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WHY COULD CHILDREN NOT SURVIVE IN SCHOOLS? A CASE STUDY AT THE BAJO COAST SOUTH SULAWESI, INDONESIA

SUDIRMAN¹, ABD.HALING²

¹Program Studi PGSD, Fakultas Ilmu Pendidikan, UNM Makassar, ² Program Studi Teknologi Pendidikan, Fakultas Ilmu Pendidikan, UNM, Makassar.

E-mail. dirman64@unm.ac.id, abd.haling@unm.ac.id

No kontak. 081342791427

Abstract

Most children of the Bajo tribe, residing on the coast of Bone Bay, do not complete their primary education. They are unable to remain in education until they have completed their studies. This study aims to elucidate the underlying factors contributing to the phenomenon of Bajo children dropping out of school. This research employed a qualitative approach utilising a case study design and a purposive sampling technique. The research subjects focused on two primary schools where children from the Bajo ethnic group are enrolled. Classroom and document observations and unstructured interviews were conducted with two principals, four teachers, and 12 Bajo children. The data were subjected to descriptive and qualitative analysis. The findings of this study indicate that four factors contribute to the inability of Bajo children to thrive in an academic setting. These factors are (1) an unsupportive surrounding environment, (2) an ineffective mode of interaction, and (3) an inadequate learning strategy. The findings of this study have implications for school authorities, who should consider developing kinesthetic learning models based on the characteristics of the environment, society, and the families of Bajo children. Further research is needed to clarify how to develop students' pro-environment syllabus with kinesthetic-based learning models.

Abstrak

Siswa yang berasal dari anak-anak Suku Bajo di Pesisir Teluk Bone, pada umumnya tidak dapat menyelesaikan studinya di pendidikan dasar. Mereka tidak mampu bertahan di sekolah hingga tamat sekolah. Penelitian ini bertujuan untuk mengungkap latar belakang anak-anak Bajo sehingga keluar dari dari sekolah. Penelitian ini menggunakan pendekatan kualitatif disain studi kasus dengan teknik purposive sampling. Subyek penelitian berfokus pada dua sekolah dasar di mana anak-anak suku Bajo bersekolah. Observasi kelas dan dokumen, serta wawancara tidak terstruktur kepada dua orang kepala sekolah dan empat guru, serta 12 orang anak-anak suku Bajo. Data dianalisis secara deskriptif dan kualitatif. Temuan dari penelitian ini adalah terdapat empat faktor yang menyebabkan anak-anak Bajo tidak mampu bertahan di sekolah yaitu (1) lingkungan sekitar yang kurang mendukung, (2) kebiasaan berinteraksi yang kurang relevan (3) strategi pembelajaran di sekolah kurang sesuai. Implikasi dari penelitian ini ialah pentingnya otoritas sekolah mengembangkan model pembelajaran kinestik sesuai dengan karakteristik lingkungan/sosial/keluarga bagi anak-anak suku Bajo. Penelitian lanjutan diperlukan untuk memperjelas bagaimana mengembangkan silabus prolingkungan siswa dengan model pembelajaran berbasis kinestik.

Kata Kunci: kemampuan bertahan, strategi mengajar, gaya belajar, lingkungan sekitar, putus sekolah



INTRODUCTION

The Indonesian Constitution (1945, Article 31, Paragraph 1) stipulates that every Indonesian citizen is entitled to education services. This is because education is a key factor in enabling individuals to develop their abilities, skills and knowledge and to enhance their technical or professional qualifications (Nurhuda, 2022). The Indonesian government has identified the importance of developing human potential and abilities and has introduced a 12-year compulsory education programme. Consequently, all citizens of the Republic of Indonesia must complete secondary education, culminating in graduation from senior high school (SMA). However, the government's expectations are constrained by the prevalence of school dropouts. According to data from the Central Statistics Agency (BPS) in 2020, the number of children of school who were not attending school in South Sulawesi was considerable, at approximately 163,000 children aged between 7 and 18 years. Bone Regency accounts for 7.36% (12,000) of these children (Secretary of Disdik Kab. Bone, 2024), including children from the Bajo tribe. However, this percentage is still below the national average of 9.73% (Susenas, BPS 2023).

