

EDUCATION FOR MARGINAL STUDENTS OF ELEMENTARY SCHOOLS IN YOGYAKARTA CITY

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ABSTRACT

Abstract

Research is intended to figure out the characteristics of elementary schools whose students come from poor families and marginal, as well as to find teacher's pedagogical competency and their abilities in planning and conducting education.

This descriptive study is initiated in poor elementary schools in Yogyakarta City by taking samples of students, teachers, and school principals done by stratified purposive sampling technique. Data collection is accomplished by interviews, questionnaires, tests, and observations. Data is analyzed by qualitative and quantitative descriptive methods.

Research results show that: 1) Students, whose family is in poverty, must work to support their parents. Orphans, broken home children, some of them are not legally registered as Indonesian citizens. They have low motivation to learn, unstable emotion, tend to be rude and harsh, disobey the teachers, passive and lack of concentration in learning, academically weak, and often categorized as Child with Special Needs. 2) In average, each learning group in those poor elementary schools consists of 15 students facilitated by praying rooms and restrooms for students and teachers. There are no canteens, school health units, libraries, and laboratories. Teachings are done in classrooms and school yards. Teachers, staffs, and principals all work in the same room. School facilities can still be used. Several classrooms are equipped with LCD projector. School's achievements are always in the lowest ranking compared with the other schools. 3) Teachers' pedagogic ability tend to be low, there are; 36% are average, 51% are low, and 13% are very low. Teachers' highest ability is in knowing the characteristics and development process of their students, and employing learning instruments and activities in accordance with students' condition. 4) Learning plan (Rencana Pelaksanaan Pembelajaran) made by the teachers are not used properly as guidelines. RPP's components are not consistently composed as a system. Learning activities include introduction, main topic, and conclusion, but they do not accommodate student's diversities and teachers tend to give similar care for every student.

Kata Kunci: *student and marginal, learning, pedagogic competency*