The Challenges and Opportunities of Underprivileged Urbanized People in Accessing Education: A Case Study in Depok City

M Syauqi Asfiya' Rihifuddin, Wiwin Windiana
Universitas Islam Internasional Indonesia, Indonesia
Universitas Islam Internasional Indonesia, Indonesia
Corresponding E-mail: m.asfiya@uiii.ac.id

Abstract

Urbanization is one factor influencing poverty in Indonesia's major cities. Urbanization in Indonesia is characterized by migration of residents from villages to cities to improve their standard of living and try their luck in the city. However, many urbanized people who move from villages to cities need more education and specific skills. As a result, they need help to find easier and more decent jobs, even though cities provide more jobs. This condition causes many urbanized people to end up as underprivileged, such as street people busking at red lights and on the streets. This research aimed to examine the challenges and opportunities faced by underprivileged urbanized people in accessing education. The research used a qualitative case study approach. The participants in this study are urbanized people who move from villages to cities but end up being underprivileged in the cities they live in. Furthermore, the researchers used an interactive data analysis by Morse (1994), comprehending, synthesizing, theorizing and recontextualizing. The findings of this study are expected to provide a true picture of urbanized people and underprivileged people's education. The results showed that the underprivileged urbanized people in Liu village, Depok, face several challenges in fulfilling their education, such as difficulty enrolling their children in public school and paying school fees. However, they are already aware of government assistance, such as Indonesian Smart Card (Kartu Indonesia Pintar/KIP) and Depok Welfare Card (Kartu Depok Sejahtera/KDS) programs, which allow them to pay their children's tuition fees which include book allowance.

Keywords: *underprivileged people, urbanized people, educational access*

Introduction

Depok is a metropolitan city in Indonesia, near the city of Jakarta. Depok City is geographically located between 60 19' to 60 28' south latitude and 1060 43' to 1060 55' east longitude. In 2023, the population of Depok City, based on population projections, was 2,145,400 people. This comprised 1,080,541 male residents and 1,064,859 female residents. The population in 2023 shows more men than women, with a sex ratio of 101. The percentage of poor people in Depok City in 2023 was 2.38 percent. This indicates a decrease of 0.15 percentage points from 2.53 percent to 2.38 percent. However, the number of poor people in Depok has continued to fluctuate from 2016 to 2023. The data are shown below.

Tahun Year	Garis Kemiskinan (rupiah/kapita/bulan) Poverty Line (rupiah/capita/month)	Jumlah Penduduk Miskin (ribu) Number of Poor People (thousand)	Persentase Penduduk Miskin Percentage of Poor People
(1)	(2)	(3)	(4)
2016	522.934	50,56	2,34
2017	556.470	52,34	2,34
2018	615.255	49,39	2,14
2019	644.860	49,35	2,07
2020	688.194	60,43	2,45
2021	705.084	63,86	2,58
2022	744.771	64,36	2,53
2023	804.984	61,95	2,38

Source: *BPS-Statistics Indonesia, Monthly Report of Socio-Economic Data March 2023*

The data above show that the poverty line for the population of Depok City experienced a decline from 2016 to 2017, followed by a decrease from 2017 to 2019. However, from 2020 to 2022, it increased each year, with a slight decrease observed in 2023. From this data, it is

evident that the poverty line for the people of Depok City has generally shown more increases than declines. Urbanization is one factor influencing poverty in Indonesia's major cities. The definition of urbanization is the migration of residents from villages to cities to improve their standard of living and try their luck in the city (Huda, 2016). Furthermore, Mila Freire and Richard Stern (2012) define urbanization as having two components: first, urbanization as a phenomenon of rural to urban migration and increasing geographic concentration of population and non-agricultural activities in urban environments. Second, urbanization as the geographic spread of urban values and behavior, as well as organizations and institutions (Freire & Stern., 2012). Urbanized people's poverty happens when they fail to find decent jobs, by and large due to lack of education and skills. These urbanized people eventually fall into poverty in cities because they cannot compete for jobs and therefore become unemployed.

As a result, many experts see the problem of poverty and inequality as a ticking time bomb that can explode at any moment, threatening human life, particularly in urban areas (Huda, 2016). This means that poverty in Indonesia's major cities has increased among the population, which implies there will be an increase in environmental changes, which may have to be borne with high costs, not only by the region concerned but also by the wider environment. Based on the data presented above, it is conceivable to conclude that the rapid rate of population growth and urbanization in big cities has always resulted in an increase in basic needs, one of which is the need for education, particularly for underprivileged urbanized people.

