket C PKBM MeKAR Sari Kabupaten Kaur. *Journal Of Lifelong Learning*. Retrieved from <https://ejournal.unib.ac.id/index.php/jpls/article/view/22303>

⁵ Suhendro. (2019). Pelaksanaan Program Pendidikan Kesetaraan Di Pusat Kegiatan Belajar Masyarakat (Pkbm) Kecamatan Terentang. *Jurnal.Untan.Ac.Id/*, 1–11. Retrieved from <https://jurnal.untan.ac.id/index.php/jdpdp/article/viewFile/34103/75676582061>

¹ Kemenaker, 2014. Peta Jalan Menuju Indonesia Bebas Pekerja Anak 2020

² Dewi Shinta Wulandari Lubis, S. G. D. (2021). Peningkatan Minat Lulusan Paket C PKBM Bumi Literasi dalam Melanjutkan Studi ke Perguruan Tinggi. *JPM: Jurnal Pengabdian Masyarakat*, 2(1), 7–9. Retrieved from <http://www.djournals.com/jpm/article/view/202>

learning accomplishment.⁶ Relocating study time for children is mostly done in developing countries. Low family resilience in facing economic shocks is the main point causing children to enter the world of work. As a result, families have relatively had low access to formal and informal education.⁷

Low family income forces children to become a buffer stock for the household. Furthermore, children are laborer in the agricultural and household sectors.⁸ The agricultural sector is still the main source of income for most Indonesians; at least 70% of the archipelago's population is dependent on the agricultural sector. However, rural poverty remains relatively high. At least 16% of rural areas are poor compared to 9.9% of urban areas. Farm workers have not been able to benefit significantly from economic growth⁹. Several problems have caused the agricultural sector to lag behind other sectors.¹⁰

⁶ Beegle, K., Dehejia, R., dan Gatti, R. 2006 "Child labor and agricultural shocks". *Journal Dev Econ*.

⁷ Syaefuddin, S., Yuliani, L., & Oktiawanti, L. (2019). Pemberian Kartu Indonesia Pintar (KIP) Dalam Upaya Meningkatkan Motivasi Belajar Bagi Peserta Didik di PKBM GEMA Pada Pendidikan Kesetaraan Program Paket B dan C Kecamatan Tawang Kota Tasikmalaya. *Comm-Edu (Community Education Journal)*, 2(2), 147. <https://doi.org/10.22460/comm-edu.v2i2.2611>

⁸ Fitzsimons, E. 2007 "The Effects of Risk on Education in Indonesia". Institute for Fiscal Studies. *Journal of Economic Development and Cultural Change*. Volume, issue, Vol. 56, No. 1

⁹ Raharjo, T. J., Suminar, T., & Ilmu. (2010). Model Pemberdayaan Pusat Kegiatan Belajar Masyarakat Dalam Pengelolaan Program Pendidikan Kesetaraan Berbasis Life Skills Dan Kewirausahaan. *Edukasi*, 1(2). Retrieved from <https://journal.unnes.ac.id/nju/index.php/edukasi/article/view/955>

¹⁰ Wartati. Sri, dkk.2017. Era Baru Dalam pengentasan Kemiskinan di Indonesia, The World Bank Jakarta

Additionally, the description of the agricultural industry cannot be separated from the risk factor for PA. To reduce and eventually abolish child labour in the agriculture industry, a breakthrough in solutions is required. The work done by PKBM Cendika to reduce the problem, get kids back in school, and give PA families perspective is a positive thing. With education, families can recover from their financial losses. The purpose of this initiative is to give young labourers as many opportunities for education as feasible.

This research was carried out in order to obtain and discover the occurrence of economic exploitation of children, as well as the efforts made by the Central Lampung Cendikia Center for Community Learning Activities - *Pusat Kegiatan Belajar Masyarakat* (PKBM) by using the centralised and in-depth interview method with questions about education for children to return children to the world of education and prevent them from entering the world of work.