In general, coastal communities are still underdeveloped and marginalised in terms of education (Ririk, et al., 2023). This is also the case for the Bajo tribe in Bone Regency. Data from ICAF (Indonesian Children's Advocacy Forum Bone Regency, 2023) shows that 22 Bajo children aged 7-15 are out of school due to dropout. Some of these students come from two primary schools that are about 20 minutes away from the Bajo community village. It is vital to find an immediate solution to this problem as it affects the position of the Human Development Index in the Bone Regency. At the national level, this condition is also a serious challenge for the Government of the Republic of Indonesia to achieve the development goals of the RPJMN (National Medium-Term Development Plan) towards the Golden Indonesia 2045. This condition should be of serious concern to the local government or education observers in Bone Regency, so that this case does not have a wide impact on children of the same age who are still in school. In this context, researchers are called upon to uncover the root of the problem so that the solutions offered can be more effective.

The education research on of Bajo children on the coast of Bone Bay, Bone Regency has been conducted by many previous researchers. However, their research focused more on the existence of parents towards their children's education and counselling parents to participate in education (Ikhsan, 2020). Ririk et al's research focuses on parents' perceptions of their children's education. Kurnia et al. (2023) and the high level of education of the Bajo tribe (Nurfadilllah & Damayanti, 2024). Researchers have noted that there has been a lack of specific research into the ways in which Bajo children learn, leading to their



withdrawal from school. This research aims to identify the problems that lead to many Bajo children dropping out of school.

In order to uncover the problems mentioned above, the researcher used an innovative approach, namely the school environment, socio-cultural and pedagogical approaches. These three approaches are mutually supportive. The school environment approach as a place where children interact (socio-cultural) can also be used by teachers as a teaching and learning strategy (pedagogical). Applying the environmental approach in the teaching and learning process can encourage students to feel comfortable learning (Havidzl & Mujakiah, 2023). A conducive learning environment will influence learning motivation because it will increase students' concentration (Zen et al., 2022). High motivation to learn has a significant impact on students' academic achievement (Raysharie et al., 2023). The sociocultural approach studies real-world issues based on learning and situational development (Grossen et al., 2022). The pedagogical approach of researchers focuses on effective teaching strategies to help students enjoy learning so that students achieve standardised goals (Salehjee & Watts, 2023).

The researcher believes that these three approaches are very appropriate for revealing the variables that are the purpose of this study. Bajo children have patterns that result from interacting with the environment in which they are. Their kinship is very high, so interacting with them requires proper social control. They are also curious like other children, which involves the inclusion of the correct pedagogical elements. Therefore, applying the three approaches can reveal new variables that prevent Bajo children from staying in formal school for a long time. Data collected by the Bone District Child Observation Institute shows that in July 2024, 22 Bajo children left school before completing primary education. This adds to the local government's burden of providing 12 years of compulsory schooling. The persuasive approach of the Bone District Child Observation Centre still needs to bring Bajo children back to school. This case prompted the researcher to examine why Bajo children do not complete primary school more closely.

The results of this study are expected to provide recommendations to the Bone Regency government, as well as to school principals and teachers, on effective ways to deal with Bajo children while they are in school. By properly understanding the causes of school dropout, basic education policymakers will be able to formulate policies that favour the existence of Bajo children. The existence of an educational policy in favour of marginalised children, such as Bajo children, is an enlightening hope for how educational services can be equitable to all levels of society without exception. Therefore, the results of this study will also be very useful for the government and education observers, especially in Bone Regency,



as an accurate empirical basis for taking strategic and proportional steps to ensure that Bajo children can survive in school.

