

The Role of Alternative Education in Tackling Students Dropout

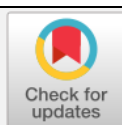
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ABSTRACT

The dropout rate is still relatively high in Surakarta. Many children cannot get an education from elementary to high school levels in Surakarta. The causative factors are economic that force children to work for daily needs and social environment that does not support learning activities. Alternatives education is one way to make economically disadvantaged people can get the education services needed. This study's problem formulation is how alternative education reduces student dropout rates. This study aims to analyze and evaluate the alternative education programs to find effective methods to reduce student dropout rates at the Community Learning Center of Rumah Pelangi Sangkrah in Surakarta, Central Java Province, Indonesia. The theory used is Paulo Freire's Conscientization Theory. The method used is Daniel Stufflebeam's CIPP (Context, Input, Process, and Product) evaluation model with a qualitative research approach and conducting in-depth interviews with several informants and secondary data sources from related institutions. This evaluation study, one of which, in the context of Rumah Pelangi Sangkrah, it becomes one of the agencies that tackle students' dropout due to the critical awareness of education actors and increased awareness of dropping out students. The strategy is to realize the importance of education with a personal approach to students' dropout and parents. In terms of input, tutors' availability is sufficient, but it is necessary to improve tutors' welfare because the daily operational costs are already quite good. The learning process and the learning hour curriculum applied are very suited to the students' condition. There are even alternative methods in online learning for students if they cannot attend class. In terms of output, through the ongoing program, Rumah Pelangi Sangkrah has been able to graduate the students through Package C Study

Group of Equivalency Education Program to entrance several state universities using certificate equivalency.

Keywords: *Alternative Education; Community Learning Center; Education Services; Rumah Pelangi Sangkrah; Students Dropout*

1. Introduction

Education is people's basic need for a means for growth and development in society. Education is the process of forming a complete human being. Education is one of the factors that lead people to a better standard of life. The height of human civilization begins with education. Social changes can be achieved through education until it becomes a modern society.

However, many people cannot get an education. Statistics Education 2019 showed information on Indonesian education portraits. The dropout rate in Indonesia in 2019 was 4 out of 1000 primary school students. However, it is getting more significant at the secondary school level, where 18 out of 1000 secondary school students drop out. The dropout rate for male students is higher than for female students. The dropout rate in rural areas is also higher than in urban areas. The government has kicked off a 12-year compulsory education program to tackle school dropouts ([Badan Pusat Statistik, 2019](#)).

According to data from the National Team for the Acceleration of Poverty Reduction, there are 1,228,792 students dropout aged 7-12, and there are 936,674 students dropout aged 13-15. Meanwhile, there are 2,420,866 students dropout aged 16-18 years. In 2019, a total of 4,586,322 students dropout in Indonesia. The dropout rate in 3 provinces: West Java Province, with 958,599 students dropout, Central Java Province with 677,642 students dropout, and East Java Province with 609,131 students dropout ([ABC News, 2019](#)).

According to the Regional Development Planning Agency of Surakarta, the dropout rate in Surakarta is high. In 2016, 3,600 school-age children did not school. These rates dropped in 2019 to 1,519 children, consisting of 309 elementary school-age children, 365 junior high school-age children, and 845 high school-age children. Assessing from the area's distribution, the largest number of students dropout was in Banjarsari Sub-District, with as many as 486 children. Moreover, Jebres Sub-District with 428 children, Pasar Kliwon Sub-District with 287 children, Serengan Sub-District with 172 children, and Laweyan Sub-District with 146 children ([Radar Solo, 2020](#)).

The public's concern for the current condition of education should be appreciated. Some people who are aware of the importance of education take a role and take the initiative to organize alternative education programs. Often this alternative education develops in suburban areas (marginal).

The word alternative has the meaning of "choice". In this educational context, it is an alternative education besides formal education ([Muzakkar, 2012](#)). School dropouts or marginalized children that forced to work for a living cannot get a formal education. There needs an alternative education to reach children who work from morning to afternoon or evening. Thus, this alternative education is a solution for educational services for children who drop out to obtain their education rights as citizens.