Pasca Surya Bayu and Sari Wahyuni's research on the realisation of child-friendly Indonesia at PKBM Kasih Bundo in Bukittinggi in organising children's education reveals that equality education plays an important role in realising Child-Friendly Indonesia by considering the following aspects: 1) organising alternative educational services for children, 2) services for children trafficking victims, 3) services for children of drugs and sexual violence victims, and 4) services for children with deviant behaviour.¹¹ The areas of economic exploitation of children and PKBM Cendikia Entral

¹¹ Pasca Surya Bayu, E., & Sari Wahyuni, D. (2020). Perwujudan Indonesia Layak Anak (Studi Kasus PKBM Kasih Bundo Kota Bukittinggi Sebagai Penyelenggara Pendidikan Kesetaraan). *AGENDA: Jurnal Analisis Gender Dan Agama*, 2(1), 58. <https://doi.org/10.31958/agenda.v2i1.1992>

Lampung's efforts to get kids back in school are where this research and that of Bayu and Wahyuni diverge.

Other research on this issue is learning assistance and motivation of children who studying and after graduating from PKBM Negeri 17 Tanjung Priok. The purpose of this research is to help the PKBM students in creating more interesting and fun learning to increase students' interest in learning and motivate them to learn more about the fields of learning such as mathematics, science, economics, and social. This learning assistance is expected can increase the student's interest and motivate them in learning at PKBM Negeri 17 Tanjung Priok. The participants of the research are 30 students from packages B and C.¹² The point of return for economically exploited children at PKMB Cendikia Equality Education in Central Lampung is where the research by Rahmawati, et al. and this research diverge.

Method

This qualitative study presents information in the form of a thorough comprehension of the circumstances or procedures that can persuade children and the parents of child labourers to alter their perspectives and want to pursue further education. The option for equality education is an intriguing one; at the exclusive limit, equality education has been on the right track and has become more modern and sophisticated than public schools.

The researchers are both a participant and an observer in this study. Primary and secondary data are the main sources of

research information. Interviews with a number of informants, including owners of PKMB Cendikia and students aged 5 to 15 who attended PKBM Cendikia, were used as the data-gathering method. The authors also observed PKBM Cendikia during study hours and discovered that there were initiatives in place to stop child exploitation. To avoid engaging in manual labour before receiving a PKMB degree, the tutor or teacher who conducts the class directly conveys the effort. The author employs the triangulation analysis method, which entails the simultaneous analysis of data gathered through the following methods of collection: interview, observation, and documentation, to obtain comprehensive and verified information about PKBM's initiatives to help kids get back into the classroom by enrolling them in equalization education at PKBM Cendekia.

Moreover, PKBM Cendikia was founded on the initiation of the PPA-PKH (*Penarikan Pekerja Anak - Program Keluarga Harapan*, a policy Reduction of Child Labour in order to Support the Family Hope Program) assistant in Central Lampung. PPA-PKH facilitators are supposed to direct participants to educational forums based on experience at birth. Formally, the OPD (*Organisasi Perangkat Daerah* - regional apparatus organisation) has made recommendations for pupils based on PPA-PKH. In reality, the facilitators find it challenging to refer kids to formal schools, both public and private. Due to academic requirements that are not met, it is challenging for students to enroll in public schools. Naturally, the decision to enroll them in a private school will be directly tied to the cost. In the end, a small fraction of pupils can enrol in formal education, although this does happen.

These two school options are less than ideal for allowing PPA-PKH alumni to finish their primary education. The PPA-PKH

¹² Rahmawati, N. K., Maruf, A. H., Ahmad, A., & ... (2022). Pendampingan Pembelajaran Dan Pemberian Motivasi Dalam Meningkatkan Minat Belajar Bagi Anak-Anak Di PKBM. *Journal of Social ...*. Retrieved from <https://ejournal.uinib.ac.id/jurnal/index.php/sosialoureach/article/download/3846/2461>

alumni should be able to finish their basic education with the facilitators' strong determination. In 2013, LKPA Insan Cendikia was established as one of the options.