In relation to the approach chosen to uncover the problems of the Bajo children, the researcher formulated three research questions to facilitate his study:

- 1) Does the neighbourhood support Bajo children's learning?
- 2) How do Bajo children interact in their neighbourhood?
- 3) What is the teacher's strategy for teaching Bajo children in school?

RESEARCH METHODS

This study used a qualitative case study design approach to answer the research question. The case study method, including its characteristics, investigates a unique phenomenon (Yin, 2018) among Bajo children. The study was conducted for seven weeks from December 2023 to January 2024 on the coast of Bajo Beach, Bone Regency, South Sulawesi, Indonesia. The subjects were 12 Bajo children who had dropped out of school, two primary school principals and two classroom teachers from schools attended by Bajo children. Purposive sampling was used because there are only two primary schools attended by Bajo children. In addition, not all of the students in the two schools were from the Bajo neighbourhood. Snowball sampling (Walliman, 2011; Christensen & Johnson, 2014) was used to select teachers as informants who were more familiar with the lifestyles of Bajo children.

The data are in narrative form (Ylikoski & Zahle, 2019). The data was collected through interviews, observations and documentation. Semi-structured interviews (WST) were conducted with two headmasters and four primary school teachers (teachers of grades II, IV, V, and VI). The WST was conducted by informing them before the interview. The researcher chose the WST technique in order to probe. In this way, the information obtained was complete according to the research needs. The informants were interviewed separately, depending on which of them could be met first (Christensen & Johnson, 2014). The interviews were conducted after the researcher had completed the classroom observations. The WST technique was also used with 12 Bajo children, individually and in groups. This depended on when the researcher met them.

Observations were made of two activities, namely 1) the PBM (teaching and learning process), focusing on the teacher's strategy of delivering material in school, 2) the way the Bajo children interact and carry out their daily activities, both when they are in the learning space and when they are outside the learning space. The main instrument was the researcher himself (Creswell, 2014). The observation instrument was in the form of a list of main questions, with the theme of the teacher's teaching strategy and the content of the material delivered. Data on the profile of Bajo children was obtained through



documentary studies. The field notes were continuously developed and the recordings were active during the interviews.

Data analysis was carried out through data reduction, presentation and drawing conclusions (Moleong, 2021). Transcripts of interview recordings were categorised with codes to determine themes. After analysing the transcripts based on themes, the researcher carefully and thoroughly reduced the transcripts. The reduction was carried out to produce key information according to the research questions. The researcher reread the reduction results and interpreted them for a specific meaning. The validity of the data was triangulated (Creswell, 2014) using data sources from interviews, observations and documentation. The conclusions of the triangulation results were strengthened by citing relevant previous research findings.

RESULTS AND DISCUSSION

The research findings are based on the analysis of in-depth interview transcripts and documentary studies. Therefore, they are described based on the following research questions.

Does the environment support the learning of Bajo children?

Geographically, the physical environment for Bajo children is cool, calm and comfortable. There is an embankment along the coast, which is often a meeting place for Bajo children. However, the courtyards of Bajo houses are generally very narrow as a playground for children. The distance between houses is minimal. As well as being narrow and cramped, the land where the residents live is often affected by the tides, making it a slum. There are dozens of houses on the seawater with no place to play. The geographical environment is strongly related to students' learning motivation (Surtani et al., 2022). Looking at the condition of the geographical environment, the researcher believes that there is no space for Bajo children to express themselves as human beings who are growing and developing. As a result, they look for an open space to do activities with other friends.

Most of the people in the Bajo children's neighbourhood are fishermen. They know that the sea is the best place to survive. Through non-participatory observation, we learned that their conversations revolve around life at sea. We never heard any discussion about the school system. Concern for their children's education is almost non-existent. This sad fact is reinforced by the absence of the Bajo, who are considered successful because of their schooling. In fact, according to Lathifah et al. (2023), a social environment that supports education can encourage community members to learn. The social climate has a strong influence on students' motivation to learn (Rahmawati et al., 2023). Based on this narrative

analysis, the researcher believes that the social environment of Bajo children cannot be expected to psychologically influence Bajo children to continue their schooling.