The implementation of alternative education in Indonesia includes community reading parks, children's studios, shelter schools, nature studios, equivalency education, and

homeschooling. The obstacles that alternative education often faces are related to institutionalization formality (Ananda, 2018).

Community Learning Center (CLC) of Rumah Pelangi Sangkrah is an alternative education in Surakarta. This institution provides equivalency education amid conditions in the community where many children have dropped out of school due to family economic problems.

CLC aims to open opportunities for people to increase knowledge, schools, skills, and mentality for economic self-development. CLC has the main task of providing convenience to the community following Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Article 1 Paragraph 12, "Non-formal education means education outside formal education, which can be implemented structurally, or in several levels" (Republik Indonesia, 2003). Non-formal education can function as a complement, enhancement, and as independent institution.

Rumah Pelangi Sangkrah has a more dominant program favored in Study Group of Packages A, B, and C. It is an equivalency education program for elementary school, junior high school, and senior high school, including Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah. Equivalency education par with formal education according to the level. Every student who graduates from equivalency education has the same rights as holders of formal education certificates.

This research aims to examine Rumah Pelangi Sangkrah's education program, evaluate the programs run by Rumah Pelangi Sangkrah, and the conscientization on the importance of education.

2. Literature Review

Conscientization in education is the behavior of knowing, understanding, and following up developing a person's potential abilities. Paulo Freire proposed *conscientizacao* (conscientization) in his book "*Pedagogia do Oprimido*" (Pedagogy of The Oppressed) in 1968.

Conscientization is an understanding of the real situation that students are experiencing. Paulo Freire perceives that "conscientization" is the essence of an education that aims to make students conscious of its social reality (Rohinah, 2019).

Paulo Freire divides consciousness into three levels: magical consciousness, naive consciousness, and critical consciousness. The first, magical consciousness, the consciousness of people who cannot see the link between one factor and another. For example, people cannot yet see several causes of poverty, such as economic, political, or cultural factors. The public understands this poverty as a natural and supernatural non-human factor as the cause of their helplessness.

Second, naive consciousness, which sees the human aspect as the root of the problem. People understand what causes chaos or poverty. However, they do not have the consciousness to get up to be better or fight for what they should strive for or have.

The third, critical consciousness, the highest consciousness in Paulo Freire's Conscientization Theory, which is more broadly, perceives that systems and structures cause the problems. Moreover, avoiding "blaming the victims" to be aware of the situation or condition of the social, political, economic, and cultural system and structure causes this to occur. Paulo Freire called for critical education to bring people sensitive to society's realities and problems.

People who have magical consciousness can only adjust to their environment, whereas people with their naive consciousness only try to improve it. Meanwhile, people who have critical consciousness will always make changes to the situation for better circumstances.

Rumah Pelangi Sangkrah has objectives and programs to raise the consciousness of the importance of education for dropout students in this context. Dropout students argue that they do not have the properness to get an education because of external factors, and it has become their destiny. Besides, several dropout students at Rumah Pelangi Sangkrah also understand that external factors, including the education system and economy, cause them to drop out of school eventually. Rumah Pelangi Sangkrah has a mission to make students still get an education and consciousness of themselves to make changes to a better condition than before.

3. Research Methodology

This research was conducted in the Sangkrah area, Surakarta city, where Rumah Pelangi Sangkrah is located. The research was conducted from November 2019 to February 2020. This research uses an evaluation research method using a qualitative approach and CIPP (Context, Input, Process, and Product) evaluation model. CIPP evaluation model is used to evaluate a program, including evaluating the program's effectiveness.

The method of collecting data in this research uses non-partisan observation, in-depth interviews, and documentation. The data collected will be used in narrative form. Data analysis in qualitative research is an ongoing process with non-partisan observations, in-depth interviews, and documentation throughout the research starting from observation, data collection, data presentation, and conclusion drawing (Miles & Huberman, 1994). The sampling technique uses purposive sampling, namely using informants relevant to the information or data. Data analysis used interactive analysis of data reduction, data presentation, and conclusion drawing.