Discussion

Economic Exploitation of Children

In the Indonesian Dictionary (KKBI), it is stated that child empowerment is mastery, utilization for one's own profit, exploitation (*people's energy*) of oneself and others. UNICEF defines several criteria for child laborer that are believed to be exploitative: 1) full time work at an early young age, 2) excessive hours worked, 3) the work causes unnecessary physical, social, and psychological stress, 4) inadequate salary, 5) too many responsibilities, 6) the work that interferes with access to education, 7) the work that reduces children's prestige and self-esteem, for example, slavery, or forced labor and sexual exploit, and 8) jobs that interfere with child development.

Economic exploitation is the arbitrary and excessive use of children for economic interests without considering propriety, fairness, proper salary and child welfare.¹³ The needs and circumstances of the children in their families differ in so many ways. Children can be raised to be the happiest members of the family, according to some parents. However, parents in economically underprivileged households tend to view their children as a burden. The economic sector exhibits a comparatively high level of child abuse, and the problem is widespread.

In addition, the economic exploitation of children is carried out by both parents and other parties, for example placing, letting, ordering, doing and or participating in

¹³ Joni, Muhammad, Tanamas. Zuhina Z.2014. Aspek Hukum Perlindungan Anak Dalam Perspektif Hak Anak. Bandung, Citra Adia Bakti.

economic utilization. Child exploitation is an act that is not commendable. Acts of child exploitacy violate children's rights. Among the forms of child exploitacy are¹⁴ 1) Physical exploitation is the abuse of child labor to be employed for the profit of the person who orders it. 2) Social exploitation is anything that causes delays in the growth and development of children. In this case, it can be in the form of threatening and frightening words, insults, regardless of the child's feelings, or negative behavior. If this exploitation occurs in children, it will cause a) children will lie, fear, lack sensitivity to love, and have difficulty trusting others, b) low self-esteem and destructive behavior, c) experience developmental disorders, d) bullying and venting on the weaker members of the group, e) difficulty building relationships with others, f) anxiety, panic, and depression, g) Low self-esteem, h) personality disorders.

In KBBI, the meaning of returning child laborers to the world of education is understood as making, creating opportunities, and restoring to their original state. Child labour is a person under the age of 18 who does work regularly and works 14-43 hours a week, physical and psychological damage occurs, children's education, and development is disrupted.¹⁵ Equivalency education is an educational unit implemented by the people known as the PKBM which includes education in package A equivalent to elementary school (SD), package B equivalent

¹⁴ Cornelius C.G. 2017. "Analisis Kejahatan Terhadap Eksploitasi Anak Sebagai Pengemis", Bandar Lampung.Fakultas Hukum Unila

¹⁵ Haspels, Nalien dan Suriyasan, Busakom.2005.. Meningkatkan Kesadaran Gender, dalam Aksi Penanggulangan Pekerja Anak serta Perdagangan Perempuan dan Anak. Jakarta ILO.

to junior high school, and package C equivalent to senior high school.¹⁶

Child Labor Situation

The Indonesian child labor survey conducted has reported that¹⁷ In Indonesia, there are 58.8 million children between the ages of 5 and 17 years. 4.05 million, or 6.9% of this total, are child labourers. Children who are forced to work as child labourers often grow to have a weak mentality.

