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POST-PEASANT MARGINALIZATION: EDUCATION AND INCOME IMPLICATION

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Abstract

Peasant is an occupation mostly found in rural areas. Peasant has no land (landless agriculturalist) and only cultivates the landlord's land (Holmes, 1983, p. 734). In this situation, peasant tends to be marginalized or receives no rights in agricultural production factors, loan access and even market access. This is worsen by the entry of capitalism to the rural areas that marginalizes the peasant's right even more. Marginalization to peasant continues. Here, the author called it as Post-Peasant Marginalization. Post-peasant marginalization shows that being lack of rights to the agricultural resources, peasant will still and continue to be in the life circle without fulfillment of basic needs of education and economy, which in this case, the income. Using quantitative method, the author conducted a survey in 3 villages in Tumpang Subdistrict: Wringinsongo Village, with the sample of 45 respondents, Jeru Village of 48 respondents and Pulungdowo Village of 48 respondents. With Kendall correlation analysis with the significance rate of 5% between the variable of education level and income, it was found that the score of .sig was 0.00; 0.001; 0.001 respectively which was less than the score of .sig 0.005 that shows the significant relation between the level of education and level of income. It was found that the

majority people in the village who works as peasant have only elementary school education and monthly income between IDR 500.000-IDR 1,000,000 or between 38USD-75USD. This shows that the low education is correlated to the low income. The low aspect of education and economy has indicated that peasant has still no access to decent life. Peasant has been the marginalized community in the midst of massive development in all sectors. Post-peasant marginalization shows that being lack of rights to the agricultural sector, peasant will still and continue to be in the poor life circle as indicated by the low level of education and level of income.

Keywords

Education, Income, Peasant, Post-Peasant, Basic Needs, Marginalization

1. Introduction

Tumpang subdistrict is one of the subdistricts in Malang Regency, East Java, Indonesia. This subdistrict is an agricultural society with the primary potential of agriculture produce of rice, vegetables and fruits. Administratively, Tumpang subdistrict covers 15 villages.

Most people make a living as peasant. It is also shown by the survey result in 3 villages of Jeru, Wringinsongo, and Pulngdowo that shows peasant as the majority occupation. The existence of peasants has added social class in the rural community where the dominant relation lies on the landlord and the peasants are the subordinate. The social class in rural areas is also strengthened by the difference among the farmer classes. The farmer with capital will have investment opportunity and control the production factors while the farmer with less-capital (peasants) will eventually separated from the production factors and enter the proletariat group.

Furthermore, the difference among classes - the landlord and peasants - is the basis of inequality in the community and the emergence of class awareness. Class awareness that emerged in the peasant community in the post socialist-capitalism of Eastern Europe has manifested in the Post Peasant Populism in form of political mobilization that developed into a class relation and past identity where the movement carried out a liberation message from populism as influence by the politics and religion (Buzalka, 2008, p. 766)

In the case of small farmers, it was found that peasants have been dominated in terms of control and the class awareness emerged as the effort of liberation. The effort of liberation was

directed to the system reference in the past where the populist nature and the absence of social class was the paradigm adopted in the post socialist-capitalist.

The emergence of liberation efforts by the peasants could not be separated from their immense difficult life environment. This includes the small farmers who suffered to afford their life necessities. Marginalization of farmers has appeared in all aspects of life including the education. In general, farmers have low level of education as a result of less education facilities and the low awareness of education. The effect was that in general, they also have low income. This low income has in turn caused them to have difficulty in accessing other necessities

Research location has been known that peasant emerges as majority livelihood. They have been included in community/farmers group. If there are any economy obstacles, farmer group will overcome it. Farmer group are the key development and subject in agriculture sector. In another hand, there is a lot of empowerment activity such aid which has been given by community or agency to enhancing farmer capacity in Indonesia. Farmer empowerment also has been referred to learning, innovation and ICT. The interaction between the facilitators (the government, agricultural expert, educational institution, a private institution, and other stakeholders) and the participants (farmer's group) can collaborate to give the empowerment strategies (input) to the farmer's group through the transformation of knowledge program (Desiana & Aprianingsih, 2017)

Farmer empowerment also conducted in another country, Ghana. Masara N'arziki Programme is an input credit project established in Northern region of Ghana with the aim of reducing rural farmers' poverty. The programme is giving them has enabled them to educate their children, have access to quality inputs, built houses, buy motorcycles and vehicles to ease transportation of their farm inputs and produce and some marry from their farm benefits. (Tanko, 2017)

The empowerment effort tries to eliminate peasant marginalization. The research issues that to be presented is how is the social, economy and education of peasant after they got strengthening from outside. Are they still experiencing marginalization? or can they release from marginalization?