The data showing the high dropout rate is a reference for how alternative education programs tackle student dropout. Several programs must be evaluated related to the teaching method in implementing classroom learning, students' conditions that intersect with their working time, and the unsupportive environment.

Table 1. Evaluation Criteria for Rumah Pelangi Sangkrah's Program in Tackling Students Dropout

Object of research	Aspects being evaluated	Success criteria
Students	Classroom learning	<ul style="list-style-type: none"> - There are learning activities in the classroom - The presence of attendance
Teaching and learning activities	<ul style="list-style-type: none"> - Learning preparation - Suitability of teaching material - Interaction during learning - Use of learning media 	<ul style="list-style-type: none"> - There is a learning design - There is the suitability of teaching material - There is interaction during learning - The use of learning media
Curriculum	<ul style="list-style-type: none"> - Curriculum documents - Learning syllabus 	The existence of a learning syllabus in sync with the education office
Tutor	<ul style="list-style-type: none"> - Attendance in class - Has a learning design 	<ul style="list-style-type: none"> - The presence of the tutor - Evidence of having attended special

Object of research	Aspects being evaluated	Success criteria
	- Has attended special training in learning for students dropout	training to teach students dropout - Has a learning design document
Educational facilities	- Classroom - Learning Books - Learning Media - Operating Costs - Whiteboard - Tables and Chairs	- There is a classroom - There are learning books for students - There are several supporting facilities such as internet, library, table, and chairs
Learning outcomes	- Assessment of assignments - Final examination assessment	- There is an assessment for students - There is a certificate received by students

Source: Primary Data (2020)

Monitoring is carried out following the CIPP (Context, Input, Process, and Product) evaluation model proposed by [Stufflebeam \(2007\)](#) as follows:

- 1) Context assessment is based on the organization's vision and mission, prevention of school dropouts, consciousness of the importance of education for students' dropout from various socio-economic backgrounds, and mobilizing management and student resources.
- 2) The input assessment includes the curriculum taught in the Study Group of Packages Program, the availability of the number of tutors and the available infrastructure to support education, and operational costs.
- 3) The process assessment includes implementing the Study Group of Packages Program, the tutor's role in teaching dropout students, and curriculum implementation.
- 4) The output assessment includes student learning outcomes who graduates from the Study Group of Packages Program of Rumah Pelangi Sangkrah. Such as succeeding in the entrance to higher education or getting a decent job.

4. Results and Discussion

One of the programs launched to tackle dropping out of school students and make them resilient, and lifelong learning following the vision of Rumah Pelangi Sangkrah is the Study Group of Packages A, B, and C Program. Although there is a high age difference among students, it is not a problem because lifelong learning and Rumah Pelangi Sangkrah aim to make education more critical to all social levels.

Apart from increasing consciousness of the importance of education, it is also related to the mobilization of resources such as tutors who teach students and persuasive methods for dropout students to participate in the Study Group of Packages Program of Rumah Pelangi Sangkrah.

4.1. Alternative Education Program of Rumah Pelangi Sangkrah

Rumah Pelangi Sangkrah implements a program that emphasizes a professional personality and prioritizes students' provision after graduating from education at Rumah Pelangi Sangkrah. When the students mingle in the community, they already have adequate skills,

discipline, and personality. Besides, Rumah Pelangi Sangkrah provides learning materials for students.

4.1.1. Equivalency Education in Study Group Packages Program

This Equivalency Education Program includes the Study Group of Packages A, B, and C Program. Study Group of Packages A is equivalent to Elementary School level. Study Group of Packages B is equivalent to Junior High School level, and Study Group of Packages C is equivalent to Senior High School.

Currently, Rumah Pelangi Sangkrah teaches 70 students in Package C, 32 students in Package B, and 7 students in Package A. This study group of packages program is implemented in Sawahan II Public Elementary School classrooms in Sangkrah, Surakarta. Two classrooms are used for Packages B and C, and one is used for offices or administration. Package A uses the same classrooms as Packages B and C interchangeably because there are not many Package A students.