Education is one of the key determinants of human improvement success. Education is essential for leading a fulfilling and dignified life and shaping the broader human capabilities at the heart of development. Education significantly impacts a developing country's ability to absorb modern technology and develop the capacity for long-term growth and development. The fact that education contributes significantly to economic development has become axiomatic. Several theoretical and empirical research studies have established its legitimacy (Huda, 2016).

Education not only produces qualified human resources with knowledge and skills, but it can also foster a healthy and conducive business environment for economic growth. As a result, investing in education benefits not only individuals, but also the business community and the general public. Education at all levels and in all circles will undoubtedly increase people's income and productivity. Education is a means of achieving social and economic well-being. Meanwhile, failure to invest in education will result in a slew of critical issues such as unemployment, crime, drug abuse and welfare dependency, all of which will place a sociopolitical burden on the government.

Cities generate more jobs than villages due to the concentration of economic activity (Todaro & Smith, 2012). However, as stated in the preceding paragraph, the majority of jobs require knowledge and skills that can be obtained through the educational process. However, many urbanized people who move from villages to cities need more education and specific skills to more easily find decent jobs, even though cities provide more jobs. These are the issues that cause urbanized people to be impoverished. As a result of these considerations, it is critical to investigate further how urbanized people who become underprivileged develop their education in their new city; additionally, the current study investigated the challenges and opportunities of those underprivileged urbanized people in accessing education.

Many studies have been conducted on poor urbanized groups in Indonesia (Alie & Elanda, 2021; Saija et al., 2021; Hidayat, 2020; Sevrianda & Putri, 2019; Sabirin, 2017; Purwantini, 2016); one of the findings revealed that economic activities and development programs are more concentrated in cities and migration of rural residents to cities is unavoidable. Rural residents migrate to cities in search of economic opportunities. However, urbanization causes issues for city governments, particularly those in charge of meeting the populace's needs. Growing housing needs and supporting facilities and infrastructure are critical issues for the rapidly growing urban population. Indeed, collaboration across the government and private sector is essential to ensure housing is affordable for low-income people in Indonesia (Susilawati, 2018),

including for the poor and migrants, who primarily earn a low and uncertain income. The last group, however, appears to be excluded from the benefits.

Because of their limited financial resources, most poor and rural-to-urban migrants cannot afford to live in government-provided housing. This forces them to live in slums and squatter settlements with inadequate housing and infrastructure. As a result, city governments must make additional efforts to provide affordable housing for the poor. There are also studies about poor urbanized people worldwide, in the UK (Dorato, 2020), Australia (Kuddus et al., 2020), the US (Chauvin et al., 2017) and Canada (Meij et al., 2020). One of the outcomes of these studies is concerned with the negative impact of urbanization on both developed and developing countries, as well as wealthy and poor populations within those countries, addressing issues related to public health problems in cities. Furthermore, this discussion encourages wealthy people and nations to become more informed about the challenges that may arise when their regions experience urbanization without the necessary social support and infrastructure.

In addition, there are studies about education for underprivileged people in Indonesia (Agus et al., 2016; Satria et al., 2015; Amaliah, 2015; Uswandhian & Sokhivah, 2022; Muazzinah, 2022). According to one of the studies, there are still many issues in the availability of educational services for the poor, discriminatory services, and the accessibility of the poor to education services. The reason is the government's need for more commitment to education for the poor, as evidenced by the small budget allocated to fulfilling the basic right to education for the poor. There are also studies about education for underprivileged people worldwide, such as in Brazil and Germany (Fürstenau, 2019), India (Dey & Bandyopadhyay, 2019), Hong Kong (Fang & Liu, 2022) and Turkey (Yasun, 2018). One of the studies demonstrates the importance of informal social protection, particularly from social network sources, for the educational career paths of transnational migrants from disadvantaged social backgrounds. Another study assesses the efficacy of government support policies and practices in increasing the capacity

of marginalized members of the community to attend university. The analysis findings indicate that current policy measures are narrowly focused on remediating proficiency, necessitating the development of a comprehensive policy framework capable of mobilizing under-represented youths and enabling their long-term development.

Most studies in the existing literature discuss the challenges and opportunities for education for the poor or underprivileged only. There is a lack of studies, particularly in the context of Indonesia, that focus specifically on the challenges and opportunities of disadvantaged urbanized people, given the urbanized people trend in Indonesia, which has been discussed in the introduction section, that many urbanized people move from the village to the big city in the hope of getting a better job. This situation exacerbates them in complex ways, one of which is in the educational situation. As a result, it is critical to investigate their educational access challenges and opportunities.