The living environment of the Bajo children is described above, and the researcher concludes that the environmental conditions around the Bajo children must be sufficiently supportive of their learning. They accept their environment as it is, and the appearance of the physical environment does not change. This research was carried out before the government or the local community made any concrete efforts to develop a climate that could motivate Bajo children to learn. This unsupportive environment and low motivation to learn are the key variables behind this research area's primary school dropout rate. In fact, according to Gausel & Bourguignon (2020) and Berger (2019), the dropout variable is a "serious problem" for individuals, school systems, communities and society. This situation might have been different if someone from the Bajo tribe had significantly influenced their community to encourage their children to continue their education.

How do Bajo children interact with their neighbourhood?

From a sociological point of view, the Bajo can interact with the surrounding Bugis community. They uphold the principle of harmony in living with others. They also maintain a culture of mutual help, tolerance and a high sense of solidarity (Syefriyeni & Rosie, 2020). This attitude is passed on to their descendants in their daily interactions so that their children can get along with other children who are not from the same tribe as them. The Bajo children who participated in the research are described below:

Table 1. Participants of bajo tribe children

Age Group	Sex		Out of school from grade ...
	Male	Female	
7 - 9	1	2	III, IV
10 - 12	3	6	IV, V, VI

Source: Indonesian Children's Advocacy Forum Bone Regency, 2023

The table shows that children from the Bajo community are more likely to leave school as they progress through the grades. This is often due to a sense of disengagement from the educational process. They may also want to align their lifestyle with cultural norms and values. In Bajo children daily interactions, show responsibility, sportsmanship and tenacity. When the researcher was with them at an agreed time, with nine people present, the researcher (R) asked: *'Children, where is a good place to tell stories? Right here, sir! It's good here,'* said one of them, followed by several others. *Over there is good too,'* suggested another. (R) *'OK. Let's stay here. We'll go there next time!'* Almost at the same time, they said *'Hurray'*,



indicating their agreement (Interview, 18 January 2024). In this short excerpt from the interview, the researcher noted that Bajo children do not like to stay at a particular meeting place but rather wherever they can find fun to play.

The researcher continued asking, *'Are you all Bajo children?'* *'Iyee. (in English, 'yes'). (R) 'What if some non-Bajo children want to play together?'* *'Yes, Sir. We are happy when we have many friends to play with,'* replied another. (R) *'Have you ever been in a fight?'* The children replied in unison, *'Never, Sir. We are the ones who are beaten by our father when he knows we are fighting,'* replied someone who was considered the group's leader. *Good. Where are the other friends? Only nine people?* Suddenly, someone replied: *'They haven't come from the sea yet, Sir.* (Interview, 18 January 2024). The explorer watched them intently. Their faces lit up, and they looked at the researcher as if waiting for the next question. This interview taught us that Bajo children like to interact with everyone, especially their peers. They are not tribal or non-tribal; they still maintain brotherhood. Their daily activities are more group than individual. The researcher found that these humanistic values are built alone, without external influence. This positive attitude is vital for anyone wishing to teach them, especially school teachers.

The researcher met them again at the next meeting on 25 January 2024. Through non-participant observation, the researcher noticed that the Bajo children invited each other when someone wanted to meet them. When the researcher was with them, the researcher asked about the presence of their friends. It turned out that 12 people had gathered. It was at this point that the researcher uncovered problems related to interactions at school. *'Do the children want to go back to school?'* The researcher was surprised to hear their spontaneous and varied responses, which indicated their disinterest in returning to school. *'Me, No. I don't like school. A lot of sitting! No playing around. Lessons are hard! Lots of homework from the teacher!'* This case shows that Bajo children want independence in their learning and do not like to be strictly regulated. They want to learn in their own way. From this short dialogue, the researcher draws the conclusion that Bajo children do not leave school because of their low academic ability, but because of their habits, which are not channelled optimally in school. They don't like to sit in school for a long time, so they engage in other activities, and when they are reprimanded by the teacher, they feel unhappy. As a result, they become too lazy to go to school and drop out.

