

THE INFLUENCE OF ECONOMIC CONDITIONS ON CHILDREN'S EDUCATION LEVEL IN TASIKREJO VILLAGE, ULUJAMI SUB-DISTRICT, PEMALANG DISTRICT

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ABSTRAK: Salah satu hambatan utama bagi anak-anak di desa untuk mendapatkan akses yang optimal ke pendidikan adalah ketidaksetaraan akses terhadap pendidikan karena faktor-faktor seperti kondisi ekonomi keluarga yang kurang baik, tingkat pendapatan keluarga yang rendah, keterbatasan akses ke sumber daya pendidikan, dan tingkat pengeluaran keluarga. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis pengaruh kondisi ekonomi terhadap Tingkat Pendidikan anak di Desa Tasikrejo, Kecamatan Ulujami, Kabupaten Pemalang. Metode penelitian yang digunakan adalah metode kualitatif untuk melakukan studi kasus dengan maksud untuk memberikan hasil analisis data mengenai pengaruh ekonomi terhadap Pendidikan di Desa Tasikrejo. Hasil penelitian menunjukkan bahwa tingkat pendidikan anak dipengaruhi secara signifikan oleh kondisi ekonomi keluarga. Beberapa komponen ekonomi, termasuk pendapatan keluarga, akses ke sumber daya pendidikan, dan tingkat pengeluaran keluarga, secara keseluruhan mempengaruhi tingkat pendidikan anak di desa tersebut. Temuan ini menunjukkan betapa pentingnya faktor ekonomi untuk meningkatkan akses dan kualitas pendidikan anak di daerah pedesaan. Akibatnya, untuk meningkatkan kondisi ekonomi dan pendidikan anak di Desa Tasikrejo dan daerah sejenisnya, pemerintah, masyarakat, dan pihak terkait lainnya harus melakukan tindakan yang terfokus dan terintegrasi.

Kata kunci: Pendidikan, rendah, orangtua, ekonomi, anak-anak.

ABSTRACT: One of the main barriers for rural children to optimal access to education is unequal access to education due to factors such as poor family economic conditions, low family income levels, limited access to educational resources and family expenditure levels. This study aims to identify and analyze the effect of economic conditions on children's education levels in Tasikrejo Village, Ulujami Sub-district, Pemalang District. The research method used is a qualitative method to conduct a case study with the intention of providing the results of data analysis regarding the influence of the economy on education in Tasikrejo village. The results show that children's education level is significantly influenced by the economic condition of the family. Several economic components, including family income, access to educational resources and the level of family expenditure, overall affect children's education levels in the village. This finding shows how important economic factors are for improving children's access to and quality of education in rural areas. Consequently, to improve children's economic and educational conditions in Tasikrejo village and similar areas, the government, community and other relevant parties should take focused and integrated actions.

Keywords: Education, low, parents, economy, children.

1. INTRODUCTION

Indonesia has thousands of islands and diverse ethnic groups with different customs. As Indonesia is an archipelago, education is only given attention in areas that are accessible to the central and local governments, while remote areas are neglected or do not receive adequate attention. As a result, people in remote areas lack or even never receive a perfect education like people in urban areas.

The government has mostly promised to improve the quality of education, especially in remote areas, but many schools in remote areas still lack the necessary facilities and infrastructure. For example, the rooms are poor, the school walls are broken, the desks and benches used by students are almost broken, and there are not enough teachers. (Yuniati, 2019)

Education and the development of society are inseparable. Education has the ability to improve the quality of human resources so that they are able to compete and improve their skills in accordance with the objectives of national education, making it a valuable asset for everyone. This greatly affects the progress of society and the nation. (Maghfirah, 2019)

All countries agree that education is the most important thing. One of the components that determines the progress of a country is the quality of education. In other words, the progress of a country can be seen from the quality of education; a country that has a poor quality of education will be left behind. UNESCO (United Nations Educational, Scientific, and Cultural Organization)—also known as the UN Educational, Scientific, and Cultural Organization—has stated since 1972 that education is the key to building and improving countries.

Students who drop out of school hinder the progress and improvement of human resources in Indonesia. This includes educational issues that need to be addressed immediately. Indonesians will become uncompetitive if they drop out of school, as they will lose knowledge and skills.

