IMPLICATION OF THE 9-YEAR COMPELLSRY EDUCATION POLICY TOWARDS THE CHILD LABOR PHENOMENON
(A CASE STUDY ON ELEMENTARY AND SECONDARY EDUCATIONAL INSTITUTIONS IN MAKASSAR CITY)

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ABSTRACT: Implication of The 9-year compulsory education policy towards the child labor phenomenon (A case study on elementary and secondary educational institutions in Makassar city). Education is a shared responsibility between parents, governments and communities to develop in its power protégé towards maturity, the type and level of education as well as between the education sector and other development sectors including inter-regional. The aim of research is to analysis the Responsiveness Of The Child Labor Towards The 9-Year Compulsory Education (Elementary, Packet A Programs, Junior High School, Open Middle Schools, Packet B Programs). The type of research is a case study using a qualitative approach to the implication of the 9-Year Compulsory Education Policy and its implications for child labor. The results of this study showed that the responsiveness of the child laborers towards the 9-Year Compulsory Education Policy were: a) 14 informants (46.7%) that disagreed with the policy, with an average value of 2.00 and were in the disagree category.

Keywords: Education Policy, Parents, Government, Communities

INTRODUCTION
Human development index (HDI) is measured by three indicators, namely life expectancy index, education index, and the GDP index as discribed by Supriyono (2001) that the results of studies conducted by the UNDP in Human Development Report 2000 showed that Indonesia's HDI is still relatively low, not only when compared with developed countries but also in comparison with developing countries in Southeast Asia, such as Vietnam ranked 108th, Philippines rank 77th, while Indonesia was ranked 109th out of 173 countries surveyed. Similar studies conducted in 2001 obtained a description that Indonesia's HDI was ranked 102nd out of 162 countries studied. In addition, according to the Indonesian Wikipedia (2008), based on research results UNDP in 2007, Indonesia is ranked 108th out of 177 countries studied with a value of 0.728.

Various studies show that education and training has a very important influence on economic growth through human resource development efforts. Economic growth itself has a direct connection with the creation of new employment opportunities to absorb educated and trained workforces. Education and training have a role in the development of labor resources in accordance with the demands of the new job opportunities that are created [1].

Education is a shared responsibility between parents, governments and communities to develop in its power protégé towards maturity, the type and level of education as well as between the education sector and other development sectors including inter-regional. An overarching public policy is needed in the education program as a public necessity. One public policy related to education sector that would allow school-age children is the 9-year compulsory education program.

One of the action plans on education for the public is a policy of about 9 years of basic education. The 9-year compulsory education policy is one of the government's efforts to realize an educated society at least having basic knowledge and skills. This basic capability is expected to be used for the graduates to continue to pursue higher education or be the foundation of life in the face of the challenges of life in society. Basic capabilities required in order to socialize, includes interacting, competing, organized with other citizens, groups and between nations.

This policy requires sincerity in implementation, especially in the provision of equal opportunities to obtain education regardless of marital status and socioeconomics. In line with the high number of school-age population, requires a supporting factor, both by funds and program strategy.

In Makassar, an education policy is one of the priorities of the education of school age children with some supporting programs, including the 9-year compulsory education program, supported by the distribution of school operational funds (BOS), the formation of the board of education as well as the movement's interest in reading and non-formal education also the stipulation of free education for 9 years of education. This policy is an elaboration from the International Education for All (EFA) Convention and followed up by regional policy in the form of Makassar Regulation No. 3 of 2006 on education.

In line with the education policy, especially school age in Makassar, of course, meet the challenges that are serious enough given the growth of the school age population that is increasing due to factors such as Makassar is shared as a destination of urbanization and as the center of Eastern Indonesia. But the conditions of inadequate means of supporting the elementary level, the number of schools are 449 schools with 136,560 students taught by 4,127 teachers. Junior level, the number of schools are 165 schools with 55,997 students taught by 4,025 teachers (Makassar in number in 2008). This demonstrates the imbalance of factor mediums supporting education with the growth rate of school-age children is growing rapidly.

Makassar is a city filled with child labor issues. The reality of child laborers in Makassar City is very concrete because the majority of their activities are in public places, such as roads, places of worship, public places, and so on. In the sense that the existence of child labor is very close and familiar with community life in Makassar, because of their presence is visible and widely recognized by the society.