INSTITUTIONAL FAILURES IN THE WORLD OF EDUCATION IN SCHOOLS FOR CHILDREN VICTIMS OF PARENTS

Andi Irma Ariani[1], Andi Agustang[2], Arlin Adam[3], [4]Andi Saiful Alimsyah

[1]Postgraduate Program Students, Universitas Negeri Makassar, Makassar;
[2]Department of Sociology, Faculty of Social Sciences, Universitas Negeri Makassar, Makassar;
[3]Department of Health Promotion and Behavioral Sciences, Universitas Pejuang Republik Indonesia;
[4]Universitas Negeri Makassar, Makassar, INDONESIA.

[1]airmaariani@gmail.com, [2]andiagust63@gmail.com
[3]arlin.adam73@gmail.com, [4]andipulk24@gmail.com

ABSTRACT

This study aims to examine and analyze (i) the causes of institutional failure in the world of education in schools among child victims of parents (ii) supporting factors and Inhibiting institutional failure in the world of education in schools (iii) The impact of child development on the failure of institutions in the world of education in schools on child victims of parents who are in Pattingalloang, Makassar City, Indonesia.

Determination of informants in this study using purposive sampling techniques, where researchers choose informants varied based on the reasons for the number of 10 people. Supporting informants on the subject of this study, children victims of parents (aged 6-12 years), adolescents (aged 13-18 years), formal teachers (age 26 years), non-formal teachers (age 22 years) and chairman of the foundation under the guidance of PT. Pertamina (age 55 years).

The results showed: (i) The cause is the formation of the wrong basic character of the family environment that causes juvenile delinquency, sucking glue, drinking sanitary pads. Socio-economic factors, domestic violence, improper employment, and exploitation. Furthermore, children are not comfortable with the school environment due to the amount of bullying, and the inability of the teacher to make students active in the classroom. (ii) Supporting and inhibiting factors, supporters: school principals, teachers, teaching staff, facilities and infrastructure. Obstacles: curriculum, teacher quality, teacher welfare, physical facilities. (iii) The impact of child development is a psychological condition that is disturbed, haunted by fear, loss of ethics and ideals, lack of enthusiasm for learning and making children grow and develop without a clear direction.

Keywords: Failure of formal institutions, vulnerable to socio-economics, child victims of parents.

INTRODUCTION

School is one of the most important tools for getting knowledge, by going to school and persevering we will get what we want, what we aspire to. At school we will find what is called the Teaching and Learning Process, where students can learn with their friends with the guidance of the teacher, by applying good learning methods and techniques, making it easier and interesting for students to actively participate in class. A safe and comfortable classroom atmosphere will increase student motivation, especially if accompanied by the application of a unique learning model. For example *Talking stick*, this is one of the most enjoyable learning models. By frequently applying the things that spur students to actively participate in the teaching and learning process, the increasing desire of students to ask questions in class.

Effective Learning

Theories and principles of learning show that one expert with another has similarities and also differences in various learning principles (Orphans, 2012: 72). First, attention and motivation in teaching the teacher must be able to arouse the attention of students to the lessons given by the teacher. Motivation is the power that moves and directs one's activities. *Motivation is the concept we use when describing the action in or within an organism to initiate and direct behavior* (Petri, Herbert L). Second, namely activity. Children are active beings, have the drive to do something, have their own will and aspirations. Learning cannot be imposed by others and also cannot be delegated to others. Third, direct involvement or experience. Learning must be done alone by students. Fourth, repetition. The principle of learning that emphasizes the need for repetition put forward by the theory of power psychologists is to train the forces that exist in humans which consist of observers, responding, remembering, imagining, feeling, and thinking. Fifth, the challenge. Field theory (*field theory*) from Kurt Lewin suggests that students in learning situations in a psychological field or field. Sixth, feedback and reinforcement. Thorndike in the "theory*law of effect*"argues, students will learn more excited when they know and get good results. Seventh, individual differences mean that there are no two students who are exactly the same, each student has differences from one another. The difference lies in the psychological characteristics, personality, and properties.

