



Acces to Education for School-Age Children in Coastal Areas in Tallo District, Tallo District, Makassar City

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Abstrak

The problem in this research is access to education for school-age children in coastal areas in Makassar City. The research aims to determine the lack of access to education for school-age children in coastal areas in Makassar City. The type of research used in this research is qualitative descriptive research. The subjects in the research were school-age children from elementary school, middle school, and high school. The supporting subjects of this research are the children's parents and community leaders. The object of this research is access to education for school-aged children. Data collection techniques are interviews, observation, questionnaires, and documentation. Data analysis techniques are carried out by collecting data, reducing data, presenting data, and drawing conclusions. The research results include: (1) education for the community in Tallo Subdistrict has not been a priority, and the school dropout rate in the area is quite high; (2) factors that cause many school-aged children in Tallo Village not to continue their education are limited school facilities, limited funds, lack of parental support, unsupportive social environment, lack of interest in children going to school, and problems with changing domicile; (3) the net enrollment rate at the elementary, middle and high school levels in Makassar City has decreased in recent years; (4) educational program innovation is needed to overcome the problem of access to education for school-age children. One of the policies that needs to be considered is strengthening community-based alternative education programs.

Keywords: Access to Education, School Age Children, Coastal Makassar City, Alternative Education

INTRODUCTION

Education is one of the most important parts of a country. Because education is the way to provide the next generation for the existence of the state and nation. So it is not wrong if education is regulated clearly and firmly in the 1945 Constitution in article 31 paragraph 1 "Every citizen has the right to education". Then it is continued in paragraph (3) which reads "The government seeks and implements a national education system, which increases faith and piety as well as noble morals to make the life of the nation intelligent, which is regulated by law". This can then be interpreted as if education in Indonesia is part of the human rights of every citizen.

The problem facing the world of education is access to education for school-aged children. Access to education is a very crucial point for equal distribution of education, especially for marginal areas in cities and remote areas in rural areas. According to (1) "Expanding access is necessary to ensure that all school-aged children can be served from early, elementary, middle to tertiary ages." Data from the Makassar City Regional Planning and Development Agency (BPBD) in 2022 (2) recorded that there were still 15,315 children who were not in school, aged in the range of 7-18 years.

A factor in the inaccessibility of education for school-age children is poverty. Access to education for the poor is very vulnerable compared

to the upper middle class. (3) said that state schools whose budgets are covered by the state are generally occupied by middle and upper-class people. Meanwhile, poor children from families of workers, farmers, and fishermen have to attend private schools at their own expense. This means that the educational costs incurred by rich people are smaller than the educational costs incurred by poor people.

In Makassar City, poor people are found in several areas, one of which is in the coastal area of Tallo Village, Tallo District. (4) said that coastal communities are closer to poor groups for several reasons, including structural poverty; super-structural poverty; and cultural poverty. Poverty in coastal areas is caused by two factors. First, natural factors are caused by fluctuations in fishing seasons and regional economic resources. Second, non-natural factors are closely related to the limited reach of fishing, inequality in the profit-sharing system the absence of social security for workers, and weak control of the catch marketing network.

Data from the Makassar City Regional Planning and Development Agency (BPBD) in 2022 (2) recorded that there were still 15,315 children who were not attending school in Tallo Village, with ages ranging from 7-18 years. In the initial survey, information was found that the main problem commonly experienced by some children in Tallo Village was that they did not go to school due to a lack of funds or the family's economic situation was not stable enough to finance education. This data is also confirmed by the number of underprivileged families in Tallo Subdistrict released by the Makassar City Central Statistics Agency in 2022 (5) which is 317 underprivileged families, 405 families in prosperous category I, and 1,335 families in prosperous category II.

LITERATURE REVIEW

1. Coastal Communities

Coastal communities are a group of people or residents who live in one area in an area bordering the coastline. In general, coastal communities work as fishermen by catching fish, crabs, shellfish, and several other marine products. However, not all coastal communities work or earn income from marine products in their area, but some work as construction workers or factory workers in their area, making the coastal area very complex. It doesn't stop

there, the stigma towards coastal communities which tends towards negative aspects such as poverty is also no less strong.

