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# Informal Economic Education of Building Coolie Worker Families

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## 10 ARTICLE INFO

## 15 ABSTRACT

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This study aims to determine the informal economic education of families of construction porter workers. The method used in this study is descriptive qualitative with a phenomenological approach. The subjects in this study consisted of six informants who were construction porter workers in Ngadirenggo Village, Wlingi District, Blitar Regency. The data sources used in this study are primary data and secondary data. The results showed that (1) the economic conditions of the families of construction coolie workers were quite sufficient, (2) the values of economic education internalized to children in building coolie families were about the importance of instilling children's attitudes and behaviors in frugality and saving, how to manage pocket money and the introduction of parental work, and (3) The impact of economic education on children's attitudes and behavior in terms of consumption, frugality and saving for the families of construction porter workers is that children become increasingly independent and accustomed to carrying out economic activities, have good attitudes and behaviors in terms of consumption, frugality and saving. The suggestion from the results of this study is that parents have a very dominant role in shaping the attitude and character of children, in this case parents must maintain good communication for children so as to create a shady learning atmosphere in the family environment.

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## Introduction

The family is the first place of education for a child. Where it is very important to create a family environment full of affection and education. The educational background in question is related to formal education and informal education. Family education is education provided by parents to children to prepare children to be ready for their lives in society in the future. Education in the family, closely related to economic education. According to Fadhila & Wahjoedi (2019), economic education is important to be taught or introduced early on to families, this needs to be conveyed or strengthened in an understanding of the use of money. Healthy with wise financial management, frugal life attitude and savings habits, division of duties in the family and introduction to the concept of work.

Also explained by Manek, Haryono, & Wahyono (2020), informal education of 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

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build a prosperous life. Informal education carried out with examples of habituation to children will create rational child behavior in carrying out their economic activities, namely children will make decisions, especially in terms of daily consumption activities. The experience gained by children through education in the family will affect the development of children in the next educational process (Inanna, Rahmatullah, Haeruddin, & Marhawati, 2020).

This informal economic education is still a question to be implemented in the families of construction porter workers, whether it can run in accordance with 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 people consisting of 3,051 men and 2,943 women. Quite a lot of families have low educational backgrounds, but they can survive to live a family life with 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.

Not unnoticed, seeing the families of construction coolie workers certainly requires good financial health in improving economic conditions, however, the wages received by coolie workers buildings may not comply 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 data (2020), MSEs in Blitar Regency in the last three years were Rp1,653,383.98 (2018); Rp1,801,406.09 (2019); and Rp2,004,705 (2020), although the minimum wage has increased, it is not yet known the nominal wage received every month by each worker and does not know what the economic condition of the families of construction porter workers, when getting wages from their work. Healthy economic conditions provide comfort in the process of informal economic education in the family.

Based on a preliminary study conducted in Ngadirenggo Village, the work of building porters is a hereditary job given by parents to boys, this is due to economic factors and low parental education. However, what concerns researchers is that construction coolie workers in Ngadirenggo Village have never attended official training or even taken vocational schools related to the work of being a construction porter, they only rely on other people's experience and direct practice. 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 who has a job as a construction porter is indeed a formal education status that is taken only until junior high school, and they are able to meet their daily needs by earning as construction porters. The educational life that parents give to children in the families of construction porter

workers whether it can be implemented properly or not is still a question.

Children need to be given an introduction to economic activities in the form of managing pocket money, being frugal, like to save and being able to be responsible or wise in carrying out economic activities. This is in line with Rahman's research (2019) which states that family economic education is very important to be applied to their children, especially in terms of managing finances, accustom children to save money, minimize unnecessary spending, and train 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.

## Method

This research is a qualitative research that uses a phenomenological approach. Through a phenomenological research approach, researchers will provide an explanation and describe thoroughly about 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 research, collect data, analyze data and report research results. In addition, there are 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 in the form of 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. As for checking the validity of data using source triangulation and triangulation techniques.

## Discussion

### Demographic Conditions of Ngadirenggo Village

The demographic condition of Ngadirenggo Village has various characteristics, with a population of 5994 people or consisting of 2028 households. The population of Ngadirenggo Village is more male than female, namely 3051 men and 2943 women spread across 19 Rukun Masyarakat (RW) with various age levels. The residents of Ngadirenggo Village have various kinds of livelihoods in living a life which can be seen in table 1.

Table 1 Basic Livelihoods of Ngadirenggo Village Residents

No.	Types of Jobs	Total
1	Farmers and farm laborers	1.146
2	Self employed	121

3	Civil Servants	28
4	Freelance Day Laborer	105
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, one of which is being a construction porter worker who is included in the category of freelance daily laborers. The most livelihood of the people of Ngadirenggo Village is to become a farm laborer, this is due to the topography of Ngadirenggo Village which is in the form of mountains, and has extensive agricultural land. Informal work is the most widely done by the community, only a few become civil servants. There are still many people who have not worked.