Table 1. Types of Activities for Children aged 5 – 17 years based on Situation and Gender

Activity	Gender		Total	
	Male	Female		Number (in thousands)
	%	%	%	
Working	7,9	5,8	6,9	4.052,8
Studying Only	53,6	36,5	45,3	28.651,4
Studying and householding	26,4	45,3	35,5	20.956,2
Householding only	2,2	4,9	3,5	2.069,2
workless	12,2	10,4	11,4	6.733,7

The national labor force survey of the workforce aged 15-17 years shows an increase. In 2018, 958.680 children aged 15-17 worked compared to 2014 Sakernas where there was a decrease of 448.450 people. The average number of children entering the workforce is out of school.¹⁸ The amount number of children in rural areas involved in work is almost two million children while in urban areas three hundred and sixty thousand

¹⁶ UU no 20 tahun 2003. PP no 73 tahun 1991 mengenai pendidikan luar sekolah

¹⁷ BPS-ILO IPEC. 2009. Survey Pekerja Anak Indonesia

¹⁸ Islam, P. A., Tarbiyah, F., Sunan, U. I. N., & Djati, G. (2021). Optimalisasi Program Pusat Kegiatan Belajar Masyarakat (PKBM) Dalam Menurunkan Angka Putus Sekolah di Kelurahan Kopo. ... *UIN Sunan Gunung ...*, 68(Desember). Retrieved from <https://proceedings.uinsgd.ac.id/index.php/proceedings/article/view/1282>

children.¹⁹ 60% of children in rural areas work in the agricultural sector consisting of agriculture (farming), animal husbandry, forestry and fisheries. Regarding salary, only one-fifth received it because children work with their families. Indonesian child workers in the age range of 10-17 years are mostly employed in the agricultural sector, followed by the service sector, industry, domestic workers and others when they are classified sectorally.

The Covid 19 pandemic outbreak of about two years has eliminated working hours equivalent to about 400 million hours of full jobs.²⁰ Poverty will be even higher at 12.45%. This reality increases child laborers in vulnerable families by about 11 million children.²¹ During the Covid pandemic, there has been an increase in child labor in various sectors: 15% street children, 31.6% prostituted children, 15.8% child scavengers, 21.1% child labor in agriculture, and 15.8% domestic workers. The circumstances and working conditions of child labourers in various industries include labouring in the sweltering heat, on the streets, being exposed to pesticides, and prostitution, all of which have the potential to spread Covid-19.

Sustainable development (SDGs) calls for the urgent elimination of all forms of slavery, trafficking, and child labour. This is a commitment made in concert with and in harmony with stakeholders.²² This

¹⁹ Kemenaker, 2014. Peta Jalan Menuju Indonesia Bebas Pekerja Anak 2020

²⁰ Sudarto. 2020. Situasi Pekerja Anak Indonesia Tahun 2020 <https://www.kompasiana.com/ayesudarto/5ff3b5818ede487011345812/situasi-pekerja-anak-indonesia-tahun-2020>

²¹ Jarak.2020. Doc Seknas Jaringan LSM Penanggulangan pekerja Anak Jakarta

²² Rahman, A. (2018). Meningkatkan Prestasi Belajar Kesetaraan Paket C Melalui “Kebiri” Berhasil Mengajak Kembali Anak-Anak Putus Sekolah ke PKBM SMAN 1 Pangale (Kab *Jurnal Ilmiah Maju*.

commitment will be achieved in 2030 simultaneously.²³ Global eradication without child labour appears to still be a challenge. Several main things have not yet been removed, including: 1) the absolute poverty rate together with the impact of Covid, 2) educational infrastructure is relatively uneven and a pandemic atmosphere that forces online learning, 3) regional capacity and commitment are relatively uneven in dealing with the child labour overcoming.²⁴

In the last two decades, Indonesia has ratified 2 ILO agreements: 1) ILO Convention No. 138 uses Law No. 20 of 1999 concerning the age limit for work, 2) ILO Convention No. 182 uses Law No. 1 of 2000 concerning the elimination of all forms of the Worst Forms of Child Labor (WFCL). These are such powers if the Indonesian state is focused and willing to commit to eliminating child labor in economic activities. Law No. 13 of 2003 concerns employment and regulates the working age for children. According to this regulation, the minimum age to work is 15 years old, and the only requirement to start working at the age of 13 is to perform light duty.