Anthropologically, coastal communities are different from other communities in the same district/city area. (6) said that the socio-cultural reality is that fishing communities have cultural patterns that are different from other communities as a result of their interactions with the environment and the natural resources within it. Coastal community groups recognize three class groups, namely the owner and the working class. Residents who have sufficient capital to control production such as fishing gear, machinery, ships, and other equipment are the owner class. Meanwhile, those who work for these owners are called laborers. This kind of thing almost happens in all regions of Indonesia, including in Makassar City.

According to (7), fishing communities have similar characteristics, namely an inadequate level of economic welfare. This is because people's income levels are not fixed and tend to fluctuate. This condition is what makes fishing communities living in coastal areas often experience economic difficulties due to unstable income because they depend on results from the uncertain sea. According to (8) the lives of coastal communities are often characterized by various problems, such as lack of economic resources, limited infrastructure, and limited access to health and education services.

Research (9) reveals that the characteristics of coastal communities in Makassar City include low levels of education, high unemployment rates, and simple lifestyles. However, even though they are faced with various problems, coastal communities also have unique local wisdom in utilizing marine and coastal resources. Meanwhile, according to (10), it shows that access to education is an important factor in improving the quality of life of coastal children. However, there are still many coastal children who do not have adequate access to education. (11) revealed that several factors such as geographical location, income level, and lack of educational infrastructure are obstacles to providing quality education for coastal children.

Thus, the complexity of coastal communities makes it difficult to obtain good educational services. In fact, with such economic conditions, coastal communities believe that

education is no longer important. As a result, many children in coastal communities do not continue their education due to social and economic incentives.

2. Problems of Coastal Communities

The complexity of the problems faced by coastal communities then creates a dilemma for them in accessing good education. Economically, coastal communities are generally very weak, resulting in children seeming to have no other choice but to help the family economically and ignore education. Boys help their fathers go to sea while girls usually help with household chores and selling. Not to mention that many coastal communities ignore it because they think education is not enough to help the family's economy. This is contrary to the Rights of the Child which have been ratified by the Indonesian government. It has been stated and acknowledged that children essentially have the right to receive a decent education and they should not be involved in economic activities at an early age.

A survey conducted by (12) revealed several problems faced by coastal communities who generally work as fishermen, including the following:

- a. Children of fishermen belong to the economically weak category of society
- b. Environmental factors and the lifestyle of fishermen who prioritize earning a living rather than the importance of education make fishermen's children less motivated to learn.
- c. Lack of educational knowledge regarding environmental cleanliness and health, as well as a culture of consumerism, make social and cultural life in fishing areas run poorly and often cause problems.
- d. Coastal areas are diverse and difficult to reach, causing limited public access and, a lack of infrastructure, transportation, and communication. The existence of this area is not monitored by the relevant agencies and thus programs from the education office cannot reach it.

Coastal communities in Indonesia face various problems that are different from communities in other regions. According to (9) several problems often faced by coastal communities in Makassar City include low levels of education, limited access to health services, low income, and lack of infrastructure. According to (13)

this problem is caused by several factors such as the government's lack of attention to coastal areas, limited resources, and the low quality of human resources.

This condition then influences the high level of poverty in coastal areas. According to (14) coastal communities are often mired in poverty because they rely too much on marine resources as their main livelihood. Not to mention climate change and human activities such as excessive fishing, causing fish in coastal areas to become increasingly depleted. As a result, conflicts occur between fishermen in fighting over marine resources.

Coastal communities in Makassar City require special attention from the government and other social institutions in dealing with the various problems they face. Efforts are needed to improve the quality of human resources through education and training, as well as improving infrastructure and increasing access to health services and information about natural disasters.

3. Coastal Children's Education

Access to education for school-age children is a right for every child throughout Indonesia, including children who live in coastal areas. The explanation regarding this is very clear in the (15) "Every citizen has the right to education". This is also reinforced by the Minister of Education and Culture Regulation Number 72 of 2013 concerning the Implementation of Special Service Education (PLK) (16) which states that PLK is education for students in remote or underdeveloped areas, remote indigenous communities, and/or experiencing natural disasters, social disasters, and those who are economically disadvantaged. According to (17) education is a very urgent matter for a country. Because with education the civilization and progress of a nation will be taken into account.