In 2022, there will be 4,087,288 school-age children (7–18 years old) who are out of school, an increase from 3,939,869 children in 2021. The total number of school-age children out of school in 2022 is broken down as follows: 491,311 dropouts in the new school year, 252,991 mid-level dropouts, 238,320 dropouts who did not continue to higher education, and 3,356,469 recorded dropouts in the previous school year. (DPR RI, 2023)

Indonesia's education system, which is based on a national system, is not in line with reality. The following factors may indicate this: a weak management sector; a lack of support from the government and the community; poor educational resources; and, finally, poor learning evaluation standards. Therefore, an ideal education system is still far from reach. Different solutions, such as updating the curriculum nationwide, still face many significant challenges. To overcome this situation, changes are needed that thoroughly consider various aspects, such as Indonesia's government, economy, society, and culture. (Munirah, 2015)

Compared to other countries in the world, education in Indonesia is currently considered quite low. The results of the 2018 PISA survey on secondary education systems around the world, released in 2019, showed that Indonesia ranked 74th out of 79 countries surveyed. In other words, compared to other countries, Indonesia is in the 6th lowest position. Taking into account the current situation, Indonesia must continue to make the best efforts to realize education in accordance with the objectives of national education, as stated in Article 3 of Law Number 20 of 2003 concerning the National Education System, which intends that education should develop the potential of students to become human beings who are devoted to God Almighty, knowledgeable, pious, noble, creative, independent, and can become democratic citizens. (Kurniawati, 2022)

The quality of Indonesia's human resources should be better with education, but unfortunately it is not. Many factors hinder the progress of education in Indonesia, mainly because the quality of education in Indonesia is very low compared to other countries in the world. Kurniawan states that other factors that can affect the success of the education system include learners, the role of teachers, the state of the economy, facilities and infrastructure, and the environment.

Children who drop out of school experience neglect due to the treatment and attitudes of their parents, who do not pay attention to the child's need for a proper education and do not give sufficient attention to their growth. According to Law No. 23/2002, a neglected child is defined as a child whose needs are not reasonably met, including their physical, mental, spiritual, and social needs. Many children in Indonesia, especially on the research sites, drop out of school for various reasons. Despite the attention of their parents, they still drop out of school. (Soetrisnaadisendjaja & Sari, 2019)

A very important right for children is the right to education. At the very least, parents, educational institutions, and the government should work together to fulfill this mandatory right. Education can only be done if all parties, namely parents, community institutions, schools, and the government, are willing to support the process. In Warabanyak Village, many factors influence the phenomenon of children dropping out of school. Internal factors include the income of family heads and their level of education, and external factors include community culture. Parents' views on the importance of education are thought to be influenced by these factors. In addition, the family head's level of awareness about education also contributes to the child's educational development. The lower the family head's awareness of education, the lower the child's awareness of schooling, resulting in an increased dropout rate. (Wassahua, 2016)

There are two main solutions to address the above issues. The first is a systematic solution, which involves changing the social system relating to the education system. In Indonesia, the current education system is governed by the economics of capitalism, or neoliberalism, which holds that the state should minimize its role and responsibility in public affairs, including education financing. Consequently, an Islamic economic system should replace the current capitalist system, which outlines that the government will be responsible for all of the country's education financing. Second, technical solutions are directly related to education. These solutions, for example, solve the problems of teacher quality and student achievement by improving welfare. They also solve the problem by funding teachers to pursue higher education and providing various types of training to improve teacher quality. Student achievement decreases by improving the quality and quantity of subject matter, by improving the quality and quantity of subject matter, and by increasing the amount of time spent on the subject.

This research is expected to provide benefits and good examples for the development of science, especially in the field of education and teaching. The purpose of this paper is to talk about the poor quality of Indonesian education today. It is hoped that this paper will make everyone aware of the need to fix and improve Indonesian education to prepare quality citizens.

2. METHOD

This research uses qualitative methods to conduct case studies with the intention of providing the results of data analysis regarding the economic influence on education in Tasikrejo Village. Qualitative research methods are research methods used to research natural object conditions, where the researcher is the key instrument, data collection techniques are triangulated, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. In qualitative research, data collection is not guided by theory but by facts found during research in the field. Therefore, the data analysis carried out is inductive. Secondary sources collected in this study include

literature, reading books, and other sources related to the research topic. At the data collection stage, various methods were used to maximize the amount of data collected.