The description above shows that the Bajo children's habit of moving is a strong indicator that they have a kinesthetic learning style. When they are faced with lessons dominated by visual or auditory learning styles, they become unhappy and even anxious. They automatically try to channel their kinesthetic style. As a result, the desire to actively interact in the learning process will diminish. If such a process continues for a long time, the children will become bored to the point of dropping out of school.

Based on this explanation, the researcher concludes that the untapped potential and interactional habits of Bajo children are among the factors that cause Bajo children to drop out of school. Kinesthesia is knowing where and how your body is moving (Cambridge Dictionary, 2020). The children were very kinesthetic, standing close together and moving a lot.

What is the teacher's strategy when teaching Bajo children at school?

The researchers visited two primary schools where Bajo children study. The two schools are Inpres Bajoe (Inp.Bj.) and SD Bajoe (SD.Bj.). The distance between the houses of the Bajo community and the two schools is about 700 metres. The distance between the two schools is about 200 metres. The profiles of the teachers who became informants are as follows:

Table 2. Informant Profile Table

School Code	Initials	Sex	Age	Education	Teaching ExperienceP	Description
SD.Bj.	MAH	M	58	S-1 Education Technology	32 years	Principal
Inp. Bj.	RMT	F	46	S-2 Education Manajemnt	21 years	Principal
SD. Bj.	RDN	F	45	S-1 Indonesian	15 years	Grade IV teacher
SD. Bj.	SHF	F	34	S-1 Education Technology	8 years	Grade V teacher
Inp.Bj.	HST	F	32	S-1 Primary School Teacher Education	7 years	Grade III teacher
Inp.Bj.	RMN	F	56	S-1 Indonesian	30 years	Grade II teacher

Source: Primary School Documentation, 2023

The two aforementioned teacher employ distinct methodologies in their pedagogical practices. However, in general, both teachers conduct the activities of opening, presenting, and closing the lesson. A comparison of the teaching methods employed by the two informant teachers in the field of Social Studies is presented in Table 3 below.

Tabel 3. Social Studies Learning Activities for Grade V Elementary School

Activities	Teacher of Inp.Bj.	Teacher of SD Bj.
Opening the lesson	1)Saying greetings 2)Reading prayer	1) Saying greetings

	3) Present the material to be learnt	2) Singing children's songs 3) Ask about homework assignments 4) Delivering the material to be learnt
Presenting the Lesson	1) Forming study groups 2) Explaining student book material through lectures and question and answer 3) Assign students to read, then write exercise questions on the whiteboard. 4) Supervise students in solving problems in groups. 5) Checking students' assignments	1) Organising the existing study groups 2) Distribute the textbooks dropped by the government 3) The teacher explains the topic then explains how to do the task 4) The teacher gives some questions, like the questions in the book, to be done in groups 5) Students read out the results of group work 6) Students write some conclusions, guided by the teacher.
Closing the Lesson	1) Ask the students about the subject matter that has just been discussed together. 2) Ask students to be diligent in school and study at home 3) Encourage students not to play too much 4) Giving greetings	1) Giving messages to be diligent to school and be careful on the road 2) Ask students to repeat the lesson at home 3) Ask students to invite their friends back to school 4) Giving greetings

Looking at the contents of Table 2 above, it is a revelation that the teaching patterns of the two classroom teachers are very similar. The stages of learning are also similar. The researcher is of the opinion that the teaching strategies demonstrated by the two teachers above are monotonous. The researcher did not find any creative activities that could make the students happier in learning. The fulfilment of each student's learning style was not seen. In fact, learning styles have a positive effect on students' learning performance (Albeta et al., 2021). In fact, both are in sync with giving assignments in the form of questions available in the package book. The textbook is the only source of learning, although various other media are available, such as the use of pictures, Power Point, Canva, school gardens and the child's own environment. In addition, social studies subjects are identical to learning through the environment. When the researcher asked HST about the development of the material in the student's pack book, HST replied.