Data released by BPBD Makassar City (2) shows that the school enrollment rate for elementary school (SD) level has decreased from 2019, namely from 103.67 to 102.77. Meanwhile, the junior high school (SMP) level experienced an increase from 91.93 in 2019 to 96.68 in 2020 and the high school level generally experienced stagnation, namely 90.11 in 2019 and 90.52 in 2020.

The results of research conducted by (12) show several educational problems faced by

children in coastal communities, including the following:

1. Children do not go to school

Children in coastal communities often do not go to school due to several factors. One of them is inadequate educational facilities. In Tallo Village, for example, for elementary school and equivalent facilities, there are only 3 schools with 29 classrooms, and 38 teachers to serve at least 1019. Meanwhile, there are no junior high school (SMP) and high school facilities. Meanwhile, the population explosion has caused several problems, including education because the number of educational facilities such as schools has not increased.

Kelurahan	Sekolah Dasar Kecamatan Tallo			
	Sekolah	Murid	Guru	Kelas
Bunga Eja Baru	2	452	17	10
Lembo	5	1120	93	60
Kalukuang	7	1312	231	84
La'latang	-	-	-	-
Rappo Jawa	4	1124	49	32
Tammua				
Rappokalling	4	1529	59	26
Wala-Walaya	-	-	-	-

Data sebaran sekolah dan siswa di Kecamatan Tallo

2. Children feel excluded at school

Children from coastal communities who receive education are not free from problems. One of them is not getting enough attention from parents so children feel neglected. This generally happens because parents are busy earning a living as fishermen, which of course requires quite a long time to go to sea.

3. Insufficient availability of teachers and teaching staff

The availability of adequate human resources (HR) for teachers can also be quite a big factor. Because adequate teacher human resources determine the quality of education received by children in coastal communities.

4. School hours do not coincide with fishing time
The fishing schedule, which is sometimes uncertain due to weather factors, also has an impact on the quality of education of children in coastal communities. This has the greatest impact on male children who generally help their parents go to sea.

5. Children have difficulty accessing population administration for school

Coastal communities generally do not settle for long in one area because they follow the weather and wind direction and fishing areas. This then makes it an obstacle for the administration of coastal community children when they want to access education. Not to mention, for example, many coastal communities are migrants who administratively do not meet the administrative requirements to access education.

6. Low motivation of children towards education
Another thing that is a problem for the education of children in coastal communities is motivation to learn. Moreover, harsh environmental factors and the ease of earning income mean that children in coastal communities do not focus on education.

Children drop out of school due to many factors, two of the most common being geographic location and economics. The geographic location of people who live in coastal areas often does not receive adequate educational services. Such as the

Ujung Pandang Baru	3	1600	67	31
Suangga	-	-	-	-
Pannampu	-	-	-	-
Kalukubodoa	6	1888	91	38
Buloa	2	764	28	12
Tallo	3	1019	38	29
Lakkang	1	180	9	6

reach of schools to where people live. Then the economic factor is often a very classic reason. It cannot be denied that the economic condition of coastal communities is very unstable because it depends on fishing.

According to (18) factors that influence access and quality of education for coastal children

in coastal areas include the low level of parental education, minimal access to educational facilities, and the lack of qualified teaching staff. Apart from that, culture, traditions, and social conditions in coastal areas can also influence the level of children's participation in education. Therefore, efforts are needed to improve the quality of education for coastal children in Makassar City.

Efforts that can be made include improving educational facilities, increasing access to educational services, improving the quality of teaching staff, and increasing parental participation in their children's education. Another thing that can be done is to provide scholarships to children in coastal areas. Policymakers have done various things to improve the quality of education in coastal areas, such as providing scholarships to students from underprivileged families and repairing damaged school infrastructure. It's just that this step is considered not optimal because services for coastal children to get scholarships are still very minimal.

RESEARCH METHODS

1. Type of Research

The type of research chosen is descriptive qualitative research. It was decided to use this type of research because this type of research can provide a complete picture of access to education for school-aged children in the coastal area of Tallo Village, Tallo District, Makassar City. According to (19) descriptive research is research that attempts to describe an individual's characteristics, circumstances, and symptoms in a particular group about symptoms and/or relationships with other symptoms in the community environment. Meanwhile, according to (20), descriptive research is a research method that can explain the latest situation and circumstances so that it can be the basis for identifying factors in implementing certain activities.

