
Awareness of the Importance of Children's Education in the Small Island Fisherman Community (Case Study of Liukang Loe Island)

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ABSTRACT

Residents of small island villages are typically classified as low-educated. This study used Liukang Loe Island as a case study to learn the truth about children's education in small island settlements. This study aims to determine how the fishing community understands the importance of education and how to increase public awareness about children's education on Liukang Loe Island. This study, which uses a descriptive qualitative technique with research informants, focuses on the "Harapan" fishing group community on Liukang Loe Island. Information was gathered through observation, interviews, and documentation. The type of analysis that was carried out by qualitative through taxonomic analysis, drawing conclusions using the Miles and Hubberman model, as well as directions to increase public awareness about the importance of education through AHP. The findings demonstrated that the Liukang Loe Island fishing community prioritized children's education, as seen by the community's, particularly families', efforts to ensure that children's education was completed. This is reinforced by the family's commitment to earning a living and covering all the children's educational demands. The fishing communities support their children's ability to advance to the highest level possible. Although there are only elementary and junior high schools on Liukang Loe Island, with limited facilities and infrastructure, children's enthusiasm and motivation to attend school are high. This does not deter the fishermen's children from continuing their high school and graduate education outside the island to obtain a better education. There are two options for raising awareness about education in fishing communities: community training and empowerment programs through NGOs, local governments, and educational institutions; and educational assistance programs in the form of notable scholarships for fishing communities in small islands.

INTRODUCTION

As the world's largest archipelagic country, Indonesia has vast maritime potential, with a total area of marine waters of 5.8 million km². Because this considerable sea area has the potential to store copious biological and non-biological resources, most Indonesians live and work in the

coastal area as fishermen. The fishing community is a social group whose primary source of income is fishing. This group usually lives near the shore, and their activities revolve around the area. According to the fishing community, people who reside in coastal/coastal areas always

migrate to informal units without having a specific path (Fama, 2016; Setyorini, 2015). Fishing communities live, develop, and flourish in coastal areas as a social unit. This community is included in the social construction section, even though not all villages in coastal areas have a livelihood as fishermen.

Fisherman communities feature interconnected sociocultural characteristics, such as high levels of social interaction among people and a focus on cooperation and mutual aid. According to (Ratmaya, 2013; Wahyuddin, 2003), the way coastal communities manage natural resources is still local and traditional, and their activities and community structure are still simple, with management components originating and based on the community; the scale limits the form of utilization is small, the type of community and its activities are relatively homogeneous, and the sense of ownership and dependence on natural resources. The most common sort of activity in coastal areas is fishing. Subri (Rosni, 2017) claims that fishermen are a community group whose survival depends only on marine resources through fishing or cultivation. Geographically speaking, the fishing community is a community that resides in the coastal region, which is a transitional place between land and sea areas, and there it flourishes and develops.

Fishermen's groups generally live a backward life regarding livelihood, lifestyle, and traditional attitude. Facilities and infrastructure in this area are lacking, particularly in terms of trade, health, and education accessibility. Poverty and a lack of education, knowledge, and information are all consequences of the area's isolation, typified by small islands. People on small islands have not been able to benefit from equitable development outcomes in their place because the community is treated as an object of development rather than a subject of action. In (Zebua, 2017), Dahuri claims that poverty is the primary characteristic of fishing villages. Fishermen's poverty is caused by a lack of education, which results in a poor level of technology, innovation,

and knowledge absorption, resulting in low production (Satria, 2001). Other causes of poverty in fishing communities, according to Kusnadi (Ulfa, 2018), are the pressures of life brought on by fish season fluctuations, the involvement of fishing technology capabilities, marketing networks that are considered harmful to fishermen, and an unequal profit-sharing system in which traditional fishermen and labor fishermen are lumped together.

Indonesia's educational system, in general, has a poor track record. According to the Ministry of Education and Culture's mapping of 40,000 schools in Indonesia, 75% of them did not reach the minimal tolerable standard of education seven years ago, in 2012. Furthermore, the findings of teacher competency for 460,000 teachers average 44.5, with a minimum threshold of 70 required (Baswedan, 2014). This requirement from seven years ago must be re-confirmed to view the advancement of development and development in education. Compared to other Asean nations, such as Malaysia and Singapore, Indonesia's gross enrollment rate (GER) for higher education is still relatively low.

Meanwhile, according to data from March 2019, the APK of Indonesian higher education was just 34%, implying that many Indonesian children aged 19 to 23 had yet to get a higher education. According to a study by (Asmiati et al., 2022), many kids drop out of school between the elementary and high school levels in archipelagic regions like West Nusa Tenggara. The majority are locals who are employed as fishers. According to other research, the economy is the primary barrier to pursuing higher education, particularly at the university level.