3. RESULT AND DISCUSSION

3.1 THEORITICAL BASIS AND PREVIOUS RESEARCH

3.1.1 THEORITICAL BASIS

Education is basic human development, and the importance of education must be seen from the perspective of human rights, namely the right of everyone to learn. Conversely, to be successful and sustainable, development requires high-quality human resources who have the ability to utilize, develop, and master technology and science. To achieve this, education is essential.

“Didik” in the Big Indonesian Dictionary means “to nurture and give training in morals and intelligence,” and “pendidikan” itself is an affix of the words “pe” and “an.” Education is defined as the process or act of teaching a person or group of people to change their attitudes and behaviors with the aim of maturing humans through training. (Pendidikan, 2021)

Education is important for the future because it gives people the ability to communicate globally with other people and society. Education in Indonesia started before Indonesia became an independent country. Education is also important because, according to Ki Hadjar Dewantara, a person must be physically, mentally, and spiritually free, as the purpose of education is to shape an individual's character. Independence is defined as a human being who is able to develop and achieve wholeness in all aspects of humanity because independence is limited by an order that lives in peace with communal life. This order also supports attitudes such as diversity and kinship, tolerance, togetherness in democracy, responsibility, and discipline. (M. Wahib MH et al., 2022)

Indonesian education will undergo some major changes by 2024. Here are some of those developments:

1. **Increased Education Budget:** Indonesia's education budget continues to increase from year to year. By 2024, the budget will reach IDR660.8 trillion, or 20% of the state budget, and this is expected to improve the quality of education.
2. **Implementation of the Independent Curriculum** The Ministry of Education, Culture, Research, and Technology is launching a new education program called the Independent Curriculum in 2022. The independent curriculum provides educational institutions with the opportunity to develop learning according to their individual needs and characteristics. It is expected that the implementation of this curriculum will improve the quality of learning and student learning outcomes.
3. **Improving Access to Education:** The Indonesian government continues to work to improve access to education. The school enrollment rate (APS) in 2024 will reach 99.9% for primary school, 99.6% for junior high school, and 96.1% for senior high school. This increased access to education is expected to improve the quality of Indonesia's human resources.
4. **Technology Development:** Technological advances also have an impact on the progress of education in Indonesia. Technology can improve the quality of education, such as by using online learning platforms or e-learning. They can

also improve access to education, such as by providing distance education programs. (Haidar Dindin, 2024)

An indicator of a country's education can be said to be advanced if the level of education can be measured by the average length of schooling of its population. Developed countries have a high level of education because they are able to build adequate educational institutions with a 100% literacy rate. People in these countries are also very aware of the importance of education and the mastery of technology and science. This is shown by the level of educational participation at all levels of society. On the other hand, education levels in developing countries are moderate or even low. This is due to the belief of people in developing countries, especially in remote areas, that school is not important. Moreover, the country's ability to build educational institutions is incomplete. (Harris, n.d.)

3.1.2 PREVIOUS RESEARCH

Data from UNESCO shows that the quality of education in Indonesia is considered low. Poor education affects various aspects of life in Indonesia, including the low quality of human resources, teacher welfare, student achievement, equitable education opportunities, and high education costs. (Saputra, 2018)

Everyone knows that education in Indonesia is low, especially in the 3T regions: Frontier, Outermost, and Disadvantaged. This certainly does not happen, regardless of the various components that contribute to education inequality and low education quality. In the 3T areas, there are many very complex education issues, one of which is the issue of educators or teachers. This includes teacher shortages, low competence, substandard qualifications, and unequal distribution. (Rahmawati, 2022)

According to the World Bank, Indonesia's education quality is still low. However, public access to education is considered to have improved significantly. (Fauzie, 2018)

A Study of Children Who Leave School in Ratte Village, Tubbi Taramanu, Polewali Mandar Regency. The results showed two factors: 1) internal factors, which explain why children leave school, such as not having the money to continue to the next level and not being able to socialize with the school environment. 2) External factors: schools do not have high motivation because there are no school facilities. The village government uses ADD (village fund allocation) to finance school dropouts. (Syamsul et al., 2021)