In particular, (19) explains that descriptive case study research is an in-depth investigation and examination that covers the entirety of individual behavior. Descriptive research will provide an illustration that descriptive research with case studies is research where the researcher will enter the smallest social domain in a collection, group, community, family, or various other smallest social forms so that this methodology is known as a

complex and comprehensive research, detail, detail directed at finding contemporary problems or phenomena.

2. Data Collection Method

a. Interview

The interview method is the main data collection technique in this research because the author will use this method to obtain data that can review the analysis of the causes and impacts of access to education for school-age children in the coastal area of Tallo Village, Tallo District, Makassar City. For this reason, researchers will pay close and thorough attention to the topics and questions that will be asked of the sources. The interview will explain the interview which is seen as a question-and-answer conversation aimed at obtaining certain information. (19) suggests the following steps in using interviews in research:

1. Determine the sources who will be interviewed.
2. Prepare everything that is the main issue that will be discussed in the interview.
3. Opening and closing the interview flow.
4. Carrying out the interview process.
5. Conduct in-depth confirmation of the summary of the interview results and end it.
6. Write the results of the interview as field notes.
7. Identify and follow up on the results of interviews that have been conducted so that information can be obtained.

b. Observation

The observation method is used to observe the situation and conditions that occur in the field related to the research to be carried out. Observations are usually carried out before the researcher decides on the research problem that will be focused on in the research to be carried out. For this reason, the author used this observation method to see the situation and conditions of the research location. (19) said that observation is the basis of science. Scientists can only work based on data, namely facts about the real world obtained through observation.

c. Documentation

Documentation is used to document all research activities. The aim is to describe the situation and conditions of researchers in the research process both when carrying out observations and interviews with sources.

d. Questionnaire

The questionnaire was used as an effort to present data as a form of support for the interview results. This questionnaire will be submitted to the public and relevant government officials as well as school-aged children who are not receiving education.

3. Data Analysis Techniques

a. Data Collection

The data has been obtained from data collection techniques, both through interviews with sources and observations carried out during research activities. The results of the interviews will be analyzed to be connected and compared with each other. Any data that has been obtained will be grouped into important issues based on the research objectives that have been determined. At this stage, sufficient data will also be concluded to create a concept, category, and theory.

b. Data Reduction

At this stage, selection will be carried out, focusing attention on simplifying, abstracting, and transforming the initial data that has been obtained in field notes. This reduction activity includes providing a complete overview of the data that has been previously collected and then selecting concepts, categories, or themes. At this stage, data is also determined to be coded for research, as well as data that may be discarded, summary patterns in scattered parts, developing stories that are overall an analytical choice. In other words, data reduction aims to sharpen, classify, direct, dispose, and organize data so that a conclusion can be drawn.

c. Data Presentation

Data presentation is carried out to organize the data that has been obtained in the data reduction process. For this reason, presenting this data is interpreted as compiling and processing data that can direct researchers in concluding action. Apart from that, researchers can also see the presentation of data which can be understood as a process of events expressed in the form of narrative text.

d. Drawing conclusions

Concluding is the final part of data analysis activities. For this reason, in the process of concluding, a researcher will carry out a structured analysis starting from data collection, data reduction, and data presentation, to concluding. This conclusion will also be a note for researchers to

provide explanations in simple, light, open, and skeptical language, to be explicit and accompanied by reasons.

RESULTS AND DISCUSSION

1. Description of Education in Tallo

Tallo Village is one of the villages included in the administration of Tallo District, Makassar City. Tallo Village is geographically unique compared to other villages in Makassar City. This is because the Tallo Village area is at the mouth of the Tallo River in the north, in the south it borders Kaluku Bodoa Village, in the west is the Makassar Strait, and in the east is the Reform Toll Road. Therefore, regionally, Tallo Village is separate or isolated when compared to other areas. Not only that, another unique thing that can only be found in Tallo Village is the social diversity of its people. One of them is that the people of Tallo Village still maintain the name of each area as a village.