According to (Rahmadi, 2020), only a tiny percentage of students in the archipelago continue their education to the university level. Because the bulk of their parents is fishermen and farmers, it's not because there are no costs, given the income of fishermen in the archipelago is large; instead, it's apparently due to a lack of desire on the part of parents and a lack of incentive on the part of children. Education, based on

three bits of intelligence: cognitive, affective, and psychomotor indicators, is the key to improving the quality of human resources. Humans benefit from education because it helps them improve their quality of life. In terms of the practical aspect, a good education should encourage people to put their knowledge into practice. However, the approach is influenced not only by education but also by awareness, interaction with others, and the moral foundation in the family. (Longenecker, 2017) found that schooling on a small island off the coast of Cape Verde is mainly neglected. Many kids from rural areas who are affected by poverty drop out of school.

Liukang Loe Island is one of the small islands in the Bulukumba Regency with mixed fisheries and marine tourist potential. Fishermen make up most of the population of Liukang Loe Island. Liukang Loe Island features a variety of potential physical regions, including white sand beaches and coral reefs, that are currently being developed. With the backing of the educational features of Liukang Loe, its potential will undoubtedly improve. Formal or informal schooling can be used in this scenario. Several prior studies investigated the value of education in fishing communities, ranging from parents' involvement in their children's education

(Kadriani, 2017) to fishing communities' perceptions of the relevance of higher education (Mubarok, 2021). There hasn't been a lot of empirical research on fishermen's knowledge of children's education.

Similarly, this phenomenon is standard on many undeveloped little islands. This type of study is crucial since the education problem, which has persisted for a while without improvement, will impact the welfare of the residents of this little island. Consequently, this study focuses on revealing the truth of the fishing community's understanding of children's education on Liukang Loe Island and how the family pattern meets children's education requirements. Additionally, this study will give a general overview of the approaches that can be used to raise the fishing community's understanding of the importance of children's education.

RESEARCH METHODS

Liukang Loe Island is in Bira Regency, South Sulawesi Province. On a small island, Liukang Loe Island, this study focuses on the value of children's education. The importance of children's education is discussed in this study of the fishing community. The map of the research location can be seen in Figure 1.

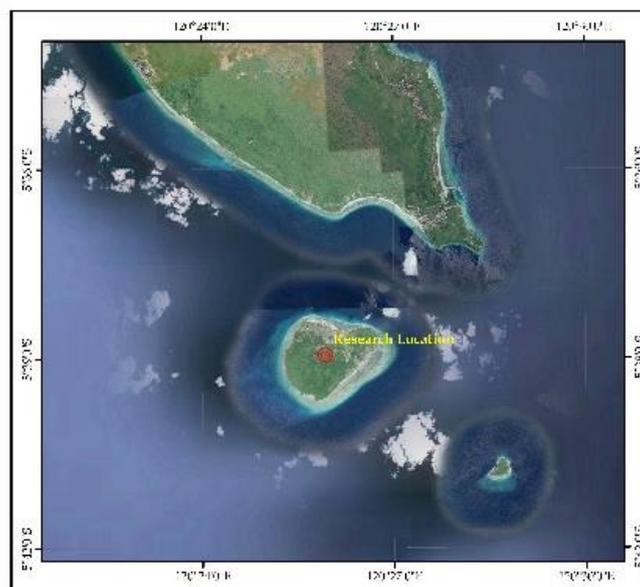


Figure 1. Research Location

In the southern waters of Sulawesi Island is Liukang Loe Island. Liukang Loe Island is part of the Bulukumba Regency, South Sulawesi Province, Bira Village, Bontobahari District, and Liukang Loe Hamlet administratively. Bira Beach, Selayar Island, the Flores Sea, and Kambing Island form the northern, southern, western, and eastern boundaries of Liukang Loe Island. Liukang Loe Island has a 6.07 km long beach and a 5.67 km² area. The majority of Liukang Loe Island's mainland is made up of rock, and it is hilly.

