

Informal economic education on construction porters families

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Abstrak

The research that has been conducted is intended to explore in-depth informal economic education for families of construction porter workers in Ngadirenggo Village, Blitar Regency. A phenomenological approach in the qualitative method is used to examine the problem. In this study, six construction porter workers in Ngadirenggo Village became informants and subjects. The data analyzed is in the form of primary and secondary data. The results show that: (1) the economy of the building Construction porters family in Ngadirenggo Village is sufficient in meeting primary needs, (2) the values of economic education instilled in children in the form of money management, the importance of saving and saving attitudes and behaviors, the introduction of parental work, (3) the impact of informal economic education on building Construction porters families is seen in Children's behavior and attitudes in saving, saving, and consuming and become accustomed to economic activities and are more independent. Based on these results, parents in informal economic education must maintain communication and provide examples so that the learning atmosphere of managing money is shady comfort in the family can be created and give meaningful meaning to the child's life in the future.

Kata kunci: economic conditions, economic education, informal education, informal economic education

INTRODUCTION

Children's education is obtained first from the family, so it is crucial to create a family environment full of affection and education (Maulana, 2019). The educational background in question is related to formal education and informal education. Family education is given to children by parents to prepare their children to be ready for their lives in society in the future (Hasan et al., 2021). Education in the family is closely related to economic education. According to Fadhila & Wahjoedi (2019), economic education is essential to be taught or introduced early on to families, and this needs to be conveyed or strengthened in mastering the concept of allocating money healthily, the habit of saving, frugal living, the introduction of the concept of work, and the distribution of work in the family.

Also explained by Manek, Haryono, & Wahyono (2020), informal education in the community economy is by involving children directly in economic activities through the process of habituation and giving responsibilities So that children will get used to working hard to be independent and build a prosperous life. Habituation to children as a form of informal education will produce rational decision-making, especially when carrying out economic activities (Inanna, 2020), especially regarding daily consumption activities. The experience gained by children through education in the family will affect their development of children in the following educational process (Inanna et al., 2020).



This informal economic education is still a question to be implemented in the families of construction porter workers, whether it can run following previous studies, considering the continued development and progress in society. This research will be conducted in Ngadirenggo Village, Wlingi District, Blitar Regency because, in that village, the work of construction porters is the third largest number of jobs after farmers and agricultural laborers and entrepreneurs (Village Government) (Ngadirenggo, 2020). According to data from the Ngadirenggo Village Government (2020), the recorded population is 5.994, consisting of 3.051 men and 2.943 women. Many families have low educational backgrounds, but they can survive to live a family life in a well-off economy. Many of them work by relying on physical, meaning that after undergoing formal education they only reach junior high school. The job occupied is to be a freelance day laborer. Of the population, quite a lot of people work as construction porters.

Seeing the families of construction porters requires good financial health to improve economic conditions. However, the wages received by construction porters may not be appropriate with the District Minimum Wage set by the government. The minimum wage in Blitar Regency has increased in the last three years. According to BPS (2020), the minimum wages in Blitar Regency in the last three years have been Rp1.653.383.98 (2018); IDR1.801.406.09 (2019); and IDR2.004.705 (2020), although the minimum wage has increased, it is not yet known the nominal wage received each month by each worker and did not know what the family's economic condition is for construction porter workers when getting wages from the results of their labor. Healthy economic conditions comfort families' informal economic education process (Trinova et al., 2021).

Based on a preliminary study conducted in Ngadirenggo Village, the work of building porters is a hereditary job given by parents to boys due to economic factors and low parental education. However, what concerns researchers is that construction porters in Ngadirenggo Village have never attended official training or even taken vocational schools related to being a construction porter; they only rely on other people's experience and direct practice. Job skills training as a building porter is essential to improve work ethic (Mustofa, 2015), attitude skills (Basuki et al., 2020), and technical skills (Sandhy, 2017), thus speeding up the development process. Turning to the families of construction porter workers who have problems also needs to be resolved in this study. In addition to economic problems, the provision of education, especially economic education to children, also needs to be given so that children can grow into independent individuals. The family with a job as a construction porter is indeed a formal education status that is taken only until junior high school, and they can meet their daily needs by earning as construction porters. The academic life parents give to children in the families of construction porter workers, whether it can be adequately implemented or not, is still a question.