Urbanized People with Socio-economic Disadvantage

Mass development in urban areas has attracted many people from various regions seeking better life opportunities. However, the opportunity to pursue this comes with the risk of competing with individuals who possess greater skills, knowledge and social capital. As a result, many people are unable to compete and have to live in uncertain circumstances and become underprivileged people in urban areas. To describe these underprivileged people, we use the term people with socio-economic disadvantages.

The term socio-economic disadvantage is closely related to the term "poverty". The term poverty attracts criticism because it means a value of judgment and is difficult to define. Poverty is more likely to be interpreted as a lack of material resources while the socio-economic disadvantage is not only related to access to material resources but also access to social resources. The socio-economic disadvantage may also be about "the complex interplay of factors such as health, housing, education, and family background, and the resulting lack of ambitions and expectations" (Whiteman, 2014).

Life in a city is like two sides of a coin, it can be positive or negative. It means positive because urban areas play multifaceted functions in all societies. They are the heart of technological development and economic growth of many nations (Kuddus et al, 2019). Urban areas can increase economic welfare with an environment that is conducive to innovation and productivity, facilitate access to workers and markets, and provide broader and better-quality infrastructure services (Roberts et al, 2019). Bhattarai (2019) also associates urban areas with better infrastructure, longer life spans, lower total fertility rates, more employment prospects from various urban-based economic activities, and obvious development in densely populated areas.

Urbanization has a negative connotation because population density is difficult to contain and causes many problems such as poverty, inequality, marginalization, a lack of resources, and inadequate social services (United Nations, 2014). The most disadvantaged in this problem are people with socio-economic disadvantages. Kuddus et al. (2019) state that poor people (socio-economic disadvantaged) must survive in slums that are unregulated, packed, overcrowded, located next to open sewers, and confined to physically hazardous places like hillsides, riverbanks, and water basins vulnerable to landslides, flooding, or industrial hazards.

Research Methodology

This study used a qualitative approach, which is an approach to understanding social problems assigned by individuals or groups (Creswell & Creswell, 2017). To gain a thorough understanding of this research, it is necessary to go over the components of the qualitative approach used, which include the philosophical assumptions incorporated into the research, the appropriate research design, and the specific methods or procedures used in conducting the research. The researchers chose the qualitative approach for two reasons. First, the study includes new processes and questions, and the data will be gathered in the participants' environment, allowing the researchers to interpret its meaning (Creswell & Creswell, 2017). Second, the

researchers will also include a small number of participants while collecting a large amount of data, along with several hours of participant interviews and various sources of information related to a single setting, such as observation (Wohlrapp, 2014).

Furthermore, the current study used a case study to answer the research questions. A case study is a type of research design in which the researchers perform an in-depth examination of a case, which is usually a process, event, program, activity, or of one or more participants. A case study was used to study the underprivileged urbanized people as a single unit because they are intensive studies of a single unit with the goal of understanding a larger group of (similar) units (Gerring, 2004). A unit, according to Gerring, is a spatially limited phenomenon. The researchers began by stating the purpose of the study, as Gay et al. (2012) did in identifying steps in the case study design process. Second, they developed preliminary research questions before conducting a literature review. Following that, the researchers created a rationale for selecting the case, including the unit of analysis and sample selection. Fifth, they devised strategies for data collection. They then interpreted and analyzed the data.

In addition, the participants in this study are urbanized people who move from villages to cities but end up being underprivileged in the cities they attend, working as beggars, scavengers and buskers. We interviewed two mothers and used triangular data sources to ensure truthfulness by conducting interviews with their two daughters and three neighbors, the total of our respondents are 7 respondents.The findings of this study are expected to provide a true picture of urbanized underprivileged people's education; additionally, it may be a consideration for policy makers to assist urbanized underprivileged people in accessing education. Furthermore, triangulated data sources will be used in this research to provide more resourceful and valid data. The goal of data triangulation is to address trustworthiness concerns (Gay et al., 2012). As a result of the findings, the researchers will interview parents, children and neighbors in order to obtain a more comprehensive picture of the topic under investigation and to cross-check information. The researchers began

data collection after attempting to negotiate entry and specifying participants. Data collection techniques in qualitative research are divided into four categories: observation, interviews, documents, and audio and visual materials (Creswell & Creswell, 2017). The current study will employ both observation and interviews.