Retrieved from [http://download.garuda.kemdikbud.go.id/article.php?article=1280689%5C&val=17085%5C&title=Meningkatkan Prestasi Belajar Kesetaraan Paket C Melalui Kebiri Berhasil Mengajak Kembali Anak-Anak Putus Sekolah ke PKBM SMAN 1 Pangale Kab Mamuju tengah Sulawesi Ba](http://download.garuda.kemdikbud.go.id/article.php?article=1280689%5C&val=17085%5C&title=Meningkatkan%20Prestasi%20Belajar%20Kesetaraan%20Paket%20C%20Melalui%20Kebiri%20Berhasil%20Mengajak%20Kembali%20Anak-Anak%20Putus%20Sekolah%20ke%20PKBM%20SMAN%201%20Pangale%20Kab%20Mamuju%20tengah%20Sulawesi%20Ba)

²³ Rudianto, Arifin, Dr.Ir.MSC. 2020. Pedoman Teknis Penyusunan Rencana Aksi-Edisi II, Tujuan Pembangunan Berkelanjutan/Sustainable Development Goals. Jakarta, Bapenas

²⁴ ILO, 2022. www.antaraneews.com/berita/317301/ilo-apresiasi-Indonesia-kurangi-pekerja-Anak

Table 2. Age of Children and Length of Work Every Week

Age/Year	Length of working /Hours/Week
10 - 11	1 – 20
12 - 14	21 – 40
15 - 17	41 -60

Children also work in the same sectors as adults, such as electricity, gas, water treatment, construction, waste, and agriculture. Children joining the workforce is influenced by a number of factors, including²⁵ 1) age factor, the probability of child labor increases with age; 2) gender factor, the decision to send children to school or involve them in work is also determined by considering gender; 3) parental education factors, parental education factors influence the decision whether children will continue their studies at a higher level or not continue their studies and determine whether to enter the world of work; 4) household income factor, the family income factor also influences the decision whether their children will continue their education to a higher level or not; 5) place of residence, a location where children use their time. it is important to use a regional approach to reduce child labor and increase school attendance; 6) unemployment: parents lose their jobs or reduced wages/income affect children because it will give an impact on lost income. 7) migration: the impact of covid 19 pandemic on workers in general and migrant workers in particular.

The limited mobilization of local workers and travel restrictions allow workers to drain their savings and not be able to send money to their families. This affects families who are more permissive towards children to enter the world of working due to delays in

²⁵ BPS-ILO IPEC. 2009. Survey Pekerja Anak Indonesia

sending money according to workers; 8) social security: health shocks and reduced incomes put economic pressure on families and subsequently children are forced into the world of work; 9) debt, all human beings will meet their needs as optimally as possible. the options include using debt. at certain limits it can be trapped and lead to exploitation/enslavement of family members (bonded child labour); 10) education: during the Covid-19 pandemic, 1.6 billion students-in accordance with 90% of children going to school in the world, were affected by school closures due to the human convoy restriction policy. As a result, the school is closed and it risks child trafficking, debt bondage, and/or all types and forms of work widely. The question *Is the pandemic over when schools are open or are we in the post-lockdown era?* comes out. Some parents no longer have the financial ability to send their children to school and as a matter of fact, their children get dropped out of school, 11) Poverty: poverty in the family makes it possible to optimize available resources to survive including the options to put children into the world of work. A study conducted by the ILO (2021) reports that amount of 1% increase in poverty has an effect for increasing of child laborer for amount 0.7%. 12) Livelihoods: some of the most vulnerable groups affected by Covid 19 include farmers, informal workers, rural youth, and fishermen.

Some points that need to be considered to prevent and return children to the world of education include a) livelihood jobs: and support for global business. This is to ensure jobs, income and access to credit and cash donations for families vulnerable to child labour. Food security in rural areas and investment in production systems will at least non-exclusively contribute to preventing children from entering the world of work and b) integrated response: prevention of the

effects of Covid 19 quickly, perfectly, and integrated.