The government has legally recognized the equivalency education program. Certificates issued are recognized according to the level of equivalence. However, people often look down on equivalency education. Rumah Pelangi Sangkrah always motivated its students to continue their education and prove that equivalency education is not inferior to formal education.

The applied curriculum is also adapted to formal schools. Grades 7 and 8 using the 2013 or K13 curriculum. Meanwhile, grade 9 uses the KTSP curriculum (Education Unit Level Curriculum). Meanwhile, Study Group of Packages C is the same, for grades 10 and 11 using the K13 curriculum and grade 12 using the KTSP curriculum. It is adjusted to the school's readiness starting from the facilities and infrastructure and the tutors' human resources.

Although the curriculum is the same, the difference lies in how the tutors conveying the teaching materials to students. The equivalency education hours are less than formal education, so there needs to be a particular way of conveying the teaching material to students. Often, according to the tutors of Rumah Pelangi Sangkrah, the informal schools are more fluid and less strict. Moreover, the facilities and infrastructure are undoubtedly superior to formal schools.

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The education program starts from student attendance in class, depending on the class condition. Often, grades 7 and 8 have 50 percent of students' total attendance, while for grade 9, up to 90 percent attended. The grade 9 was aware they were preparing for the exam. Therefore, they are more diligent in learning. It also happens in the Study Group of Packages C.

In anticipation of students who cannot participate in class because they work, Rumah Pelangi Sangkrah provides learning materials online. Students who cannot attend the class can access it online with the material taught on that day.

4.1.2. Early Childhood Education

Early Childhood Education or (Indonesian: *Pendidikan Anak Usia Dini* or PAUD) is held every Monday to Friday from 08.00-10.30 a.m. (Western Indonesian Time), at Sawahan II Public Elementary School in Sangkrah, Surakarta. In the morning sessions, the classrooms are used for PAUD, while at night sessions, it is used for Study Group of Packages A, B, and C. PAUD is

different from study group of packages. Some exceptional tutors teach in PAUD, namely Erviana Kurniasari, S.Pd, and Maulina Kristi Wulandari, S.H.

PAUD program was starting in 2004, 2 years after Rumah Pelangi Sangkrah was established. Currently, 20 children are studying in PAUD at Rumah Pelangi Sangkrah. The fee charged to students is IDR 40,000/month.

PAUD program at Rumah Pelangi Sangkrah is to provide early reinforcement of the importance of learning. Children from an early age are introduced to fun and comfortable learning according to their age. Children will continue to need education to the highest level to grow in the community.

Not only strengthening the children but also for parents to motivate and support their children to gain an education. They explain to parents that education is not always expensive. There are still alternatives in education for their children from an early age.

4.1.3. Basic Leadership Training

Basic Leadership Training (Indonesian: *Latihan Dasar Kepemimpinan* or LDK) is the beginning activity to increase personal competence before learning about school subject matter. LDK is held at the beginning and the end of the learning period. LDK also aims to grow a sense of kinship among students. Students can in-depth introduce each other in this LDK session. It will grow the same feeling and strengthen togetherness.

Besides, Rumah Pelangi Sangkrah will get an initial picture of their students' condition and situation, which becomes the initial capital of their approach when interacting with their students in developing their talents. In LDK, students will learn not only as a formality but also as a family environment, gathering and helping each other.

4.1.4. Counseling

Counseling program aims to help solve dropout students' problems, either personal problems or school problems. Like parents, Rumah Pelangi Sangkrah helps students solve problems to become successful people and benefit others.

The counseling program is not a scheduled program but adjusting the conditions of students who want to consult regarding their problems. Often the problems consulted consist of the problem at school or the continuity after graduation and job seeker.

Technically, the students made an appointment with the staff of Rumah Pelangi Sangkrah, especially with Mr. Eko Purnomo, who responsible for student counseling. The day of the implementation is not scheduled. When there are students who need it, Rumah Pelangi Sangkrah will make time for them. The counseling took place in the office, at home, or at school. According to the agreement, it will still be served wherever.