#### Economic Conditions of Building Coolie Workers' Families

The economic condition of the families of construction coolie workers described through the data is as follows: the income or wages received by construction coolie workers only range from 70 - 85 thousand per day, not more than 100 thousand. The difference in wages received depends on the place of work obtained. From the income obtained only enough is used for food needs, daily necessities and children's education. Whether or not daily needs are fulfilled depends on the number of family members covered. The family's economic needs, which are less fulfilled from relying on the income of construction porters, must have other jobs, namely as farm laborers and work in other informal fields.

Fig. 1. Portrait of Construction Coolie Worker Activities



The wages given by the foreman are once a week, this wage they use to meet daily economic needs. And if accumulated for one month, the income received is still below the UMR of Blitar district. From my 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 in addition to being used for basic needs, the wages they earned were used for their children's education expenses. This statement is in accordance with research from Soraya, Asriati, & Syahrudin (2013), stating that a small income from their work is only to meet daily needs, for middle-income families they are more focused on meeting decent basic needs such as food, clothing, housing, education and others, while families with high income and their sufficiency will fulfill all desires that they want.



However, the wages received are still not fully sufficient for their basic needs. Of the six informants I examined, only four informants stated that the income of only 70-80 thousand obtained from working as a construction porter 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 Syahriani (2019), which states that the income generated from basic work as a construction porter is not sufficient to meet the daily needs and school needs of children. This difference can be seen from the number of dependents of family members they have, whether or not basic needs are fulfilled depending on the number of children in the family.

#### Internalization of Economic Education Values of Coolie Family Building

The value of economic education taught to children includes how to consume wisely while managing good pocket money, an attitude to frugal life and the importance of saving for the long term. Only a few informants provided economic education regarding the work of his parents. 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, with the aim of being familiar with the work of parents and being able to practice.

The results showed that parents teach economic education through money management materials by giving pocket money to children. The purpose of being given pocket money so that children can meet their needs while at school. Children are free to use pocket money, 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 Novia Norma (2019) concluded that the economic material taught by parents to 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 in accordance with their basic needs in accordance with purchasing power abilities, things like this will form good consumption patterns.

Furthermore, from the results of interviews I conducted it was found that three out of six informants provide opportunities for children to help with the work of parents. This is done by parents with the intention that children get used to the world of work and have hardworking attitudes and behaviors that are not easy to complain about making a living. That way children will have more experience in running their economic life in the future. Children are invited by parents to do light work such as helping mix cement with sand, carrying building materials, and hoeing in the fields. Parents only give basic and light work to children, especially to their sons. As explained in the study of Manek et al. (2020) that informal education of the community economy is by involving children directly in economic activities through a process of habituation and responsibility so that children are accustomed to working hard to be independent and build a prosperous life. It was also revealed by Fadhila & Wahjoedi (2019) that the introduction to the concept of work is to equip children to be able to do work consistently when they grow up.

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

The informant's child has a good attitude and behavior when it comes to saving. Children become accustomed to saving, they also have the means by which to save. Children of informants have good attitudes and behaviors in terms of frugality, as can be 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, 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 in understanding the economic education provided by parents. Children become more independent in terms of economic activities, children try to start a business by participating in work done by their parents such as running an online shop and helping parents work as construction porters and farm laborers.

Economic education has a positive or good impact on children's attitudes and behaviors in terms of consumption, frugality and saving for the families of construction porter workers. Children become increasingly independent and disciplined in carrying out their economic activities, have good attitudes and behaviors in terms of consumption, frugality and saving. As explained by Rapih (2016) that by getting children to set aside money, it will be beneficial for themselves in three ways, first children become accustomed to not spending all their pocket money so that they will practice self-control. Second, by saving children will have an attitude to be patient and try with their own abilities to get something they want. Third, by getting used to saving, children will be more familiar with investment activities. The habits instilled by parents can provide reinforcement of understanding about money and how to use it. When children become adults, they will tend to be smart consumers, one form of which is frugality or not wasteful.

## Conclusion

The economic condition of the family of construction porter workers is relatively sufficient, although the wages earned from working as construction porters are still below the minimum wage, the family can still meet the needs of clothing, food and shelter. To meet household and educational needs, construction workers look for other sources of income so that they have more than one job.

The values of economic education that are internalized to children in building coolie families are about the importance of instilling children's attitudes and behaviors in frugality and saving, how to manage pocket money and the introduction of parental work. The internalization method carried out by parents is through verbal explanations, giving direct examples and examples and involving children in parental work so that children get experience to do a job.

The impact of economic education on children's attitudes and behaviors in terms of consumption, frugality and saving in the families of construction porter workers is that children become increasingly independent and accustomed to carrying out economic activities, have good attitudes and behaviors in terms of consuming, frugality and saving.

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