To analyze marginalization issue, author emphasizes at education and economy issues. Education and economy are seen as society basic necessity. Nearly a quarter of Indonesian adults living in rural areas failed to complete primary school. The rural-to-urban education deprivation

ratio was constant in the range of 2.00–2.25 (Hanandita & Tampubolon, 2016). Moreover, nearly half (46 %) of adult Indonesians were income poor in 2003, but a decade later, the figure improved significantly to 8 % (Hanandita & Tampubolon, 2016)

Throughout education and economy are categorized well, the peasant will quit form marginalization. Education and economy are considered able to enhance peasant capacity to access land, rent and labor. They will easier to access better life.

Education and economy is the two sides of a coin. Education was believed as the path towards social change in terms of income increase. In 1910, in Illinois, United States of America, in Prairie community, there was an increase in the number of people that participated in higher level of education, and the increase requirements of white collar workers such as pharmacists and engineers (Goldin & Katz, 2000, pp. 792–793).

This research aims to explore research questions: 1) How is the level of peasant education in 3 villages? 2) How is the level of peasant income in 3 villages? How is the relationship between education and income in 3 villages? 4) How is peasant condition right now in 3 villages?

The scope of the study was limited at 3 villages where majority occupation is a peasant. The choice of three villages became current study to look peasant condition. Research about peasant in Indonesia, especially Java, has conducted previously. Peasant condition in Java is categorized as disadvantages condition. Many of Java peasant are surrounded by poverty. This condition is compounded by social structure condition that is not giving special right/guarantee for them. The current condition has changed, where peasant have been empowered by agency/community. They got seeds aid, modal and agriculture production tools. Empowerment targets farmer group. Although the empowerment is not directly targeting at peasant, there is agency/community/government's effort to enhance peasant economy in rural.

In this stage, the researcher wanted to describe the condition of peasants after being marginalized from the agricultural production factors. In order to observe the factual condition, the researcher focused the analysis to relate the variable of the level of education and the level of income of the peasants in rural areas to gain the general picture of farmers in Post Peasant Marginalization. The hypothesis offered in the research was H1: There is a relationship between the level of education and level of income in Jeru Village, Pulungdowo Village and

Wringinsongo Village and H₀: There is no relationship between the level of education and level of income in Jeru Village, Pulungdowo Village and Wringinsongo Village.

2. Methods

The research used 2 research methods, quantitative and qualitative research. The research method was quantitative research and the analysis utilized SPSS (Statistical Package of Social Science) program. The type of quantitative research utilized non-parametric inferential to discover the relationship of 2 variables on the ordinal and nominal data. The research uses primary and secondary data. Primary data was obtained from the questionnaire distributed to three villages with each sample as follows: Wringinsongo Village with the sample of 45 respondents, Jeru Village of 48 respondents and Pulungdowo Village of 48 respondents. Sampling technique used in this research was random sampling taken from a number of respondents of the existing population. Data analysis used in this research was Kendal Rank with SPSS.

Obtained data were given code and rank. Afterward, data were analyzed by Rank Kendall. A decision to testing hypothesis uses alpha 0.05. If the significant value/alpha less than 0.05 then H₁ accepted and H₀ rejected. If the significant values/alpha more than 0.05 then H₁ rejected and H₀ accepted.

The next hired method is qualitative methods. Qualitative methods are method containing material interpretation practices which made visible world. This method tries to interpret phenomena in interpretation point of view given by society to them. Methods of data collecting used observation, field note and documentation study (journal and research). The application of this methods aims to support quantitative methods. These methods try to interpret data which is obtained from quantitative/statistic analysis. Specifically, qualitative methods used generic methods. Generic qualitative methodology explores the participant's report of their subjective experience with interview data, questionnaires, or surveys. Data analysis can be inductive, theoretical, or thematic, and analysis largely includes searching for repeated patterns of data to create themes. (Willgens, Cooper, Lilyea, & Langtiw, 2016)