Education policy in Indonesia

(Hujair, 2003: 146) Indonesia already has an education system that has been strengthened by Law No. 20 of 2003. Development in Indonesia uses at least four basic strategies: 1. Equal distribution of education; 2. Relevance of education; 3. Increasing the quality of education; 4. Education efficiency. In general, the strategy can be divided into two dimensions, namely improving quality and equitable education. The development of quality improvement is expected to increase the efficiency, effectiveness and productivity of education. While thepolicy is educational equalityexpected to provide equal opportunities in obtaining education for all school ages. The process towards changing the national education system has many serious obstacles, let alone discussing the context of national education as part of the ideological and political struggle of the authorities. The problems faced are related to very strategic policies. So in the context of national education many education experts and practitioners criticize the government, which is considered to have no commitment to fix the national education system. Our education system policies do not adequately describe the formulation of problems and priorities to be achieved within a certain period (Suyanto, 2006: 10-11). Unlike the children who come from this formal school, they much prefer non-formal schools near their homes compared to formal schools that every morning he wrestles. Somehow they prefer this non-formal school than formal school. However, when viewed from the type of application of education, certainly far better formal school than non-formal schools. Is this what is called an institutional failure in the world of education? then the researchers also found in the field is that they especially the category of children are employed by their parents improperly, he was ordered to sell food in port and dress up and dress tightly not according to his age (*sexy*) so as to attract the attention of his customers. As for the types of child victims of parents, among others:

1. Child victims of domestic violence (Domestic Violence),
2. Child victims of exploitation of children,
3. Children of gambling victims,

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4. Child victims of moneylenders,
5. Children of drunken victims,
6. Children of divorced victims,
7. Child victims of free sex,
8. Child victims of marriages running,
9. Children of victims of drug use.

They above are the children of victims of parents who do not think about the future of their children, they act on the basis of desire and satisfaction. Police, prison and *bullying are* not frightening for them, for them there is no deterrent effect. In fact, many of their parents have repeatedly been sent to prison, but to this day they are not aware of their actions and actions which are detrimental to their families and surrounding communities.

(Abdussalam, 2016: 10) Both parents are required to look after and educate their children as well as possible. The obligation of the parent in question applies until the child marries or can stand alone, the obligation continues in force even if the marriage between the two parents breaks (article 45). Children born free, may not be eliminated or eliminated, but the independence of children must be protected and expanded in terms of obtaining the right to life and protection of both parents, family, community, nation, and the State. The protection of the child is closely related to obtaining basic andhuman rights basicthat must not be reduced by one or sacrifice other absolute rights to obtain other rights, so that the child will obtain his rights as a whole human being when he reaches adulthood (Abdussalam, 2003).

"Self-Confident Children School" is a non-formal school located in Pattingalloang, Makassar City, Indonesia. This school was founded by KWN, or better known as the Coordinator of the Fisher Women Women's Group, Fatimah Az-Zahra, led by Ms. Nuraeni as the chair of the foundation, and is sheltered and directed by PT. Pertamina, the students at this school are children of victims whose parents do not apply good parenting, who abandon their children without thinking about the future, treat their biological children roughly, and take and seize the rights and obligations of children who should be at their age need affection and play area. What's interesting here is that they attend formal school but he prefers non-formal school to formal school, why? because if he was in a formal school environment he was *bullied* and insulted, for example he was mocked by his parents' work, so he just didn't get justice. They want equality like their other friends, without discrimination. The School of Confidence Children divides 2 classes, where classes are divided between categories of children (ages 6-12 years) and adolescents (ages 13-18 years). They have a different delinquency, in the teenage phase he is more frontal, sometimes even throwing stones on the toll road so that motorists are harmed, because the location of Pattingalloang, Makassar City, Indonesia is under the toll. So that this teenager can do the action. The purpose of this school is to be used as a means to recover trauma so that they are more enthusiastic in their activities again and explore the talents and interests of the child.