Internal factors such as intelligence, motivation, awareness, dislike of school, and level of consciousness are all factors that can cause children to drop out of school. In addition, external factors consist of economic factors, school factors, and socio-cultural (community) factors. Of the four internal factors that cause children or learners to drop out of school, the factor of disliking school, caused by feeling ostracized by friends, is the most dominant. The results of the problem and needs analysis indicate that the government, schools, and parents should be responsible for helping children acquire skills through formal education. (Yaneri et al., 2022)

It is the right of every citizen to receive a proper basic education. However, many elementary school children choose not to continue their education. We know that the DKI Jakarta government has a program to reduce the dropout rate. However, data

from 2016 to 2019 shows that the dropout rate in public and private schools in DKI Jakarta is increasing every year. The purpose of the study is to identify the factors that influence the decision of children in primary schools in the West Jakarta area of Duri Kepa Village to leave school. (Utami & Rosyid, 2020)

In the community of Pattalassang, Takalar Regency, the main causes of school dropouts are family economic factors, environmental factors, and the children themselves. The social behavior of school dropouts shows their tendency to do negative things, such as being more naughty, often going out at night to hang out with their friends, committing acts of violence, getting drunk, and taking drugs, but in contrast to school dropouts who then participate in other activities, such as working and helping their parents, they tend to do positive behavior. The local government is also taking steps to reduce the number of out-of-school children. (Madani & Risfaisal, 2017)

One of the impacts of poverty is a low level of education, because education requires a large amount of money and will definitely be difficult for the poor. This can be seen from the impact of poverty on the level of education in the most dominant community of Yarang Sub-district, which has a low level of income, an inability to take advantage of economic opportunities, a lack of adequate human resources, limited natural resources, and a lack of access to natural resources. Therefore, the poor must have a high level of education, and the government and institutions must pay attention to it. Efforts are needed from various parties to raise awareness of the importance of education in improving people's lives, especially the poor. One way to raise this awareness is to provide scholarships to underprivileged students to continue studying after completing their nine years of compulsory education. (Dueramae, 2018)

3.2 Education and its purpose in general

According to the Big Indonesian Dictionary (KBBI), the word pendidikan derives from the root didik, which means to nurture and provide training (teaching, leadership) concerning morality and mental intelligence. Education, on the other hand, is defined as the process of action; learning how to educate; and altering the attitudes and behaviors of an individual or group of individuals in an attempt to help them evolve as human beings through teaching and training.

Education is a deliberate and organized attempt to help pupils reach their full potential—both physically and spiritually—so they can grow into mature individuals and become capable of handling life's responsibilities on their own. A person who believes in and is devoted to God Almighty, possesses noble character, knowledge, and skills, physical and spiritual health, a steady and independent personality, and a sense of community and national responsibility is what national education aims to develop in Indonesia.

All Indonesian educational institutions, particularly those that provide formal education, are required to meet the aforementioned national education goals. This takes time to accomplish and calls for a more in-depth examination of each educational level's goals in relation to the aptitude and requirements of the pupils. Ki Hadjar Dewantoro asserts that the goal of education is to prepare students to live perfect lives—that is, lives that are harmonious with society and the natural world. (Dr. Rahmat Hidayat & Dr. Abdillah, S.Ag, 2019)

3.3 Education Problems in Indonesia

As everyone is aware, Indonesian education is becoming increasingly terrible. The caliber of the instructors, classrooms, and pupils all demonstrate this. Unspoken hopes that they cannot share with their students are undoubtedly present in teachers. Teachers nowadays are, in fact, less skilled. Many people choose to become teachers as a result of financial hardship or rejection from other degrees, with the exception of retired educators who have devoted their careers to education. The decline of education in Indonesia is also influenced by learning facilities, particularly for those living in impoverished areas. (Chotijah, 2015)

3.4 The Low Quality of Indonesian Education

According to Nana Sudjana, the acting governor of Central Java, Pemalang Regency has a low Human Development Index (HDI). According to Pemalang Regent Mansur Hidayat, the average length of schooling for children in Pemalang is still only 6.5 years, which accounts for the low Human Development Index in the Pemalang area. According to Nana Sudjana, Pemalang Regency's Human Development Index is still at 67.19. The index remains below the average of 72.79 for the Central Java HDI 2022. In addition to educational concerns, Mansur stated that health issues were the cause of this. Including the fact that stunting is common in his community. (Fauziyah, 2023)