The results of interviews with several residents revealed that in Tallo Village there are four villages, including Mangarabombang or Marbo Village, Karabba Village, Biring Je'ne Village, and Gampacayya Village. Each village is also inhabited by quite diverse communities with their characteristics, such as Marbo Village, in general, the people work as fishermen, then in Gampacayya Village the percentage of residents who work as factory workers is very dominant, while in Biring Je'ne Village most residents work as daily laborers. off and Karabba Village, many residents work as drivers and fishermen.

Education for the people of Tallo Village has not been a priority. This is because people's awareness of receiving education is very low. Because of this, the number of children dropping out of school in the Tallo Subdistrict throughout the village is very high. Based on data released by the Makassar City Regional Planning and Development Agency (BPPD) in 2022 (2), the net participation rate for students in the 7-12-year age group was 130,669. Meanwhile, the total population aged 7-12 is 143,197 children. From this data, we can draw a hypothesis that there are around 12,528 children who do not attend elementary school level. Still from BPPD Makassar City data, the pure participation rate for students in the 12-13-year age group is 55,696. Meanwhile, the population aged 13-15 is 77,785

children. Because of this, there are around 22,089 children who are not in school and if you add up the total number of children aged 7-12 years, the figure reaches 34,617 children who are not in school. Meanwhile, according to data released by the South Sulawesi Central Statistics Agency (BPS) (21), the school enrollment rate for ages 16-18 in 2020 was 73.21, while for 2021 it was 73.38 and in 2022 it was 73.03.

2. Access to Education for School Age Children in Tallo Village

Data released by the Makassar City Education Office (22) shows that 1,770 children will drop out of school in 2023. This figure is certainly very worrying because the data could be higher. This data also refutes the argument that children in urban areas have access to better education. In particular, Makassar City is the gateway to Eastern Indonesia, where access to information is very open compared to other districts in South Sulawesi and other regions in the East. The government's touch to address out-of-school children needs to be resolved immediately because this will have an impact on the child's future.

The data released by the Makassar City Education Office seems to confirm the results of interviews with several residents in Tallo Village, Makassar City regarding access to education for school-age children. YDW is a resident who has lived for decades in Tallo Village, admitting that he has children who have dropped out of school. According to him, his child dropped out of school because of financial constraints. According to her, her husband's income, who works as a third party at PLN, is quite large, but it is not enough. The reason is, that only her husband works while she only takes care of the household and three children. Not to mention that the residence is not property but a contract. Therefore, it will not be enough to pay for their children's school fees. YDW then took the initiative to send his child to a free school in Makassar City, but because the distance from the school was around 10 KM, his child decided to stop going to school, even though it was free. During the Covid-19 era, the government's policy to stop face-to-face schooling and replace it with online methods made it even more difficult because children did not have Android cellphones. This data is in line with (4) statement which states that children drop out of school due to many factors, two of the most common

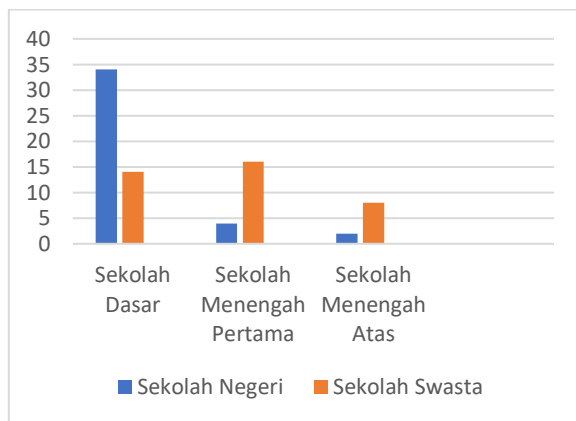
being geographical location and economics. The geographic location of people who live in coastal areas often does not receive adequate educational services, including the availability of school building facilities, especially for middle and high school levels.

The same confession was also conveyed by HMH who admitted that he had lived in Tallo Village for 20 years. According to him, children who should have entered junior high school were forced to drop out of school due to lack of funds. HMH admits that he is having economic difficulties because he sells results that are uncertain in one month. Sometimes the income from sales is not enough to meet daily needs, while her husband is also uncertain about his work. It's not just one child who doesn't go to school due to lack of funds, but now there are 3 children. HMH's first child, who now works as a fisherman, also cannot do much to help him because his income from the sea is very uncertain.