(Megawangi, 2007: 165) provides a very interesting example of a scientific journal report, the "Journal of Marriage and Family" about the fact that "every 14 seconds men have become victims of female violence". Likewise, the research conducted by Susan Steinmetz in nine different cultures shows the same tendency, namely women can actually do violence against men in family life. Brinkerhoff and Lupri reported in thejournal *Canadianof Sociology*, that the position of men who committed brutal violence against female partners was 4.8%, while the proposition of women who brutally attacked their male partners was 10%. (Sri, 2016: 191) Prejudice and discrimination have a personal basis which everyone has. Since childhood, the element of hostility between humans has been seen. Through the learning process and the increasing number of people, their attitudes tend to discriminate, and this leads to prejudice. Attitude is the tendency to respond (including feelings or views), both positively and negatively. People who are prejudiced will certainly act discriminatively.

RESEARCH METHOD

This research is a type of descriptive qualitative research, the location of this study is in Pattingalloang, Makassar City, Indonesia about the failure of institutions in the world of education in schools for children victims of parents. The reason for choosing a research location is because it is a slum area, prone to socio-economic conditions, violence, drugs, andexploitation which then uses a case study approach (spot case). Determination of informants in this study using *purposive sampling technique*. The subjects of this study were: Children victims of parents (ages 6-12 years), adolescents (ages 13-18 years), formal school teaching staff (age 26 years), non-formal school teaching staff (age 22 years), and heads of fostered foundations PT.Pertamina (age 55 years).

The research instrument is a tool used in collecting data, the main instrument in this study is the researcher himself (*human instrument*). As the main instrument in this study, the researcher began the initial stages of the study to the results using observation guidelines, interview guidelines, and document review.

Data collection techniques are something that is very important in research because the main goal is to get accurate data. The data collection techniques used in this study are as follows: observation, interview, and documentation. The data validation technique used to test the credibility of the data in this study is *member check*. The data validation technique in this study is that the data obtained in the field is then processed descriptively qualitatively through three stages, namely data reduction, data presentation and drawing conclusions.

RESULTS

(i) The causes of institutional failure in the world of education in schools for children victims of parents

The existence of the formation of the wrong basic character of the family environment that causes juvenile delinquency, getting drunk, sucking glue, drinking sanitary napkins, not ethical and polite. Socio-economic factors, domestic violence, improperly employed by their parents, drugs, and exploitation that make children more brutal in their actions, and are often found crying and daydreaming about their fate. Furthermore, what makes children uncomfortable with the school environment due to the amount of *bullying*, lack of friends, the school atmosphere that feels unfamiliar, the teacher's lack of creativity in the learning process, the teacher is not able to manage class well and use learning media, and the teacher's inability to make students active in the classroom which is a basic factor in the failure of formal educational institutions in the process of forming the character and character of children.

(ii) Supporting factors and obstacles to the failure of institutions in the world of education in schools for children victims of parents Supporting factors:

The principal, as a leader in an educational institution as well as a parent of teachers, professionals, has a dual role as an educator for students and also as a supervisor for teachers, as well as managerial and social.

1. The teacher, as the main agent and distributor of knowledge as well as the frontline for supporting the achievement of student success.
2. Educators, have an important role in educational institutions to help the performance of school principals and to achieve good management of school administration.
3. Facilities and infrastructure, as the main support for the running of teaching and

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learning process well and as a tool for teachers in channeling their knowledge to students.

Inhibiting factors:

1. Curriculum, lack of equitable education in remote areas, making it difficult for teachers to apply learning because curriculum demands for teachers must be creative in teaching and not comparable with existing facilities or technology.
2. The quality of the teacher, the lack of creativity of the teachers in applying their knowledge to students, so the class becomes boring. The teacher is not able to use the learning media well, especially if the location of the school is in a disadvantaged area which is difficult to access the internet.
3. Teacher welfare, lack of government attention causes especially honorary teachers to complain about their welfare conditions, where demands are greater than income.
4. Physical facilities, the most important part that needs to be well prepared will be the guarantee of a smooth teaching and learning process. Where completeness to support learning is very important in order to make students interested in following the directions of the teacher so as to create a good learning atmosphere.