Furthermore, the researchers assessed the possibility of participating in the situation while gathering the necessary data. However, the researchers' position prevents them from being full-participant observers in this study; instead, they are better represented as non-participant observers. If the researcher requires more background or expertise to act as an actual participant, or if the group being observed is too tightly organized for the researcher to comfortably fit in, non-participant observation is preferable (Gay et al., 2012). Furthermore, because semi-structured interviews are the most commonly used interview technique (Crabtree, 2006), the current study will use semi-structured interviews. The researchers use semi-structured interviews for a variety of reasons. For starters, it is beneficial in fostering reciprocity between the interviewer and the participant (Galletta, 2012). Second, it enables the interviewer to tailor follow-up questions based on the participant's responses (Polit & Beck, 2010).

Last, but not least, data analysis is the most difficult and important aspect of qualitative research. It is difficult because it is an intuitive, creative and dynamic process of inductive thinking, reasoning and theorizing rather than a mechanical or technical effort (Basit, 2003). Morse (1994) proposed a four-phase analysis framework: comprehending, synthesizing, theorizing and recontextualizing. According to Morse (1994), comprehension begins when the researcher collects data. The goal is to collect enough information to write an in-depth, rich and coherent description. The next step is synthesis. It combines perceptions and cases in order to identify broad and composite patterns. The next stage is theorizing, which entails compiling a coherent and comprehensive set of data. The final stage is recontextualization, which involves developing propositions that may be applicable to specific settings and populations.

Results and Discussion

As stated in the paper's title, our research is being conducted in Depok. We specifically collected data through interviews in one of the urban settlements, Kampung Lio. Kampung Lio is a squatter village in the center of Depok City, West Java. This village, where people with low economic status live, is located on the border of Situ Rawa Besar lake and frequently experiences floods whenever it rains. Additionally, fires have occurred recently due to the dense settlements (Fatin & Rahmi, 2018). Because of the community's lack of attention, the condition of this densely populated village is slum-like. The existence of an urban village generates various perspectives and imagery in observers of the city, its residents, and certain communities. Its central location frequently impacts the surrounding environment, both positively and negatively. This negative image is also directed at Kampung Lio; the image of slums and filth is always associated with the existence of this urban village, even though this village is also a living space for its residents (Widiyanti et al, 2007).

Based on the interview, most of the migrant people who live in Kampung Lio are from Indramayu, with some from Tegal. The respondents had lived in Depok for tens of years before becoming Depokese and receiving Depok identity cards; other respondents were newcomers who had only recently moved to Depok. This demonstrates that the urbanized people phenomenon has been present for a long time, and Kampung Lio is one of the villages populated by many newcomers from rural areas.

One of the respondents has three children, the first of whom is in grade 3 high school, the second of whom is in grade 5 elementary school, and the third of whom is still four years old and is taken to busk every day. Another respondent has two children in grade 6 of elementary school and another one is three years old who was taken to busk. Respondents stated that they could still meet their children's needs in elementary school and pay their school fees. All of the respondent's children in elementary school attend private schools where they must pay a monthly tuition fee of Rp. 80,000, whereas in junior high school, they have begun to have

difficulty sending their children to school, so they send their children to Sekolah Masjid Terminal (Master School), which is an alternative school provided for disadvantaged people.

This Master School accepts children whose parents have abandoned them, as well as children whose parents are involved in criminal cases, to accommodate underprivileged children such as the children of buskers, beggars and scavengers. They stated that this master's school has benefited their children's education. As a result, junior high schools send their children to free master's schools. In terms of high school, one of the respondents' children attends Citra Negara, a private school that also charges a monthly fee. Of course, sending their children to high school is a significant financial burden for them; however, they are still assisted by the master school, so even if their child no longer attends the master school, the master school still assists them in paying tuition at a private high school.

Aside from their residency status, all of our respondents have original Depok identity cards because their parents have moved them since they were children. This move is motivated by various factors, one of which is that their parents want to find a better job because it is difficult to find jobs that pay enough to cover their needs in rural areas. However, some families moved to Depok because their parents had problems, specifically because their fathers abandoned them. Their mother and children searched for their father in Depok city until they could no longer return to their area of origin. They have remained in Depok city until now.