Children need to be introduced to economic activities such as managing pocket money, being frugal, liking to save, and being responsible or wise in carrying out economic activities. This condition is in line with Rahman (2019), which states that family economic education is crucial to be applied to their children, especially in terms of

managing finances, accustoming children to save money, minimizing unnecessary spending, and training children to save the money they have from an early age so that they can afford it. Behave wisely in economic activity, which is expected to be maintained until adulthood.

Based on the above background, researchers are interested in conducting research focusing on economic conditions and providing learning about economic education to families of construction porter workers, especially in Ngadirenggo Village, Blitar Regency. This research is necessary because the proportion of the Indonesian population working in the informal sector reaches more than half of the Indonesian population (BPS, 2022), precisely 60.47% (2020), 59.45% (2021), and 59.31% (2022). This proportion is higher in East Java which reached 63.64% (2020), 62.64% (2021), and 63.86% (2022). Meanwhile, informal workers working in the building or construction sector reached 6.23% of the total informal workers in Indonesia in 2022 (BPS, 2022a). They were coupled with most non-formal workers being in rural areas (BPS, 2022c). The large proportion of informal workers certainly impacts economic growth in Indonesia. In Indonesia, especially in the western part, it is found that when the number of informal workers is large, the economic growth rate in Indonesia will be higher (Febrianto, 2020).

However, workers in the informal sector are dominated by workers with low educational backgrounds, namely elementary and junior high schools (BPS, 2023). The low level of public education forces them to work in the informal sector, which does not require a formal education diploma as a qualification (Zuanita & Yusmono, 2020). This condition impacts the relatively low wages, which is an average of IDR 70.000,00 / day (Herpinto, 2022), and means that the average wage of building porters is still below the minimum wage of Blitar Regency, which is IDR 2.015.071,00 (Sholeh, 2023). Wages that do not meet the minimum standards impact the quality of life of construction porter's families, where they cannot meet their needs adequately or have not achieved welfare. If basic needs are not appropriately met, other needs, such as education, will also not be met. A low level of education will also result in low wages, giving rise to a vicious cycle of poverty. Through this research, it is hoped that a pattern of informal economic education will be found in the families of building Construction porters in Ngadirenggo Village, so that solutions can be found to the problems experienced by the Construction porters and policy recommendations can be formulated to the government to be able to improve the Indonesian economy from the informal sector, especially in rural areas.

METHOD

This research is qualitative research that uses a phenomenological approach. Through a phenomenological research approach, researchers will explain and describe thoroughly the provision of learning the values of economic education by parents to children and economic conditions and the impact of economic education on children's attitudes and behaviors in terms of consumption, frugality and saving that occur based on phenomena and facts in people who have jobs as building porters.

In this study, researchers act as research instruments that actively plan, collect, analyze, and report research results. In addition, other instruments such as interview guidelines, observation guidelines, and documentation guidelines and tools are also needed in data collection. The data source in this study used primary and secondary data sources, which used six informants.

Data collection techniques in this study are through in-depth interviews, direct observation, and documentation. Documentation was carried out in photos of activities and supporting documents attached to research subjects. The analysis used is the Miles and Huberman model, which consists of data reduction stages, data presentation, and conclusions for checking data validity using source triangulation and triangulation techniques.

RESULT AND DISCUSSION

Demographic Conditions of Ngadirenggo Village

The demographic condition of Ngadirenggo Village has diverse characteristics, with a population of 5.994 inhabitants consisting of 2.028 families. The population of Ngadirenggo Village is more male than female, which is 3.051 males and 2.943 women with various age levels. The residents of Ngadirenggo Village have various kinds of livelihoods in living life, which can be seen in Table 1.