As stated by Yayuk, the Regional Education Balance of Lampung in 2017 – 2018:²⁶ Even though it is still below the national level, the number of years of schooling and the expected length of schooling show a decrease compared to the previous year, 68.25. HLS: 12, 46 and RLS: 7.79.²⁷ The Lampung National Examination decreased according to all levels of education units and was lower than the national data. The condition of study rooms in schools in Lampung is improving and getting higher compared to the previous year at all levels of education. The level of accredited schools has improved. It can be seen from the number of non-accredited schools has decreased; elementary school: 11.7%, junior high school: 16.2%, and senior high school: 38%.

The school dropout data at Central Lampung in 2019 are as follows: Elementary Schools: 1751 children, Junior High School: 1812 children, senior high school: 1132 children, and vocational high school: 1839 children. The total is 6533 school dropout children. Meanwhile, the teachers who haven't reached their degree are the following: Early Childhood and kindergarten: 44.3%, Elementary School: 16.9%, Junior High School: 11.4%, Senior High School: 4.2%, Vocational High School 10% and Special School: 25%. The available data regarding school dropouts in Central Lampung, Lampung is very small. However, a sizable number of kids will be visible if we focus on

²⁶ NPD.2022. [http://www.new-indonesia.org/beranda/pusat-data/statistik-
pendidikan/415-neraca-pendidikan-daerah-se-
provinsi-lampung.html](http://www.new-indonesia.org/beranda/pusat-data/statistik-pendidikan/415-neraca-pendidikan-daerah-se-provinsi-lampung.html)

²⁷ Yayuk. 2022. Lampung mencari solusi pendidikan lewat Neraca Pendidikan Daerah (NPD) [https://wartasindo.com/2019/03/11/lampung-
mencari-solusi-pendidikan-lewat-neraca-pendidikan-
daerah-npd/](https://wartasindo.com/2019/03/11/lampung-mencari-solusi-pendidikan-lewat-neraca-pendidikan-daerah-npd/)

those who drop out of higher education. Compared to Senior High School, which has a total enrolment of 35,477 pupils, Junior High School has a total enrolment of 46,641 kids. There are 11,164 fewer kids overall, which represents a difference of up to 23%.⁹ There is a considerable disparity in enrolment between junior high and senior high schools. That is the proportion of kids that drop out of school before reaching a higher level. This implies that young people have the potential to work. Children who drop out of elementary school before moving on to junior high school are not included in this data.

Equality School

Law no 20 of 2003 concerning the national education system article 26 paragraph 3: equality education can be implemented in non-formal education units consisting of courses, training, study groups, PKBM, taklim assemblies, and similar educational units. The equivalence program includes the Package A study group which is equivalent to SD/MI, Package B which is equivalent to SLTP/MTs and Package C which is equivalent to SLTA/MA. As conveyed in the Pursue Package, implementing a learning approach uses the following methods:²⁸ 1) Self-study using experience based on the work passed as a result of receiving knowledge and skills, 2) Mutual learning between learning communities, 3) Learning by using a tutor. 4) Courses in skills and knowledge under the guidance of the origin of learning, and 5) Apprentices use learning, working in the field of skills to those who are already proficient in their skills. The purpose of equality education as stated:²⁹ facilitating education for people who have social skills, lost economy, time, and opportunities, and can go to school at

school age, improving students' ability to manage resources in their environment to improve their standard of living and providing academic equality: Package A is equal to elementary school, Package B is equal to junior high school, Package C is equal to senior high school, which can be used to continue studying or to apply for jobs.

According to Kamil, PKBM is an educational organisation that was founded in accordance with the ideas and illumination of the significance of the people's position in the development of non-formal education.³⁰ UNESCO defines PKBM as educational institutions held outside the formal education system which is directed to rural and urban communities and managed by the people to share various learning models to develop people's abilities and skills. The establishment of PKBM in the community is expected to be an option for the community in the process of developing and empowering existing potential. PKBM is a government partner in educating the nation's life through non-formal education programs that are required to foster people's interest in learning society, which will increase independence, empower education, and be innovative in enhancing their lives over time.