3. Result and Discussion

3.1 Description of Education and Income in 3 Villages

Based on the questionnaire distributed in three villages, the level of education attended by the community as well as the level of income was obtained. In Jeru village, the level of education last attended by the people was only elementary school that accounts for 62.5% and the income was relatively low, which is IDR 500,000-IDR 1,000,000 per month that accounts for 31.2%. Detailed explanation is given in the table below:

Table 1: *Type of Last Formal Education Attended by People in Jeru Village*

Type of Education	Frequency	Percent
Unanswered	1	2.1
Primary School/elementary school	30	62.5
Junior High School	9	18.8
Senior High School	6	12.5
Bachelor Degree	2	4.2
Total	48	100.0

Source: Questionnaire analysis using SPSS, 2017

Table 2: *Head of Household Income in Jeru Village*

Amount of Income	Frequency	Percent
0	2	4.2
IDR 500,000-IDR 1,000,000	15	31.2
>IDR 1000,000-IDR 1,500,000	6	12.5
>IDR 1,500,000-IDR 2000,000	9	18.8
>IDR 2000,000-IDR 2,500,000	8	16.7
>IDR 2,500,000	8	16.7
Total	48	100.0

Source: Questionnaire analysis using SPSS, 2017

In Pulongdowo village, the level of education last attended by the people was only elementary school that accounts for 60.4% and the income was relatively low, which is IDR 500,000-IDR 1,000,000 per month that accounts for 43.8%. Detailed explanation is given in the table below:

Table 3: *Type of Last Formal Education Attended by People in Pulungdowo Village*

Level of education	Frequency	Percent
Primary school/elementary school	29	60.4

Junior High School	6	12.5
Senior High School	10	20.8
Bachelor Degree	1	2.1
Total	46	95.8
Unanswered	2	4.2
Total	48	100.0

Source: Questionnaire analysis using SPSS, 2017

Table 4: *Head of Household Income in Pulungdowo Village*

	Frequency	Percent
IDR 500,000-IDR 1,000,000	21	43.8
>IDR 1000,000-IDR 1,500,000	8	16.7
>IDR 1,500,000-IDR 2000,000	3	6.2
>IDR 2000,000-IDR 2,500,000	8	16.7
>IDR 2,500,000	8	16.7
Total	48	100.0

Source: Questionnaire analysis using SPSS, 2017

In Wringinsongo village, the level of education last attended by the people was only elementary school that accounts for 25% and the income was relatively low, which is IDR 500,000-IDR 1,000,000 per month that accounts for 43.8%. Detailed explanation is given in the table below:

Table 5: *Type of Last Formal Education Attended by People in Wringinsongo Village*

Level of education	Frequency	Percent
Primary school/elementary school	25	54.3
Junior high school	11	23.9
Senior high school	7	15.2
Bachelor degree	2	4.3
Total	45	97.8
Unanswered	1	2.2
Total	46	100.0

Source: Questionnaire analysis using SPSS, 2017

Table 6: *Head of Household Income in Wringinsongo Village*

	Frequency	Percent
0	21	2.2
IDR 500,000-IDR 1,000,000	8	28.3
>IDR 1000,000-IDR 1,500,000	3	41.3
>IDR 1,500,000-IDR 2000,000	8	10.9
>IDR 2000,000-IDR 2,500,000	8	8.7

>IDR 2,500,000	21	6.5
Total	8	97.8
Unanswered	3	2.2
Total	46	100.0

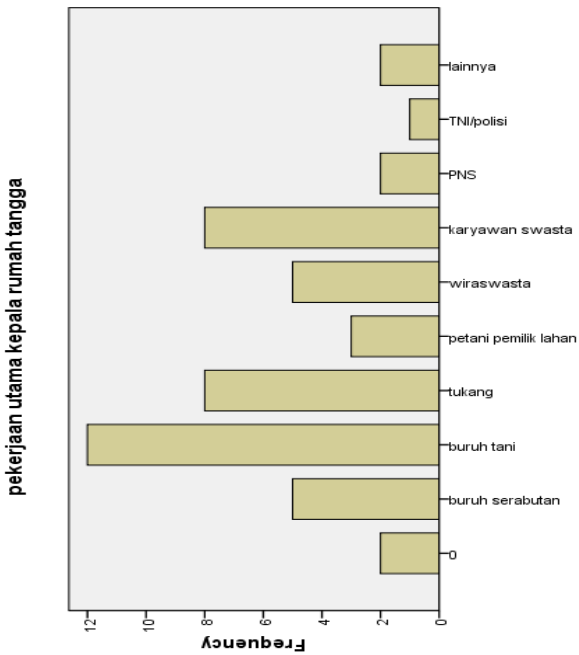
Source: Questionnaire analysis using SPSS, 2017

3.2 Largest Occupation in 3 Villages

In each village, the largest group of occupation is peasants with the Jeru Village accounts for 25%, Pulungdowo Village 50% and Wringinsongo Village 25%.