The number of students who need counseling is also uncertain because it is conducted depending on students' needs. A few days later, Mr. Eko Purnomo will follow up on how the students have made the solution's progress after conducting the counseling.

4.2. Evaluation of the Study Group of Program at Rumah Pelangi Sangkrah

4.2.1. Context

In this case, the contexts are tackling student dropouts, resource mobilization, and fostering student consciousness of education's importance. In tackling students' dropout, Rumah Pelangi Sangkrah has several programs that have been implemented: Study Group of Packages A, B, and C. Then there are skills training and counseling. The Study Group of Packages implementation follows the education standards, starting from the curriculum to the

final examinations. In the technical implementation, teaching and learning activities are adjusted to the conditions in each institution. Rumah Pelangi Sangkrah activities are often held at night because their students work from morning to evening. Some of the reasons students put forward in participating in the Study Group of Packages were to increase the level of education and get a certificate that could be used to apply for a more decent job.

Study Group of Packages is a non-free education program. However, the program also applies cross-subsidies because many also never pay their education fees because they need money for their basic needs. At the same time, those who come from wealthy families are willing to pay the education cost. Those who cannot afford it can communicate with the manager to discuss it for in installments payment or get relaxation. Rumah Pelangi Sangkrah management also realizes that they need money, work for their lives, and education is also crucial at children's age. That way, the management is still willing to teach dropout students.

With uncertain financing, it is not an easy thing to volunteer at Rumah Pelangi Sangkrah. How can they survive and continue to devote themselves to teach student dropouts? Evaluation in terms of payment certainly needs attention. If some pay and others do not, this will cause social jealousy because they get the same facilities.

Resource mobilization is currently instilling a single goal of advancing education with personal approach strategies and networking. The goal is education that everyone deserves, and for tackling students' dropout, they do all of the work sincerely.

They believe that God will repay all of what they do. When the tutors teach, they will usually be asked if there are friends who are also willing to become tutors at Rumah Pelangi Sangkrah. Rumah Pelangi Sangkrah is utilizing existing networks to mobilize and realize shared goals.

In Rumah Pelangi Sangkrah, they take a personal approach to encourage students to join in the Study Group of Packages. Students will feel cared for if they do not understand learning materials, they can be guided directly. This will make it easier to mobilize and make students conscious of the importance of education. In learning in the tutor class, the learning material is maximally adjusted to the time available. Also, independently learning the material from other sources, books, and the internet.

Besides, there are special counseling sessions to keep students focused on dealing with problems. Not all students are willing to open up and discuss what their difficulties are. Therefore, this counseling session is needed so that children slowly dare to open up the difficulty in finding solutions to problems, work problems, and learning problems. The tutor always emphasizes the students to continue their education. Although it is difficult, like it or not, students also have to work for their families and lives.

There is enthusiasm for students in grade 9 (Junior High School) and grade 12 (Senior High School) to pass the exam shows raise the consciousness of the importance of education. However, it is related to training them independently to get material from the internet. Nevertheless, it may make students more dependent on the internet when experiencing difficulties and think that they would not go to class if the subject matter can be accessed or searched through the internet, making them prefer not to attend classroom learning.

There were 3,696 students dropouts aged 7-18 years in Surakarta city at all school levels from elementary to high school, which decreased in 2019 as many as 1,519 students dropout. Rumah Pelangi Sangkrah plays a role in reducing dropout rates in Surakarta ([Solopos.com, 2017](https://doi.org/10.33019/society.v8i2.199)).

4.2.2. Input

The availability of tutors at Rumah Pelangi Sangkrah is sufficient, according to the managing coordinator, Mr. Eko Purnomo, starting from each subject from the Study Group of Packages of A, B, and C level. Currently, 14 tutors teach in the Study Group of Packages with each subject. Each tutor teaches in different ways and is adapted to the conditions of the students. Some taught assertively, and others taught fluidly and relaxed. However, all tutors always ensure that students can understand learning material at the end of the session class. One of the crucial things that a tutor does at the end of a class session is reviewing learning material to ensure that it was well understood by the students.