Apart from being homemakers, respondents currently beg and bring their children under five to sing with them while their husbands work as scavengers. As one of the respondents stated below:

> My previous job before becoming a busker was as a washing and scrubbing service. However, because the income was insufficient to feed me and my child, I chose to become a busker because the income was higher. My son also accompanies me in doing this job because I can't bear the thought of leaving him at home alone.[1]

Furthermore, the respondent's neighbors in the Lio village work in the same industry as beggars, buskers and scavengers. They consider the income from this work to be better than working in the village because work is only available at certain times of the year. In contrast, buskers and scavengers can earn at least Rp. 50,000 and up to Rp. 70,000 per day, while scavengers can earn an average of Rp. 70,000 per day, which is considered much better than not working at all if they live in the village.

Nonetheless, they must meet their daily needs, and living costs in cities are higher than in villages. Furthermore, they must pay monthly rent because they do not have permanent residence. The rent paid by the respondents and their neighbors, who are also underprivileged urbanized people, is Rp. 500,000 per month which is the cheapest rent in the Lio village area. As I previously stated, to complete their children's education, they work and seek assistance from non-governmental organizations such as master schools.

Aside from financial constraints, there are several obstacles to completing children's education. The urban underprivileged people of Lio village sincerely hope their children will enter the public school. However, very tight academic competition is a challenge for the children, and the zonation system prevents them from attending public schools. One of the respondents admitted that he was ordered to pay Rp. 4,000,000 by a Depok public school staff member if his child wanted to attend a public school. Competition in the strict academic field makes it difficult for children from urbanized underprivileged families to access public

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[1] *Pekerjaan saya sebelum menjadi pengamen, pekerjaan saya adalah jasa pencuci dan gosok baju. Tetapi, karena penghasilannya hanya cukup untuk makan saya saja dan tidak cukup untuk makan anak saya, maka saya memilih untuk menjadi pengamen karena penghasilannya lebih besar. Saya juga membawa anak saya ketika mengamen karena saya tidak tega meninggalkannya di rumah sendirian (Ibu Syifa).*

schools because they are not supported by non-formal schools such as tutoring or private courses that require money. Support by tutoring and private academic courses helps children achieve good academic results. On the other hand, children of urbanized underprivileged people can still access free non-formal education such as Koran courses held by institutions and provide services for free if they want to pay sincerely.

Intriguingly, some children from disadvantaged urban areas admit to experiencing social discrimination from their classmates. As stated by one of our respondents "Oh, aren't you ashamed that your mother is a busker?"[2] They are mocked because both of their parents are buskers. However, this only happened from his classmates, even though the teachers at his school were extremely supportive of these urbanized, underprivileged children in their academics. Nonetheless, respondents from urbanization children admitted that they did not mind the ridicule and insults from their peers because their parents told them that they did not commit any crime such as stealing.

Furthermore, one mother and two neighbors admit that the government helps them a little with their children's education, such as the government providing *Kartu Depok Sejahtera*/KDS or Depok Welfare Card, identity card that function as Depok social security card and is given to targeted families as guaranteed social protection to access basic education, health, and financial services in Depok City. According to the respondent, this card is very helpful: "this card is very helpful, it is given to poor people who want to send their children to school to receive tuition and book allowances".[3] Despite having the same economic situation, however, not all respondents enjoyed the supply of KDS. One mother and one neighbor admitted having difficulty obtaining KDS and KIP. This is because their husband, who used to work in a factory, had health insurance (BPJS) covered by the factory, so they have a BPJS card. As a result, they cannot access KIP to support their children's education.

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[2] *"Ih apa kamu tidak malu kalau ibu kamu adalah seorang pengamen?" (Aad)*
[3] *"Kartu ini sangat membantu, diberikan kepada masyarakat kurang mampu yang ingin menyekolahkan anaknya untuk mendapatkan uang sekolah dan buku LKS gratis" (Ibu Fio)*

These respondents admitted to being perplexed because their husband's employer provides them with this BPJS for free.

> I was in a quandary; our family has an active BPJS card more than five years ago for free; I am worried if I am deactivating the BPJS card because I need health coverage for my family. I am also worried that I cannot pay for hospitalization if my family becomes ill, and the BPJS assists us when bad things happen.[4]

On educational awareness, some respondents stated that education is critical for their children because they do not want their children to become urbanized underprivileged people like their parents, and they believe education is one of the things that can change that. One of the respondents also hoped their children could continue their education to higher education. The respondent who had this intention admitted that no children had access to tertiary education in the Lio village complex where they lived. He wanted to be a record breaker. However, due to financial constraints, a lack of information about educational assistance, and an inability to access educational assistance due to the dilemma mentioned above, his son has not yet continued his studies to tertiary education, despite being one of the top students in his class. As a result, he ended up working in a café in Depok.