Table 7: Types of Occupation in Jeru Village

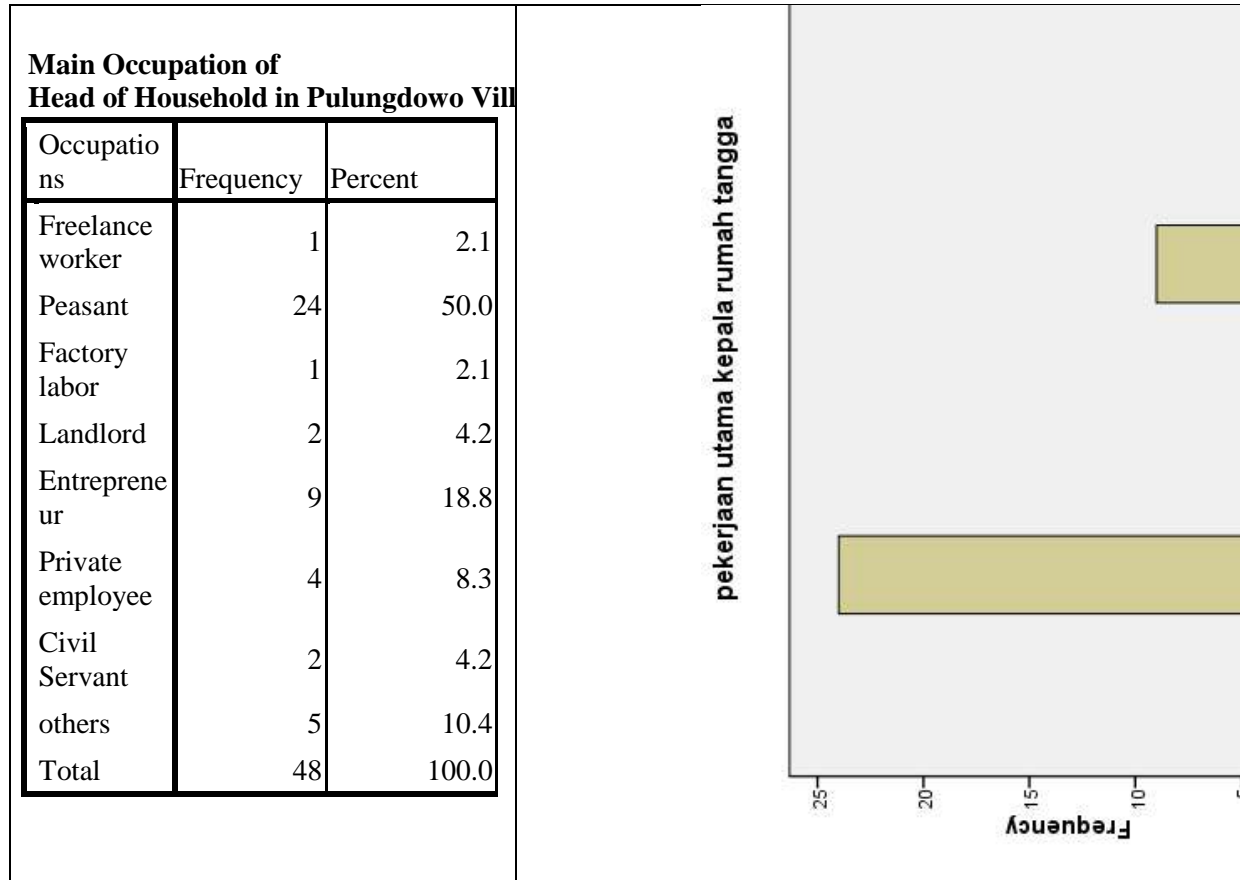
Main Occupation of Head of Household in Jeru Village		
Occupations	Frequency	Percent
0	2	4.2
Freelance worker	5	10.4
Peasant	12	25.0
Craftsman	8	16.7
Landlord	3	6.2
Entrepreneur	5	10.4
Private employee	8	16.7
Civil Servant	2	4.2
Army/police	1	2.1
others	2	4.2
Total	48	100.0