Following road infrastructure, the large number of out-of-school children has become a major "homework" for the Pemalang Regency Government. About 127,000 pupils complete their primary education, although only 54,000 students can enroll in junior high school; 73,000 students remain after one year. According to Mansur, Pemalang Regency's low Human Development Index (HDI) is normal. In Central Java, it even has the 34th rank out of 35 regencies and cities. Due to the dearth of educational facilities, the Pemalang Regency Government offers possibilities to private organizations seeking to open schools, particularly junior high schools. (Puskapik, 2022)

A family's economic status has an impact on the educational attainment of its children because acquiring knowledge requires financial resources to cover all educational expenses. The higher the level of education pursued, the bigger the payment that will be made; this is because education is expensive. Therefore, a factor influencing children's educational attainment is their economic situation. Wealth, spending patterns, and income are all signs of one's financial situation.

Sumardi (2007) asserts that the community's degree of education will have an impact on the amount of money it receives. According to Mucharom (2018), children's levels of schooling are influenced by their parents' income. Although it depends on how they handle their money, Tasikrejo Village residents have enough income to cover their necessities. Every month, there are charges such as food and non-food expenses in addition to income. The degree of education that children receive will be impacted by the income and expenses that the Tasikrejo Village community faces, making it challenging for parents to send their kids to higher education. Savings and homes are the assets owned in the interim.

Wardani et al., (2020) demonstrate how the physical attributes of the area can impact the community's economic standing and ultimately impact the standard of living for its residents. Due to Tasikrejo Village's coastal location, the majority of the population is employed as workers, farmers, or pond fishermen. The community's revenue and expenses may be impacted by this. In other words, regional circumstances also have an impact on education. Additional criteria include distance (distance traveled to school), location, and affordability.

The impact of social and economic status on children's levels of education is as follows: social status influences levels of education by 0.2%, while economic status affects levels of education by 6.3%. The study's shortcomings are due to other factors that are not covered in this analysis. It is evident from the obtained percentage that the

influence is small. Parents will be faced with a difficult decision on whether to keep sending their kids to school due to issues with social and economic standing (Nasirotun, 2013). In relation to the presentation's findings, there are other potential variables affecting children's educational attainment in Tasikreo Village in addition to social and economic status, which were not examined in this study. Therefore, children's educational attainment is influenced by their social and economic standing.

According to the justification provided, social and economic positions have an impact on children's high levels of education, both separately and in combination. Specifically, social standing has no bearing on children's high levels of education, whereas economic conditions do. The success of children's education is a shared duty among parents, community members, and the government.

As stated by Basrowi & Juariyah (2010), a community's socioeconomic standing increases with the amount of information it possesses, and the opposite is also true: the lower the socioeconomic position of the community, the less education it has received. Given how much Tasikrejo Village's economic circumstances affect the educational attainment of its children, it makes sense that the government would be particularly concerned about Tasikrejo Village's educational infrastructure.

From the perspective of (Nurhayati, 2017), the degree of education is determined by the degree of student growth, goals to be met, and skills to be acquired.

Oktama (2013) states that children's education level is influenced by their social situation. When taken as a whole, social and economic status have an impact on children's education levels, with a percentage impact of 6.3% for economic status and 0.3% for social status. This is in contrast to this study, which found no relationship between social status and either a high or low level of education. In this instance, children's knowledge is impacted by numerous factors, aside from issues related to social and economic position. Contrary to research Serang et al., (2020), which examines the impact of social status on children's education levels at both high and low levels, no one has an effect on children's economic status with regard to their educational attainment; however, when taken into account jointly, social and economic status have an impact on both high and low levels of education.