Table 1. Basic Livelihoods of Ngadirenggo Village Residents

<i>No.</i>	<i>Types of Jobs</i>	<i>Total</i>
1	Farmers and farm laborers	1.146
2	Self-employed	121
3	Freelance Day Laborer	105
4	Civil Servants	28
5	Driver	14
6	Not Working Yet	1.041

Source: Ngadirenggo Village Government (2020)

The economy of Ngadirenggo Village is generally a community that relies on agriculture and plantations. Apart from agricultural and plantation products, the economy of residents also relies on other informal jobs, including being a construction porter worker who is included in the category of freelance daily laborers. The livelihood of the people of Ngadirenggo Village is to become a farm laborers, and this is due to the topography of Ngadirenggo Village, which is in the form of mountains and has a large agricultural land. Informal work is the most widely done by the community. Only a few are civil servants; unfortunately, many have not worked.

Economic Conditions of Building Construction Porters' Families

The economic condition of the family of construction porter workers in Ngadirenggo Village is seen through the wages obtained. The income or wages construction porters receive only range from Rp70.000,00-Rp85.000,00 per day, not more than Rp100.000,00. The difference in wages received depends on the place of work. The income is only enough for food, daily needs, and children's education. Whether or not daily needs are fulfilled depends on the number of family members covered. The more the number of families covered, the lower the adequacy. The family's economic needs are not fulfilled because they rely on the income of construction porters, so they must have other jobs, namely as farm laborers and work in other informal fields.



Fig. 1. Portrait of Construction porters Activities

Wages are given by the foreman regularly once a week. They use these wages to meet daily economic needs. If accumulated for one month, the income received is still below the minimum wage of Blitar Regency. From interviews with six informants, they stated that wages were used for household needs such as paying electricity dependents, paying water dues, and their daily food needs. Three of them stated that the wages they earned were used for their children's education expenses and for basic needs. This statement follows research by Soraya, Asriati, & Syahrudin (2013), stating that wages are of little value from the results of their work only to meet their basic needs. Families with median wages will become more focused on meeting decent basic needs, while families with high wages and well-off will achieve and feel all their desires.

However, the wages are still insufficient for their basic needs. Of the six informants studied, four stated that the income of only Rp70.000,00-Rp85.000,00 per day was considered sufficient for basic daily needs, not for other needs such as children's school needs. Two of the informants felt that they could not be sufficient if they relied on income from working as construction porters, in line with Syahrani (2019), who stated that the wages earned from working as construction porters were insufficient to meet children's school needs and daily needs. This difference can be seen from the number of dependents or family members they have, whether or not basic needs are fulfilled depending on the number of children in the family. The more children are borne, the fewer wages are

obtained to meet household needs because the consumption spent is also greater (Yanti & Murtala, 2019).

Internalization of Economic Education Values of Construction porters Family Building

The value of economic education taught to children includes how to consume wisely while managing good pocket money, frugal life attitudes, and the importance of saving for the long term. Only a few informants provided the cultivation of these economic and educational values. The method carried out by informants in instilling economic education values is through providing examples in the form of direct examples and providing direct explanations in the form of advice. Only a few informants involve children in the work of parents to be familiar with the work of parents and be able to put it into practice.

Research shows that parents teach economic education through financial management materials by giving pocket money to children. The goal is to meet the child's needs while in school. Children are free to use pocket money, and the role of parents, in this case, is only as a supervisor and monitor so that children are not wasteful in managing their pocket money. In line with Hasan (2016) and Windrayadi (2022) concluded that the economic material conveyed by parents to their children is pocket money management material because when children have good money management skills, children can later make pocket money plans that will be used for rational consumption activities following their basic needs following purchasing power capabilities, things like this will form a pattern good consumption.