Occupation	Frequency
lainnya	2
TNI/polisi	2
PNS	3
karyawan swasta	5
wiraswasta	5
petani pemilik lahan	6
tukang	8
buruh tani	12
buruh serabutan	8
0	2

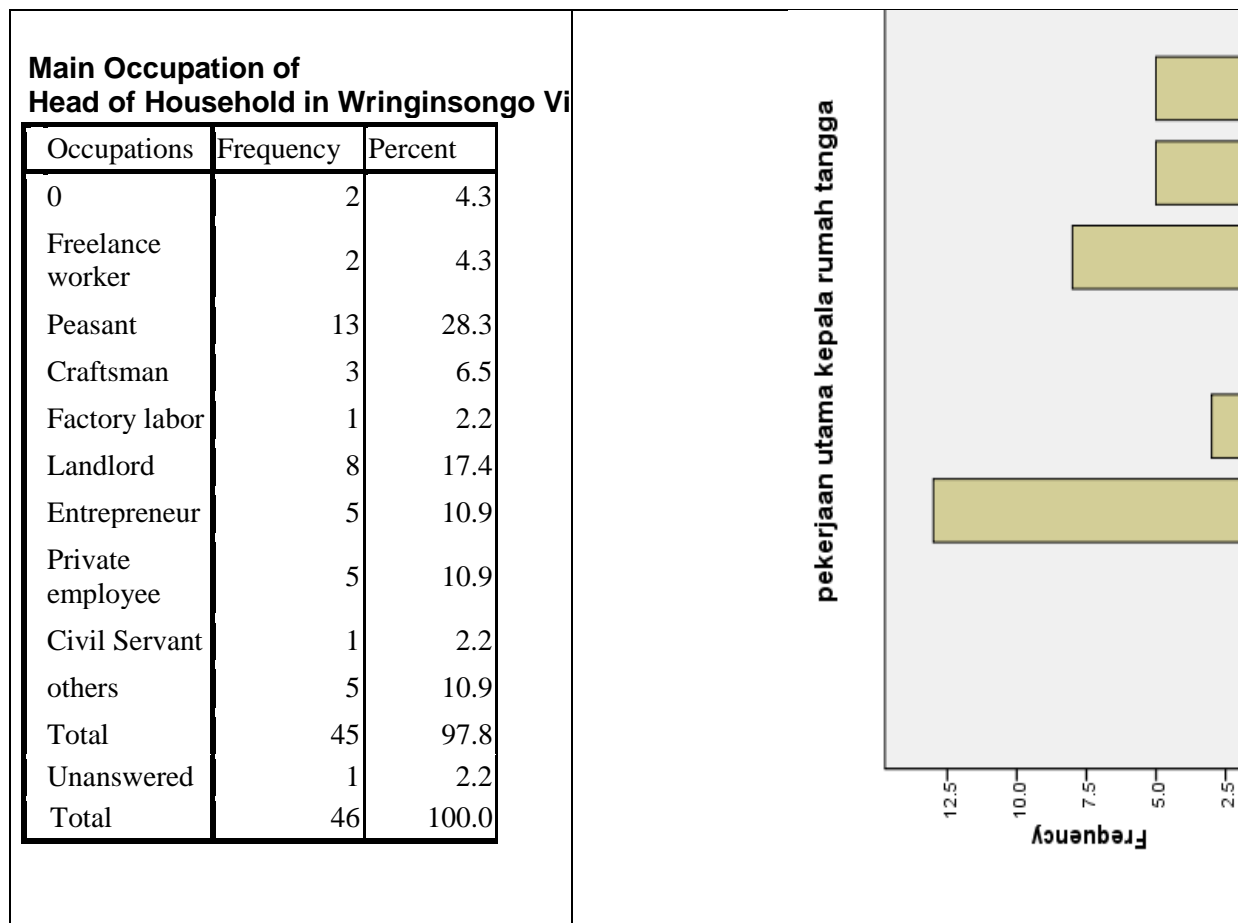
Source: Questionnaire analysis using SPSS, 2017

Table 8: Types of Occupation in Pulungdowo Village



Source: Questionnaire analysis using SPSS, 2017

Table 9: Types of Occupation in Wringinsongo Village



Source: Questionnaire analysis using SPSS, 2017

3.3 Correlation Analysis in Jeru Village, Pulungdowo Village, Wringinanom Village

Variables of level of education and level of income will be correlated in each village. The correlation will be used as the basis to understand the condition of peasant which, in majority, has the highest frequency than other occupations.