A school dropout named HK provides a different view regarding access to education for school-aged children in Tallo Village. HK admitted that one of the factors that many Tallo Village children dropped out of school was the lack of educational facilities. According to him, education at the elementary school level in Tallo Village is sufficient because there are already three schools in one location. Although according to him, this is not feasible enough, at least it makes the children's hopes of going to elementary school still breathe a sigh of relief. Things are different for middle and high school education levels, HK considers that school facilities are very lacking, especially school buildings. HK explained that for public junior high schools, the distance from their house is around 3 KM and there are no public transportation routes at all times. So to be able to access the school you have to use a private vehicle. Meanwhile, for high school students, it is even worse. HK revealed that the nearest public high school from where he lives is around 5 KM with no public transportation routes at all. Therefore, this is the main factor in children in Tallo Village choosing to stop going to school, especially those who are going to junior high or high school. However, HK also admitted that in Tallo Village there are private middle and high schools. However, the facilities and human resources are so

lacking that Tallo children who are serious about studying cannot get better learning at this school.

The complaint submitted by HK is in line with data on educational facilities in Tallo Village. There are no state junior and senior high schools, and there are only three elementary schools. Meanwhile, data released by the Central Bureau of Statistics (BPS), in 2022 (5) the number of schools in Tallo District will be 29 schools, 48 elementary/equivalent schools, 20 junior high/equivalent schools, and 10 high school/equivalent schools. Data on the distribution of schools in Tallo District is not evenly distributed per sub-district. Specifically in Tallo Village, there are only 3 public elementary schools, 1 private middle school, and 1 private high school.



Jumlah sekolah menurut tingkat pendidikan di Kecamatan Tallo tahun 2022

3. Problems of Access to Education for School-Age Children in Tallo Village

Environmental and social conditions mean that many school-age children in Tallo Village do not continue their education. Some even choose to stop and stop in the middle of the road. The reasons why they stop and stop going to school are very diverse. Some of those found in the field are due to limited school facilities, limited funds, lack of parental support, unsupportive social environment, lack or even no interest in children to continue their education and change domicile.

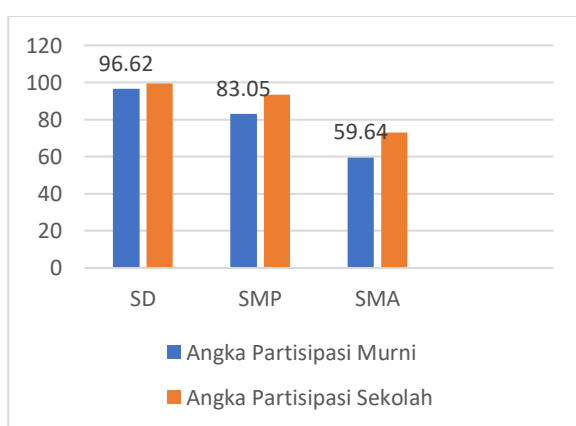
Almost all of the results of interviews with several residents in Tallo Village said that the reason many children dropped out of school was due to economic factors. This recognition did not only come from parents but also from school-aged children. One of the children who dropped out of school with RDW admitted that he stopped going to

school when he was in middle school. RDW said that the main reason he stopped going to school was because of limited funds. RDW's enthusiasm for school was shown when he asked his older sibling to approach the school to allow him to stay in school because he came from a poor family. The meeting did not produce any clarity regarding the continuation of the RDW school because the school asked for several fees that were in arrears. RDW explained that if he had gone to a state school then he might have continued his education, but because the school was a private school, the obligation to pay for the school had to be paid off.

Similar data was found in interviews with parents of out-of-school students in Tallo Village, SCM. Based on her confession, her husband's income did not stay between IDR 400,000/week to IDR 450,000/week. According to him, this income would not be enough to pay for his children to go to school. SCM's encouragement and motivation to support his children to remain in school so that they do not suffer the same fate as he who dropped out of school at junior high school only ended in vain because he could not realize this by providing facilities and costs for his children. SCM's child is eight years old and should be entering the 3rd grade of elementary school. The problem he is facing is that his child cannot go to school because he was not accepted at the school where he lives in Tallo Village. Based on SCM's confession, his family had come to the elementary school in Tallo Village for consultation regarding their child's continuation of school but were not accepted because the quota was no longer accepting transfer students. However, the latest information he received changed after several relatives and neighbors said that transfer students were required to deposit a certain amount of money to be accepted. This deposit made SCM object because it was unable to fulfill it.