Other respondents, on the other hand, admitted that education was not important because education was meant to make money. In contrast, they had already made money by working as early as possible, such as by busking. Hence, they admitted that they did not need education for their children and would rather work because the purpose of both work and education is to make money.

Meanwhile, several respondents acknowledged that a child's education must reach high school, as evidenced by their efforts as parents to assist children in pursuing education. However, some

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[4] *"Saya berada dalam kebingungan; keluarga kami mengaktifkan BPJS berbayar lebih dari lima tahun yang lalu secara gratis; Saya khawatir jika saya menonaktifkan BPJS karena saya memiliki kesadaran kesehatan untuk keluarga saya. Saya juga khawatir saya tidak bisa membayar rawat inap jika keluarga saya sakit, dan BPJS membantu kami ketika hal-hal buruk terjadi"* (Ibu Syifa)

respondents only wanted to assist children from elementary to high school, so many underprivileged urbanized children in Liu village ended up as street children busking at red lights and on the streets.

Meanwhile, one child from the urbanization of underprivileged people is highly motivated to pursue an education. He stated *"Besides being a busker to assist my parents in meeting their daily needs, I still prioritize my education so that after finishing my class at school, I join my friends being buskers".*[5] However, some children are carried away by their work because they believe they can make money by busking. As a result, they become too lazy to go to school, and even though they believe they can be independent, they are difficult to manage, as their parents believe.

One of the respondent's children's aspirations is to attend school in the informatics department, and their parents support this as well, but due to poor economic factors, they need help. To date, no government effort has been made to improve a more decent life, such as providing training and developing skills in the community of Lio village; however, for access to education, the Depok city government has provided KDS cards. As explained, respondents felt they could not properly access information due to their limited knowledge and limited media, so they were unfamiliar with existing scholarships, particularly scholarships for higher education. Opportunities to continue to college for children are felt by children because, as previously stated, most of them have the motivation to earn their own money, and they already feel independent with the money, so they do not want to continue with their education, but some children have high motivation even though their wish has not been realized. Some mothers support their children to pursue higher education because they do not want their children to end up in their parents' condition. Some children who continue their education to senior high school admit that they receive support from their teachers even though the teacher is aware that both of their parents are scavengers and

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[5] *"Selain menjadi pengamen untuk membantu orang tua dalam memenuhi kebutuhan sehari-hari, saya tetap mengutamakan pendidikan saya sehingga setelah menyelesaikan kelas saya di sekolah, saya bergabung dengan teman-teman saya menjadi pengamen" (Aad)*

buskers. Fortunately, they do not perceive any difference in treatment from their teachers.

In line with the explanation above, the underprivileged urbanized people community in Liu village faces several challenges to fulfill their education, from elementary school to higher education. They mostly send their children to a private school where private schools require school fees every month and the payment of books and uniforms increase for the next level of education. They object more, of course, because of the cost. While there are opportunities to access education, they are already aware of government-provided cards such as KIP and KDS, which allow them to pay their children's tuition fees which include book allowance.To gain access to a good education, the noble village community must first understand the value of education, which must begin with both parents and their children so that both parents and children have the same motivation to support children's education up to university.

Conclusion

There were many challenges faced by respondents in fulfilling their children's education. First, the income earned by all respondents is very limited so the burden of their children's education costs is felt to be very large. Respondents tried to fulfill it by finding alternatives such as looking for free schools, scholarships and becoming buskers. Second, there is bullying that their children get at school due to the work background of their parents. Respondents' work is often not well received in society because it is considered not a professional job. Third, the educational background and life experience of the respondents influenced their perspective on educating their children. One respondent did not want their children to suffer the same fate as themselves, who have not had access to education since childhood. However, others responded that education is not important at all, so they choose to force their children to earn money on the streets. Fourth, respondents' knowledge of tertiary education is still limited so there is still confusion in finding information about scholarships and their financing. Fifth, educational motivation is

still dominated by economic factors, namely, to be able to access good jobs and earn lots of money.

However, various opportunities were also received by respondents to fulfil their children's educational needs. First, the government provided cards such as KIP and KDS, which allow them to pay their children's tuition fees which include book allowance. Second, the teacher provides support for their children to study at school even though the teacher is aware that both of their parents are scavengers and buskers. Third, the children have the motivation to earn their own money, and they already feel independent with money.

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