The hypothesis to be tested was H0, that is there is no significant relationship between the level of education and level of income in Jeru Village, Pulungowo Village and Wringinanom Village and H1, that there is significant relation between the level of education and level of income in Jeru Village, Pulungowo Village and Wringinanom Village. Using Kendal Rank analysis with SPSS program, the following correlations were obtained:

Table 10: Correlation Coefficient in 3 Villages

No.	Name of Village	Correlation Coefficient	Data Interpretation
1.	Jeru	0.397 (n=48)	Correlation coefficient shows positive relationship if X is high then Y is high, and vice versa, and the relationship is moderate/fair
2.	Pulungdowo	0.306 (n=48)	Correlation coefficient shows positive relationship if X is high then Y is high, and vice versa, and the relationship is moderate/fair
3.	Wringinsongo	0.362 (n=45)	Correlation coefficient shows positive relationship if X is high then Y is high, and vice versa, and the relationship is moderate/fair

Source: Questionnaire analysis using SPSS, 2017

From the analysis result of SPSS above, it is known that the three villages have the same result in observing the relationship between the level of education and level of income. It can be shown that the coefficient was between 0.306-0.397 that shows non-significant or weak relationship. In this case, the level of education and level of income has fair relationship.

Table 11: Conclusion to Hypothesis

No.	Name of Village	Significant Value	Significance Level in Use	Decision	Conclusion
1.	Jeru	0.001 (n=48)	0.05	.Sig value < Level of .Sig H1 is accepted H0 is rejected	There is relationship between the level of education and level of income in Jeru Village
2.	Pulungdowo	0.019 (n=48)	0.05	.Sig value < Level of .Sig H1 is accepted H0 is rejected	There is relationship between the level of education and level of income in Pulungdowo Village
3.	Wringinsongo	0.006 (n=45)	0.05	Sig value < Level of .Sig H1 is accepted H0 is rejected	There is relationship between the level of education and level of income in Wringinsongo Village

Source: Questionnaire analysis using SPSS, 2017

From the analysis, it is found that the three villages show relatively fair/moderate relationship result and it can be concluded that the result is significant. It is because the three villages show significant value lower than significant rate determined by the researcher, which is 0.05. The data shows that H1 is accepted and H0 is rejected, meaning that there is significant relationship between the variables of level of education and level of income in Jeru Village, Pulungdowo Village, and Wringinsongo Village.

3.4 Post-Peasant Marginalization: Implication to the Education and Income

The survey result from three villages of Jeru, Wringinsongo and Pulungdowo shows that the largest occupation group in the villages is peasants. Jeru Village has 25% people working as peasants; Wringinsongo has 28.3% and Pulungdowo has 50%.

Peasant is an occupation mostly found in rural areas. Peasant has no land (landless agriculturalist) and only cultivate the landlord's land (Holmes, 1983, p. 734). Usually, they receive daily or weekly wage. Peasant is a social structure/class and the relation in this structure/social class compose a network/class connection between those live in the rural areas and urban areas (Post, 1972, p. 338). This means that the farmer is the cultivator of rural potential to support the urban needs. The real phenomenon of the agricultural cultivation is that they have low economic and political status (Post, 1972, p. 338).

Peasant also means the agricultural agent of change in the Javanese rural communities which cannot be separated from the green revolution and distribution of rapid agricultural capitalization. It is also strengthened by the modernization in agriculture owned by the capitalist (capital owner) that sharpen the relationship with peasants and eliminate the poverty sharing institution (Hart, 1988, p. 256). Poverty sharing is a survival mechanism of farmers in Java in responding the age development and the many necessities and number of family members. A piece of land is divided to the children to accommodate the needs. Therefore, everyone has its share although small. This is where the poverty is shared and therefore the implication is that there is no sharp emergence of social class due to evenly distributed shares. The presence of green evolution has dropped the institution and brought the structure of relationship of power between the peasants and landlord.