For the tutors, they are not always able to remain with Rumah Pelangi Sangkrah without reciprocity. The tutors also need money for their families. It makes them potentially leave Rumah Pelangi Sangkrah, or there will be a frequent turnover of tutors and must be anticipated from the beginning by providing adequate incentives to tutors. Rumah Pelangi Sangkrah must find a way to get cash flow from external institutions, both government and non-government, which will be used for daily operational costs and supported by profits of the other programs or donations from external parties.

Apart from tutors, it is also related to the availability of classrooms used in the Study Group of Packages at Sawahan II Public Elementary School in Sangkrah, Surakarta. There are two rooms for learning classes, one room for offices and administration. Rumah Pelangi Sangkrah collaborates with Sawahan II Public Elementary School in Sangkrah, Surakarta, uses classrooms only at night, and does not interfere with formal schools.

The facilities and infrastructure available include chairs, tables, blackboards, and markers. This is enough for Rumah Pelangi Sangkrah as alternative education facilities are not as complete as formal school facilities and infrastructures, such as laboratories, Student Health Units, and sports fields. The library already exists even though the existing book collection is not sufficient. The important thing is that students can study comfortably and happily.

Administratively, Rumah Pelangi Sangkrah implements the KTSP curriculum and the 2013 Curriculum (K13). Students must be registered in the Dapodikdasmen application (Primary and Secondary Education Data) to have student ID numbers.

The curriculum of the Equivalency Education program is based on the goal of developing competency to achieve functional skills:

- 1) Package A: Having skills to meet the needs of daily life.
- 2) Package B: Having the skills to meet the demands of work.
- 3) Package C: Having entrepreneurial skills.

4.2.3. Process

The tutor's role in educating students is vital in tackling student dropout and making students feel at home learning. The suitable teaching methods are applied in dealing with very dynamic dropout students by making the learning session more flexible and friendly. Students are happy in learning and easy to understanding. Besides, playing as a learning approach is essential in innovating. Patience in explaining the material and serenity is essential. Moreover, they have to quickly detect their students' kind of character to make no approaching mistake.

Besides that, the learning is made as attractive as possible by using internet technology through their respective cellphones. For example, they were asked to look for one thing about the subject matter. By using the internet, they will find more answers for it.

The learning hours that apply significantly affect the enthusiasm of students to learn. Starting from 7.00 - 9.00 p.m. (Western Indonesian Time). Students attend without a special

uniform and wear casual clothes. There is an exam at the end of the semester. If the students pass the exam, they get an equivalence certificate. Learning hours in a dynamic classroom sometimes adequate, sometimes it is less effective, depending on the student's condition. Their student did not focus on learning in the classroom because, at the same time, they also work. In this case, the tutor will act proportionally as possible. However, the students are also aware that it is time to study.

In this case, the tutor must be creative in delivering learning materials to students and maximize their students' achievements. For example, if students have entrepreneurial skills, Rumah Pelangi Sangkrah provides training for it. There are adequate facilities for learning. However, there is no library yet. So far, the existing facilities have much-helped for classroom learning. There are no significant obstacles.

There is a review session at the end of each class session. Its function is to ensure students understanding the learning materials. In this process, students who rarely attend the class will need extra attention from the tutors.

4.2.4. Output

In this case, output was resulting from the implemented program and the impact on students. Of course, the implemented program must produce the progress and development of the students. According to Rumah Pelangi Sangkrah's goals to reduce the number of students who dropout in Surakarta.

It proves the role of several non-formal educations that continues to be promoted. Indeed, Rumah Pelangi Sangkrah has a significant role. However, other institutions also play another significant role.

The contribution in providing opportunities for dropout students to gain Equivalency Education at Rumah Pelangi Sangkrah needs to be appreciated. Not only from Surakarta but also from Sukoharjo and Boyolali study in the Study Group of Packages at Rumah Pelangi Sangkrah. Public awareness of education began to increase. People begin to realize how vital a certificate is to apply for a job. Parents are willing to registering their children to study in the Study Group of Packages program.