3.5 The causes of the low quality of education in Tasikrejo Village, Ulujami Sub-district.

1. Education's effectiveness: Learning that is easy, enjoyable, and helps pupils reach their objectives is considered effective education. As a result, in order for learning to be beneficial, educators (lecturers, teachers, instructors, and instructors) must raise the standard of instruction. Tasikrejo Village's educational system continues to be incredibly ineffective. One of the reasons, as determined by a field survey, was the lack of explicit learning goals prior to the start of the class. As a result, neither teachers nor students are clear about what "goals" will be met, making it difficult to understand the educational process. Without a doubt, the most crucial issue if we want teaching to go successfully is this one. How can we hope to accomplish our goals if we don't know what they are? Many people still hold the outdated belief that Indonesia's human resources are solely formalized through formal education. The most important thing is to be regarded favorably by society and to have had a decent education, regardless of the method of formal schooling. The inefficiency of Indonesian education is also a result of this presumption. Every person has a competitive advantage in their industry, and rather than being viewed as extraordinary by others, they should receive an education that aligns with their passions and abilities.
2. Effectiveness of Instruction: Efficiency is the production of effective goals with a "cheaper" technique. It would be much better for the educational process if we kept good processes in mind in addition to good results. These elements are

likewise absent from Indonesian schooling. We focus more on the predetermined result than the method. Ineffective education is a result of a number of problems, including the high expense of education, the length of time students spend learning, the caliber of professors, and others.

3. Poor physical facility quality: Regarding physical facilities, there are still a lot of schools with buildings that are damaged, as well as facilities like broken floors, chairs, and tables, incomplete library books, and some schools without libraries or with poor technology use. There are also a lot of schools without buildings of their own.
4. Poor wellbeing of teachers: Because honorary teachers are underpaid and must seek out side work, the abundance of them at Tasikrejo's educational institutions hinders students' ability to learn. Additionally, the teachers at one kindergarten are just recent high school graduates.
5. Low Academic Performance: Some children in Tasikrejo have decided not to pursue their education due to low student accomplishment and a lack of motivation to attend school. This is regrettable since some of them are from wealthy backgrounds.

According to Husna, a resident of Tasikrejo Village, the reason for the village's low educational attainment stems from the parents' low socioeconomic status, as I found out during my conversation with Husna. The majority of the people who reside in Tasikrejo, a small, isolated village at the northern corner of Pematang Regency, work as farmhands and sewers, sometimes making just enough money to cover their basic requirements. After graduating from high school, some students choose to work as factory workers or seamstresses due to the high cost of attending college and less supportive environmental factors. Other children choose to migrate.

Husna added that one of the reasons for Tasikrejo Village's poor educational attainment is that many locals still believe that a woman should not attend high school if the end result is to become a housewife and work in the kitchen. Husna added that since a foundation-owned high school, Madrasah Aliyah, has just opened in Tasikrejo at a comparatively lower cost than other Madrasah Aliyah, education in the community is undoubtedly better now than it was ten years ago. For Tasikrejo Village kids from low-income households, having the school nearby is particularly beneficial because it allows them to continue their education at a reasonably priced rate.

The high cost of tuition makes it challenging to continue at the university level, nevertheless. Low student success and a lack of motivation to pursue further education are other reasons why people opt to work instead of attending school, even though scholarships like KIP-K, LPDP, etc. can still be used to cover tuition costs.

Many of the children of farmers choose not to pursue higher education. Due to a variety of factors, including the fact that the education received in primary school suffices and educational barriers like financial difficulties, children's disinterest, insufficient parental attention, and cultural norms, the majority of them only pursue education at the fundamental and junior secondary levels. Numerous parents in farming areas feel that a school education cannot or will not ensure future success, and as a result, many children are dropping out of school. These parents' views about the value of education are shared by many farming families. Nonetheless, some farming families also value education highly, but because of the various variables influencing it, they would rather work and cease attending school.

The community favors educational endeavors that are essential over those that are undertaken by the community as a whole. The majority of farmers favor community and religious schooling. However, this is the case in the process of getting an education.

4. CONCLUSION

This study concludes that the level of education in some areas of Indonesia is still low, and the views of remote communities in Tasikrejo village about education are not entirely good. The economic inability of families to pay for education leads to low education levels. In addition, unfavorable environmental conditions are another reason why children fail to go to school.

It is hoped that parents, especially those in Tasikrejo village who have school-age children, will always realize the importance of education. Parents should encourage their children to change their minds. Parents who have children of school age should be given moral and material encouragement to continue studying, even until they reach university. As education is very important for later life, parents who are responsible for their children should try harder to increase their income so that they can pay for their children's education. In addition, the government, whether in the sub-district, district, or even the central government, must carefully consider the living conditions of the middle and lower economic communities, especially in making policies that do not cause hardship to many people. In addition, the government should consider the condition of facilities and infrastructure, such as public roads and education facilities in rural areas.

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