The emergence of relations that beyond the peasants' power has made them even more powerless. The lack of bargaining power in the community has made the peasants to be dependent to the social structure above although they have the very important role in the rural

agriculture. This conform the statement of (Kahn, 1985, p. 49) that peasants are small farmers with high contribution to the national production in the community, however they are dominated by more powerful class, bureaucracy and structure/environment.

The result of this domination is that the peasants were restricted in terms of movement and even they have difficulty just to afford their basic needs. Peasants were considered as the part of community that failed to adapt to the progress and modernization, even in Poland, Europe, the anti-peasant policy was once applied in 1950 (Buzalka, 2008, p. 760). Peasant, in this case, is not only limited to agricultural labor but also those who have migrated to the urban areas with fair skill to enter informal sectors.

After peasants were forged by the structure of life and the lost of rights in agricultural sector, the inequality is actually still experienced by the peasants. This is what made the author came into a term of Post Peasant Marginalization. Post-peasant marginalization shows that being lack of rights to the agricultural sector, peasant will still and continue to be in the poor life circle as indicated by the low level of education and level of income. The low aspect of education and economy has indicated that peasant has still no access to decent life. Peasant has been the marginalized community in the midst of massive development in all sectors.

From the data above, it can be known that the level of education and level of income is the two sides of a coin in a fair/moderate category. In the rural area, education is not the primary concern. Peasants as the most profession of the rural community do not consider the education as the important aspect to increase the income. In contrast, education is seen as the costly activities. With this situation in place, the peasants will find it difficult to increase the living standard. Peasants were in the endless circle of poverty. With low level of education, the level of income will be low and the bargaining position will also be low.

Farmers in Iowa, United States of America, began to realize this. This is proven by the increasing number of parents that send their children to attend the school, although in the end, they can work outside the agriculture sectors, but in case they return to the agriculture sectors, they can improve the productivity of agriculture and eventually increase their income (Goldin & Katz, 2000, p. 801). It is related to the knowledge of the pupil that can be utilized in solving the agricultural problems. However, the condition is rather different to the farmers, especially peasants in Tumpang Subdistrict, Malang, Indonesia. They usually have less awareness to

education. They prefer to work for money. Plus, the family cannot afford the high cost of education.

Other researches showed that education for rural community has no direct impact to the agricultural productivity in Kenya, Africa. Nevertheless, the education still has determination in terms of economic distribution (Psacharopoulos, 1985, p. 565). The relationship between the education and economy was also seen in non-white women of the United States of America that education has direct impact to income, although the income is still lower than men. (Brunner & Wayland, 1958, p. 24). This statement is also supported by the case in Malaysia that implicitly, the education gave clarity to the individual income (Hoerr, 1973, p. 254).

4. Conclusion

In Jeru village, the level of education last attended by the people was only elementary school that accounts for 62.5% and the income was relatively low. In Pulungdowo village, the level of education last attended by the people was only elementary school that accounts for 60.4% and the income was relatively low. In Wringinsongo village, the level of education last attended by the people was only elementary school that accounts for 25% and the income was relatively low.

The correlation between variables of level of education and level of income is closely related with the significance result of 0.0001, 0.019 and 0.006. The data shows that H1 is accepted and H0 is rejected, meaning that there is significant relationship between the variables of level of education and level of income in Jeru Village, Pulungdowo Village, and Wringinsongo Village, however the relationship is fair/moderate. In the rural area, education is not the primary concern. Peasants as the most profession of the rural community do not consider the education as the important aspect to increase the income. In contrast, education is seen as the costly activities. With this situation in place, the peasants will find it difficult to increase the living standard. Peasants were in the endless circle of poverty. With low level of education, the level of income will be low and the bargaining position will also be low.

Post peasant marginalization is a term that describe the condition of peasants after suffering from the lost of rights in agricultural sectors. The mediating factors which lead to the marginalisation of peasants are: 1. The land peasants have/can access 2. The peasants' freedom to control land 3. The peasants' possibilities for earning or accessing money 4. The peasants'

freedom to allocate their own labour time and 5. The peasants' access to markets and traders (Naranjo, 2012). After marginalization, peasants will still and continue to be in the circle of poverty as indicated by low education and low income. The low aspect of education and economy has indicated that peasant has still no access to decent life.

The limitation of this research just explored peasant basic necessity from 2 aspect: education and income. For future research, it is recommended to explore marginalization aspect from other life necessity, such: health/knowledge about health care, household decision making (gender issue), demography performance: natality, mortality, and migration.

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