I think the material in the parcel books, sir, the government has considered the contents. I myself, sir, have not been able to do that, unless there is an agreement, for example through the TWG (teachers' working group). Maybe I can do it a little, sir. (Interview HST.GT. III, 23 December 2023)

The same question was put to RMN.

Maybe it is indeed good, sir, so that our children can understand the material more easily. But I never attended the training, sir. How to develop the material in accordance with the lives of the children being taught, that's how, sir. (Interview RMN.GT.II, 30 December 20/23).

The two informants above agree with SHF that the books the government has dropped are complete and even come with teaching approaches and methods to be used. This means that teachers no longer need to develop materials and teaching methods that are appropriate for the children they teach because the textbook is already available. The book-based learning process and the use of teachers' teaching methods and techniques are also less varied and the teaching-learning process seems flat. These strategies often employ direct instruction, textbook-based learning and drills (Jingxuan et al., 2023). The teacher explains the material based on the book he/she uses.

In primary schools, the government distributes a special package book for students and there is also a special package book for teachers. In the teachers' book there are guidelines on how to present the material to the students. Teachers are very consistent with the material in the book, whatever material is in the package book, so what is conveyed to the students. An extract from the researcher's interview with teacher RDN is as follows.

Yes. That's right, Sir. The material I brought earlier is in the textbook, Sir. If the material is in accordance with the child, if here it will be given homework, Sir. So first the content of the book is given and then the tasks that are in accordance with the environment are given'. The development of the material is outside the classroom, Sir. Here (in the classroom) there are only examples to be developed. That's all, Sir (Interview RDN GT.IV, 13 January 2024)

RDN's statement above reflects that his teaching pattern is book based. The ability to develop content is still low. Subject matter that is not contextually adapted or developed during teaching will lead to aridity in the students' learning process. The material content is so rigid that it does not provide opportunities for students to appreciate their talents and abilities, while students' talents and abilities are the responsibility of teachers to develop through the learning process at school. Because the content of book-based lessons is not adapted by the teacher to the context, the material is less relevant to the environment in which students learn.

In line with RDN's statement above, RMT's head teacher stated:

'Actually, teachers should develop the material they teach so that children can understand it well. But maybe because the material is too dense to be completed, the development is not done. Usually teachers here develop it through homework' (Interview, RMT, HS.18 January 2024).



In response to the two teacher statements above, it became clear that the material routinely presented to students at school is very dense and loaded with the cognitive domain. Meanwhile, the affective and psychomotor domains are barely touched. The dense cognitive material will be a burden for some students, including children from the Bajo tribe. The researcher's analysis is then reinforced by RMT's statement: 'Our teachers here, don't know much about how to apply affective and psychomotor to children, sir. (Interview RMT, KS, 20 January 2024). Under these conditions, the researcher believes that the teaching of cognitive content is one of the reasons why Bajo children are less interested in attending school. In fact, learning about attitudes and psychomotor skills is a means to fully develop students' potential, not just to see the connection between competencies (Sudirman, 2020). The lack of school facilities, the lack of variety in teachers' teaching methods and techniques, and the lack of contextualisation of subject matter make it difficult to maximise students' talents and potential (Kim, et al. 2019).