A crucial problem is that school-age children in Tallo Village do not continue their education because they have no interest in going to school. This is based on interview data with several school-age children who chose to continue their education. One of them, MRD, admitted that he did not continue his education at high school because he did not want to go to school. The reason he didn't want to continue school was because many of his friends also did the same thing. Apart from that,

MRD also admitted that school did not make him smarter because the learning process was mostly carried out independently without being accompanied by a teacher. Because of this, MRD chose to stop school and chose to look for work. However, MRD admitted that his parents' support for him going to school was very good, including providing good uniform facilities and monthly fees because MRD attended a private school. Furthermore, MRD admitted that he had many friends who chose to stop going to school because of similar things.



Angka Partisipasi Sekolah (APS) dan Angka Partisipasi Murni (APM) Tingkat SD, SLTP dan SLTA Kota Makassar Tahun 2023

Based on data from the Makassar City Central Statistics Agency for 2023 (5), the pure participation rate for elementary school is 96.62, the pure participation rate for junior high school is 83.05 and the pure participation rate for high school is 59.64. Based on this data, it can be indirectly illustrated how unequal the pure enrollment rates are for each level of education in Makassar City. Still from the same data, school participation rates for elementary, middle, and high school ages have decreased in the last three years. For elementary school age or ages 7-12 years, in 2020 it was at 99.70, then decreased in 2021 at 99.82 and decreased again in 2022 at 99.62. For junior high school age or ages 13-15 years, in 2020 it was at 92.77, then increased in 2021 at 93.57 but decreased again in 2022 at 93.34. And for high school age or 16-18 year olds, in 2020 it was at 73.21, then increased in 2021 at 73.38 but decreased again in 2022 at 73.03. Because of this, the overall school enrollment rate for the three levels

of elementary, middle, and high school in Makassar City has decreased.

More detailed data was released by the Makassar City Education Office regarding Regional Development Performance Achievement Indicators in 2023. The number of elementary school and equivalent students attending school in 2020 was 139,490 students, in 2021 there were 132,160 students, and in 2022 there were 130,669 students while the number of children for age SD in 2020, 2021, and 2022 respectively, namely 144,114 children, 146,931 children, and 143,197 children. This data shows the fact that in 2020 there were around 4,624 children of vulnerable primary school age who did not attend school, in 2021 there were around 14,771 children of vulnerable primary school age who did not attend school, and in 2022 there were around 12,528 vulnerable children of primary school age who did not attend school. Meanwhile, for junior high school level, in 2020 there were around 15,316 children who were not in school, in 2021 there were around 22,820 children who were not in school and in 2022 there were around 22,089 children who were not in school.

The data that has been collected and studied from the Makassar City Central Statistics Agency and the Education Office above shows the harmony of data and facts that occur in the field, especially for coastal areas in Makassar City such as Tallo Village. Thus, an innovative educational program is needed to overcome the problem of access to education for school-age children in coastal areas in Makassar City. One policy that needs to be considered is strengthening community-based alternative education programs. As found in (23) research, shows that the implementation of alternative education carried out by the Literacy Abstract Space Community in Tallo Village can strengthen children's motivation to go to school. Apart from that, alternative education also provides more open and democratic learning methods and strategies for school-aged children, thereby making children feel valued and comfortable in the learning process.

CONCLUSION

Based on the results and discussion, conclusions can be drawn, including (1) education for the community in Tallo Subdistrict has not been a priority, and the school dropout rate in the area is quite high; (2)

factors that cause many school-aged children in Tallo Village not to continue their education are limited school facilities, limited funds, lack of parental support, unsupportive social environment, lack of interest in children going to school, and problems with changing domicile; (3) the net enrollment rate at the elementary, middle and high school levels in Makassar City has decreased in recent years; (4) educational program innovation is needed to overcome the problem of access to education for school-age children. One of the policies that needs to be considered is strengthening community-based alternative education programs.

DAFTAR PUSTAKA

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