(iii) The impact of children's development on the failure of institutions in the world of education in schools for children victims of parents is a child's psychological condition becomes disturbed, haunted by fear, loss of ethical manners, loss of ideals, lack of enthusiasm for learning and makes it grow without direction clear.

DISCUSSION

Student performance in learning can be influenced by several factors. The basic problem of student learning as explored by the research group is in the background of the home, learning environment, and government (Fabumi, Brai-Abu, & Adenji, 2007; Yinusa & Basil 2008). In other studies syndicate the family. Background factors (Yinusa & Basil, 2008) and learning styles determine academic performance (Yahaya boon, Hashim, & Wan Hamid, 2003). Francis & Segun (2008) concluded that the school environment and teacher related factors were the dominant factors influencing achievement, especially the student's self-motivating spirit. Learners must observe and experience the cognitive processes needed to learn them and know how, where and when to use them. Proponents of learning styles argue that adapting classroom teaching methods to suit students' preferred learning styles improves the educational process (Felder, 1993). Each individual can fit a different style that results in students adopting attitudes and behaviors that are repeated in different situations (Ajzen, 2005).

(Eveline, 2014: 54-55) Ideals are one of the factors that influence learning motivation. This can be observed from the many facts, that the motivation of a learner becomes so high when he previously had ideals. The implication can be seen in the learning process, for example someone who has the ideals of becoming a doctor, it will be seen that the motivation is so strong to really learn, even to master more perfectly the subjects related to his interests to become a doctor. The same is true for other ideals. Learner ability is also an important factor in influencing motivation. As can be understood together that every human being has different abilities, because of that someone who has the ability in certain fields may not necessarily have the ability in other fields. (Tohirin, 2011: 14) In a more specific scope, especially in the context of the classroom, learning psychology or learning psychology focuses much on psychology and learning. The focus is psychological aspects in learning activities, so that an effective, effective learning process can be created. Efforts to create an effective learning process, can be done by realizing effective teaching behavior on the teacher, and realizing the learning behavior of students associated with the learning process.

(Nengah, 2018: 29) conflict theory assumes that society is a collection of people who have different interests, even humans are selfish and greedy people, because they always want to have something that is considered valuable more than the property of others. As a result, people's lives are always in a situation of opposition, even conflictual because humans always fight for the most valuable things in society. People who have the most valuable things are in the upper classes, whereas those who have the least are in the lower classes. (Nanik, 2009: 73) in daily life, violence seems so real. In fact, not infrequently we can see directly in front of our own eyes. In this space, we will find something dynamic, complex about the upheaval of values between people who are the same as others. From this we are also able to stand and rise to open the eyes of the day of knowledge that has shaped our objective awareness so far about the violence that is happening around us. Nowadays many people do a behavior that is not based on the right norms and values, but unfortunately the community has been patterned to do a behavior that is not based on norms and values but is considered right. They are *patterns of behavior* not *patterns for behavior*.

According to Schutz, phenomenology is a view of a matter, where social phenomenology takes the subject of the problem based only on our direct experience of the social world which is received through data in a series of phenomena (Malcom, 1994). When we pay attention to violence committed in families, schools and communities and in households, religious life and in sports it is not just about presenting data, but we use a phenomenological approach that is to the root of why they do violence. What factors cause it because what appears on the surface is not or not necessarily the real thing (Muhammad, 2018: 75). Phenomenological philosophy according to WA Lujipen departs from Husserlian thinking back to thing themselves, which invites humans to return to experience and find meaning in it (Luijpen, 1966: 44). Man, because of his experience, is both a producer of knowledge and an area of knowledge. (Armada, 2009: 5).