Furthermore, from the interviews, it was found that three out of six informants provided opportunities for children to help with their parents' work. Parents do this intending that children get used to the world of work and have hardworking attitudes and behaviors, and it is not easy to complain about making a living. That way, children will have a more meaningful experience in running their economic life in the future. Parents invite children to do light work, such as helping mix cement with sand, carrying building materials, and hoeing in the fields. Parents only give children essential and light work, especially their sons. As explained in the study of informal education of the community economy, it involves children directly in economic activities through habituation and responsibility so that children are accustomed to working hard to be independent and build a prosperous life. The results of the study are supported by Hasan (2018), the introduction of parental work to children as a form of observational learning that serves as a model of individual behavior, where children will gain knowledge about skills, strategies, and beliefs. Fadhila & Wahjoedi (2019) also revealed that the concept of work needs to be introduced to children to foster a consistent attitude at work when they are adults.

The Impact of Economic Education on Children's Attitudes and Behaviors in Consuming, Frugality, and Saving

The children of informants own good behavior and attitude in saving money. The child becomes accustomed to saving in a 'piggy bank' or a place to save independently at home. Children of informants are also determined and have positive behavior in frugality, as seen from the activities of children who do not use all their pocket money and are wiser in consuming household needs at home. Children of informants have good attitudes and behaviors when buying something, and children become wiser in making choices in consuming. Only a few children have not adopted the habit of saving because of the lack of children understanding the economic education provided by parents. Children become more independent in economic activities and try to start a business, such as running an online shop and helping parents work as construction porters and farm laborers.

Children of families of construction porters who have received economic education from their parents will have good attitudes and behaviors, especially in spending money or consuming goods, saving money, and saving money, which means that economic education has a positive impact on the children of building porters. Children's independence and discipline are also improving, especially in economic actions. These results are supported by Rapih (2016), which states that the habituation of money allowance in children can make them accustomed to leaving their pocket money so that they get used to it to control themselves. The remaining money will be saved so that children will be more patient and try with their potential to achieve what they want, and accustom children to invest. These habits can strengthen and provide an understanding of money and how to allocate it wisely so that when the child grows up, he will become a competent and wise consumer, not extravagant and frugal. In addition, the children of building porters also strive for entrepreneurship, such as establishing an online shop. That is, children are taught to try to earn their income. Entrepreneurship education follows Halimah & Suranto (2022), which states that parents teach children how to produce goods by involving children in these activities. Entrepreneurship education motivates children to be entrepreneurial so that children can establish their businesses (Shalli, 2022).

CONCLUSION

The families of construction porters in Ngadirenggo Village have sufficient economic conditions, even though the wages received as Construction porters still have not reached the stipulated UMK. These wages can still fulfill the need for food, shelter, and clothing. Meanwhile, the need for education and other household needs is met by working elsewhere so that they have more than one source of income. The values of economic education instilled in the children of construction porter workers are about the introduction of parental work, pocket money management, saving and living frugally, and wisdom in consumption. The method of instilling economic education values is carried

out through example or giving examples accompanied by verbal exposure, as well as introducing and involving children in Parent work to give children meaningful experience working for wages. The impact of economic education can be seen in children's behavior and attitudes when consuming, saving, and living frugally and in children of working families. Building porters have become more independent and accustomed to managing their money wisely, saving money, and saving.

Based on these results, the local government is expected to pay more attention to the economic situation of workers in the informal sector, especially building porters, to get wages following the set informal sectors. This condition is closely related to fulfilling the basic needs of building Construction porter's families, which are still below standard. Hence, the education taken by the children of building construction porter's families is also still low. The government, universities, and other stakeholders need to organize job training for building coolies for free so that building porters have good job skills supported by competency certificates to increase their income. Through these efforts, it is hoped that the contribution of the informal sector to regional income and national income can improve and increase economic growth.

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