Besides, at the end of the Study Group of Packages, a final exam is also carried out to determine graduation and held at Sawahan II Public Elementary School in Sangkrah, Surakarta. Besides, It is necessary to map the distribution of alumni. It means not only doing learning activities but also assistance after graduation.

Besides, there is training skills such as tailoring, catering, entrepreneurship, and make-up. However, this depends on those who need it. This is an option for students to develop the skills they want to acquire.

Currently, make-up training has been conducted. Some students are trained on how to make-up a wedding couple with Javanese and Muslim models. Every time there is an order for make-up, students will be included to gain experience.

4.3. Conscientization on the Importance of Education

Conscientization is an activity to make students aware of the reality of their oppression. Conscientization is often defined as consciousness, namely, knowing and understanding to develop their potential abilities into substantial resources.

Although the last thing to aim for is systemic change, for Freire, education aims at liberation and humanity. Conscientization becomes the core of education, which must be conscious of its social reality (Rohinah, 2019, p. 8).

Freire classified human consciousness into three things: magical consciousness, naive consciousness, and critical consciousness. Magical consciousness is a condition in which students dropout, hopeless, and are unable to pursue education. No effort was made to be able to return to school or get their right to education. Students who drop out at Rumah Pelangi Sangkrah do not realize this before attending the Study Group of Packages program or the skills program organized by Rumah Pelangi Sangkrah. Students who drop out feel that their current condition is a destiny embedded in them and cannot be changed. Students are forced to discontinue their education and decide to look for work because of the more needed life demands.

Naif consciousness is the awareness that sees the human aspect as the cause of the problem. Students who drop out of school realize that they cannot continue their education due to poverty or unsupportive environmental factors. The public knows the factors that cause this, but they cannot solve the problem. However, after students join the Study Group of Packages program, which will result in a recognized certificate, they will begin to become conscious of their condition. That the problems that occur can be resolved if there is a strong desire to get out of this problem by joining in Rumah Pelangi Sangkrah program to prepare to change their condition. Students are also given about life after school that there is still a stage of working to make ends meet, mingle with the community, and a family life with children. Students begin to realize the importance of education for the future. In this position, students can only understand that the cause of the problem of dropping out of school is due to the individual who is less and may not be able to make more efforts to solve their problems.

Critical consciousness, students begin to realize that the education they have encountered is due to the standardized system that formal education has strict rules and conditions. Moreover, it becomes prestigious for schools to be the best. From this system, students dropout who work in the morning to evening makes it impossible to take part in lessons held in the morning to noon so that other educational alternatives are needed to retain their educational rights. They are looking for alternative education by joining Rumah Pelangi Sangkrah to earn a certificate, which is used to continue to the next level of education or get better work. For them, the way to get out of their problems is to do their best through the Study Group of Packages at Rumah Pelangi Sangkrah and working hard.

5. Conclusion

One of the alternatives that can reduce students' dropout rates or accommodate students' dropout is non-formal education. However, along the way, there must be obstacles that make the program less effective. Of course, evaluation is needed to improve and develop to be more effective in the future. Alternative education through equivalency education programs such as Study Group of Packages A, B, and C, at Rumah Pelangi Sangkrah, have made students conscious of the importance of education for themselves. They recognize that the cause of dropping out of school is due to not only destiny and students' inadequacy, but also because the education system is still unsuitable to street children and marginalized children who must work in the morning until afternoon. It proves the role of several non-formal educations must continue to be promoted. Indeed, Rumah Pelangi Sangkrah has a significant role. However, other institutions also play another significant role. The contribution in providing opportunities for dropout students to gain Equivalency Education at Rumah Pelangi Sangkrah needs to be appreciated.

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7. Declaration of Conflicting Interests

The authors have declared no potential conflicts of interest concerning the study, authorship, and/or publication of this article.

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