Legislation that has been issued by the government is felt to be still inadequate, so the government ratified the convention on children's rights with Presidential Decree No. 36 of 1990 concerning ratification of the *Convention on Rights of Child*. Furthermore, to further protect children's rights, Indonesia ratified several ILO conventions with Law Number 30 of 1999 concerning ratification of ILO Convention number 138 *Concerning Minimum Age for Admission to Employment* (ILO Convention No.138 concerning the minimum age to be allowed to work), and by law No. 1 of 2000 concerning ratification of ILO Convention No. 182 *Concerning the Prohibition and Immediate Action for the Elimination for the Worst Forms of Child Labor* (ILO Convention No. 182 concerning violations and immediate actions for the elimination of the worst forms of child labor.

Child labor is a problem for all parties that are multi-sectoral, so the child labor prevention policy is a cross-sectoral policy. Various efforts have been carried out to continuously reduce the number of child laborers, but with economic conditions still worse, these efforts have not yet reached encouraging results. Even the development of social problems increasingly complex, pushing child labor into the worst types of work In line with this and as the ratification of ILO Convention No. 182, the government has developed a national action plan for the elimination of the worst forms of child labor by involving a variety of as a component incorporated in the National Action Committee. The elimination of the worst forms of child labor was formed based on Presidential Decree No. 12 of 2001. (Agus, 2016: 118) Violence often occurs in the community, whether committed by individuals or groups. The violence has different backgrounds, some are done because of the practical motives of economic demands to meet the necessities of life, some are also done because of defending and forcing ideology.

Human society wherever they are will always face the possibility of conflict (Jacobus, 2013: 205). Throughout human civilization on earth, conflict is another color of life that cannot be erased. According to Winaryo in Agus (2001) violence committed by certain masses in Indonesia can also be seen as their art in dealing with or resolving existing conflicts. Meanwhile, the derivation or justification of the actions carried out by the masses is justifying the positive law that exists as a constitution that cannot be trusted anymore. This kind of assessment is only related to general issues such as social, economic and cultural inequality, political injustice and ideological sectarianism of life alone, but also in matters of an individual nature. Related to efforts to criticize the phenomenon of violence like that, of course it still needs to be questioned again, is it true that Indonesian law has become a kind of "*black goats*".

CONCLUSSION

This research shows that when a child prefers more than what he has been struggling with every day, of course there are different reasons why such is so. If seen and understood further, these children are victims of their parents, meaning that they are children who are victims of the violence of their parents, are treated and employed improperly, such as whipping and selling using open clothing to attract the attention of customers. With the environmental conditions and characters that shape the character of these children, they feel *bullying* when they are in their school environment, they are often in the way of their parents' work and their socio-economic conditions, moreover the teacher is unable to form students to be compliant with the rules that apply , not being able to be a good friend to his students so as to make children become rebellious and brutal in their neighborhood and school, often even causing trouble around them. This is what makes students uncomfortable in a formal school environment filled with structured rules, they much prefer non-formal schools that are free, and attract talent and form their psychological much more controlled.

SUGGESTION

Present a non-formal school offered by PT.Pertamina which is able to balance the anxiety of children who have difficulty adapting well with their peers, called "School of Self-Confidence Children", makes children victims of these parents much more directed. During the interview process, none of the children disliked this non-formal school, they were far more interested in this school than the formal school. However, when viewed from the type of application of education, certainly far better formal school than non-formal schools. Of course, if like this, there is a mistake in educational institutions in schools that make children feel more comfortable and comfortable in non-formal schools compared to formal schools. Tickle right ? if further examined the children of these parents victims are very sad, they bear a variety of burdens caused by their parents, ranging from *bullying*, not respected at school, receiving threats and criticism from surrounding residents, even though they are only victims of their parents' selfishness who did not think about the fate of their children later, and based on the initial violence so that the rebel character was formed as such. If left continuously without changes and fostered properly and correctly, then the psychological soul of the victim's child will be more brutal, shocked which can cause psychopaths, drug addicts, and even in the future there will be heavy class divisions resulting in conflict. Of course what is needed here is that the government must take a stand and act, parties from the school and parents too, without clear guidance and direction of change, this child will not change, may become more troublemaker, and most importantly support for child victims this is number one.

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