Bajo children want to be free in their learning. This means that they learn in their own way, according to their talents and abilities. Teachers should allow pupils to determine their learning according to their interests. Good teaching needs to connect local strengths so that children do not feel unfamiliar with the material presented (Viloriaa, et al.2019). The main focus for teachers is actually how to get students interested and willing to come to school. Once they come, how can teachers make them feel happy and want to stay in school? For Bajo children, teachers do not need to demand that students know a lot about the curriculum. Rather, it is about getting their attention and motivation back to school. For this reason, teachers should first adapt the content of the curriculum to the conditions of the Bajo children before implementing it.

In their performance, both teachers were very enthusiastic about teaching, but this high enthusiasm did not succeed in creating a pleasant learning atmosphere for the students. Despite encouraging students to work together to complete tasks individually, there were still more inactive students. The researcher saw that only confident students were dominant in completing the task. The others in the group seemed to be mere jokers. It is better to combine print and electronic media to activate all students in learning. The integration of technology in the classroom has created new opportunities for innovative teaching strategies (Bin Saran, A.A.2024). A variety of learning media will increase interest in learning and can improve student learning outcomes (Hasnah, 2024). Using a variety of learning media can increase students' attention to learning (Carstens et al., 2021). This condition was acknowledged by the informant, initials MAH, who said



I have tried to activate the children, sir, but the children themselves are very difficult to activate. Usually only the group leaders are active. Perhaps it's also a lack of parental encouragement, sir. In this school, many Bajo children have left, sir. (Interview. MAH, HS, 23 December 2023)

MAH's statement above is supported by SHF's statement that, *"Once, sir. We used Power Point, but instead the children here play more than they work. So we choose the usual one, Sir. (Interview SHF, GT. 30 December 2023).* In support of SHF's statement above, HST also stated:

"Sometimes, sir, we use PPT. There is an LCD here. But I see that the children here only pay attention to the pictures. Not the material. Well, that is the obstacle, Sir. (Interview, HST, GT.V.30 December 2023).

From the informants' perspective above, it is clear that they can teach using PPT media, but they feel that the subject matter is not completed. The researcher sees that the students' enthusiastic attitude towards the PPT is an effective means of involving them mentally in the learning process. Through the element of student enjoyment, the teacher has the opportunity to draw the students' attention to the subject matter. The conducive atmosphere created was not well used by the teacher to draw students' attention to the core context of learning. Teachers can influence students' interest in learning through effective teaching (Lika et al., 2024).

In response to the issue of teachers' strategies in teaching students at school, the researcher offers to apply a differentiation approach to accommodate students' different learning styles. Teachers should pay attention to each student's learning style so that students can make the most of their potential. Differentiated instruction is a comprehensive approach to teaching that aims to maximise learning and minimise the achievement gap (Gheysens et al., 2020; Griful-Freixenet et al., 2020). It is appropriate and wise for teachers of Bajo children to use teaching strategies that get pupils moving and playing. The same applies to the floating of textbooks. Teachers need to be able to adapt the material in package books to the backgrounds of the pupils, especially Bajo children who are still in school.

Apart from conducting interviews with the two informants, the researcher observed their teaching preparation. The researcher found discrepancies between the design of learning activities and the teaching practices carried out by the two informants. The apparent difference lies in the syntax of the implementation of teaching approaches and methods. This finding is precious for researchers to make significant recommendations regarding the learning process. Based on the triangulation of sources and techniques, the researcher interpreted that the two informants' pedagogical skills were insufficient to deliver the subject matter effectively.



CONCLUSION

In principle, Bajo children have a high potential to attend school, but require a more specific approach. Approaches to them need to be sensitive to patterns of social interaction in daily life. Communication and information content should be based on local socio-cultural and life characteristics. This research shows that Bajo children are not able to stay in school due to three factors, namely 1) unsupportive environment, 2) irrelevant interaction habits, and 3) inappropriate learning strategies at school. Therefore, it is recommended that school principals and their teachers reformulate teaching materials, strategies and methods that are appropriate to the conditions, taking into account the learning styles of students, especially Bajo children. These strategic steps can at least make Bajo children feel happy when they are at school.

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