In addition, PKBM is a Community Learning Center, as stated, it has been known in Indonesia since the sixties. Institutionally known as PKBM, it began to be used in 1998 in line with efforts to expand people's educational opportunities. PKBM is a people's activity that focuses more on empowerment through education. PKBM has the functions of 1) carrying out people's activities; 2) coordinating and utilizing the potential of the people; 3) being an arena for

²⁸ Komar, Oong. 2006. *Filsafat Pendidikan Nonformal*. Bandung: Pustaka Setia.

²⁹ Nurhalim, Khomsun. 2014. *Strategi pembelajaran NonFormal*. Semarang: UNNES Press

³⁰ Kamil, Mustofa. 2011. *Pendidikan Non Formal Pengembangan Melalui Pusat Kegiatan Belajar (PKBM) di Indonesia (Sebuah Pembelajaran dari Kominka di Jepang)*. Bandung: Alfabeta.

exchanging information; 4) being a place to enhance knowledge, skills, behavior, and values. PKBM organizes educational events outside of school such as equality education, literacy education, early childhood education, and life skills education.

Withdrawing and Preventing Children from Working

Several national surveys show an increase in the workforce aged 15-17 years. In 0-14 years, there was a decrease in the workforce aged 15-17 years compared to 2018. Children from rural areas who entered global work approached 2 million, while children from urban areas reached 360,000. Only 20% of rural children are paid, even though 60% of them work in agriculture.

When Covid-19 hit the world, the time lost for work has an impact on poverty as much as 12.45%. The 12.45% figure adds 11 million child workers to child labour. During Covid-19, child labor has increased: street children at 15%, prostituted children at 31.6%, scavenger children at 15.8%, child labor in the agricultural sector at 21.1%, and domestic workers at 15.8%.

There has been economic exploitation of children caused by the family itself, such as the family home, which allows and asks the children to engage in economic exploitation. Child economic exploitation leads to poor child development. Children who are exploited are more likely to lie, be insensitive, have low self-esteem, develop developmental disorders, oppress those who are weaker, have difficulty forming and interacting with their environment, and have anxiety, low self-esteem, and personality disorders.

Even though Lampung Province is still below the national average, it has been recorded that there is an increase compared to the previous year. The condition of the classrooms from year to year is improving and getting higher at all levels. Besides, the level of accredited schools is also getting

higher. Lampung data for dropping out children in 2019: Elementary School 1751 children, Junior High School: 1812 children, and 1132 children Senior High school. This is a relatively high number. It is even worse when data calculated is added with the children who do not continue their education to a higher level of education. Indeed, the data is relatively worrying. It can be compared to the number of children who attend school at the Junior and Senior High School education levels was 46.642 students compared to 35.477 students. Further, the difference is 11.164 children who do not continue to Senior High School or as much as 23%. That number is the number of children who do not continue their schooling and can also be said to be the number of children who become entering the world of work

Equality education is another way for children to return to school because equality schools are not too strict in their policy. It is like what PKBM Cendikia has done; they can integrate child laborers back into school. Equality education is understood by the people to be an educational unit implemented by the people. Education conducted by PKBM includes packages A, B, and C.

At glance, PKBM has the benefits of attracting and returning children to school as it has been done by PKBM Cendikia, Central Lampung. Some of the efforts and examples made by PKBM scholars to attract and return children to school are relatively effective. Among what PKBM Cendikai has done is strengthen family roles and functions.

Building good partners in the family will build and put a sense of conduciveness, and affection in the family. These functions are deemed necessary to be optimized in order to minimize children from entering the world of work earlier and will help build a child's personality. Several psychological roles in the family that is seen as necessary to be strengthened include: a) providing a sense of

security for children and family members, b) becoming a source of friendship and play for children, c) as a source of fulfilling children's needs, d) As a place for the development of aspirations for children, e) as a source of receiving affection for the family for children, f) As a place for developing children's achievement simulators, g) as an example for children to develop patterns of behavior, h) as a place for developing children's motor, verbal and social skills learning, and i) as a place for children in solving problems they get and face. Sociologically, family is the base of personality forming for children, campaigns and recognition.

Campaigns and outreach related to the importance of going to school and awareness of stakeholders and parents so that children do not enter the global workforce were carried out by the PKBM Scholar through optimizing various media, community meetings, *taklim* assemblies, various community groups, village officials, associations and teachers, children's families. This activity gives enlightenment for parents of child workers as well as children. The involvement of the village apart, neighborhood leaders and village officials are relatively important. The involvement of parents so that they are willing to send their children to follow and return to school and raise children's awareness to return to learning is the peak of achievement with family support.

Furthermore, the steps were taken by PKMB in preventing child labor use increasing awareness of the risks of child labor and the urgency of education for the future of children. These efforts target groups of working children and families. The negative impacts of child labor include health, child development, and the effects on the people. Information on increasing people's enlightenment regards the types of hazardous

work (BPTA) and knowledge of child trafficking as well as the benefits of education for the future of children. Some effective techniques are needed for assistants and social workers to communicate using the community. Among the effective techniques are ³¹ (a) People's meetings and training sessions; b) posters and brochures circulating in generic workshops and visited by many people, for example worship places, *posyandu*, demonstration plots, and so on; c) role models, for example, child workers who have been successful in increasing their welfare thanks to education; d) theater and drama performances that reflect the concrete situation experienced by the child and family and are disseminated through social media. Encouraging an increase in children's attendance at school and supporting the improvement of the quality of education is a relatively effective way to prevent children from becoming children laborer.

Identification of Child Labor in the agricultural sector is often neglected and not a fight, as a result, it is often overlooked. For this reason, documenting all problems with PA and children who are at risk, or the range of PA is required. To be able to support prevention and mediate PA issues. The role of the companion builds a situation of mutual trust so that the existence of child labor can be detected and anticipated, and solutions accepted.

Child Labor Outreach is carried out by social workers, assistants and volunteers using coordination with village officials to receive support by doing a home visit and motivation socialization. Data collection and recognition show that in this outreach, PKBM Cendikia in the 2021/2022 academic year accepts 200 working and school dropout children. Several

³¹ Lambang, 2018. Pedoman Pendampingan PA, Perkumpulan Lampung Membangun.

cases of children dropping out of school are due to following their parents migrating to the plantation and agricultural sectors.

Due to the lack of expenses and the comparatively lax nature of the teaching and learning process in comparison to that of elementary, junior high, and senior high schools, PKBM Cendikia may function well and enjoy the support of the general public. Mentoring is crucial to keeping the desire to learn and pursue education. Additionally, mentoring will be able to guarantee that you will be able to follow the learning process going forwards, progressively cut back on work hours, and eventually follow the teaching and learning process completely. The final step involves motivating kids and preparing them to feel at ease learning with help.

Conclusion

Poor child growth and development result from the economic exploitation of children. Children who are the victims of exploitation are more likely to lie, be insensitive, have low self-esteem, have developmental disorders, bully others who are weaker, have difficulty forming and engaging with their surroundings, have anxiety, low self-esteem, and have personality disorders. Another approach for kids to go back to school is through equality education. Equality schools are more flexible and, similar to what PKBM Cendikia has done, they can reintegrate child workers into the classroom. People perceive equality education to be a people-implemented educational unit. The three education packages offered by PKBM are A, B, and C. It is believed that in order to minimise child labour and send children back to school, it is required to maximise the interests of all parties involved. It is essential to strengthening equality in schools around the country so that kids who struggle with their finances or integration into generic

schools can find them. It is necessary to take preventive action to stop kids from leaving school and going to work by identifying and highlighting the importance of education, as well as by offering everyone access to affordable education.

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