The descriptive qualitative research method was utilized to expose the truth about what transpired. The qualitative research approach aims to comprehend the phenomenon of what is being evaluated from the research subject, such as behavior, perception, motivation, and action, among other things (Moleong, 2015). Primary data was gathered via interviews with informants in the Liukang Loe fishing village; secondary data was collected from regional observations and supporting data from associated agencies (Sugiyono, 2015). The data was analyzed starting with the taxonomic analysis step, which includes domain analysis, taxonomic analysis, component analysis, and analysis of cultural themes that will disclose the phenomenon of

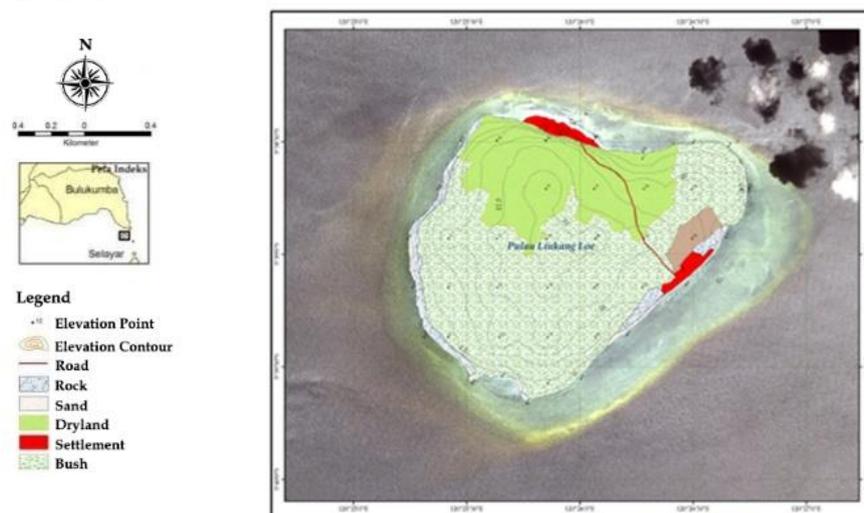
difficulties present in the studied region. Additionally, a qualitative study using the Miles and Huberman approach was completed, which includes data collection, data reduction, data validity checks, data presentation and verification, and data triangulation validity checks. Based on the qualitative data gathered, an AHP analysis was conducted to get guidance in developing community capacity on the significance of education (Zen & Qurtubi, 2019).

RESULTS AND DISCUSSION

Characteristics of Liukang Loe Island

Small island areas have natural resources such as beaches and the sea that can be used to improve the well-being of the local population. Small islands have a lot of fishing resources and beautiful scenery; thus, they have a lot of potential to develop. Most of the people of Liukang Loe Island, one of the small islands in Bulukumba Regency with potential for marine tourism and fisheries, work as fishermen. Liukang Loe is supposed to have originated in the Konjo language. Ebony is Liukang, and many are Loe. As a result, Liukang Loe Island refers to an island with many ebonies. Ta'Buntuleng and Passilohé villages are the only settlements on Liukang Loe Island.

Topography of Liukang Loe Island



Source: Quickbird Image, 2010; Google Earth, 2022; DEMNAS

Figure 2. Topography of Liukang Loe

Bira Beach to the north, Selayar Island to the south, the Flores Sea to the west, and Kambing Island to the east form the administrative boundaries of Liukang Loe Island. About 15 meters above sea level, Liukang Loe Island has an undulating hillside morphology. Liukang Loe Island is also a forest area of the Bontobahari marine natural tourism park, with Bira Beach and Liukang Loe Island as the primary tourist sites and Kambing Island as tourist support areas. Settlements, plantations, cattle, and unused land, predominantly forest or shrub vegetation, can all be found on Liukang Loe Island. Fishing, farming, gardening, and animal husbandry are the primary activities of small island communities (Sopamena, 2019).

A society is a group of people who have a common identity and live in certain places. They must establish norms in these areas that all members must follow. A social system is formed by the interactions that occur in society (Fama, 2016). The fishing community on Liukang Loe Island is a society that, on average, is still in one lineage, implying that its emergence is a hereditary culture of people who rely on the sea's ability for survival.

Social Economy of Liukang Loe Island

According to (Sopamena, 2019), households on the coast mostly use natural and financial capital to meet their everyday requirements or assist them in a crisis. The community that depends on managing the potential of fishery resources includes the fishing community. Fishing villages have unique social traits that set them apart from populations living on the mainland as coastal communities (Maleiku, 2022). Small fishing groups can be found on Liukang Loe Island. Fishermen on Liukang Loe Island founded the "Harapan Nelayan" fishing organization in 2016, consisting of 19 members, to receive government help. The government's assistance is limited to the form of a small boat that can hold ten passengers; therefore, the ship is used in rotation. Each boat has a 5 to 10 GT boat engine.

Fishermen still use traditional fishing gear in their fishing efforts (fishing rods and nets). The "Harapan" fisherman group can

undertake activities at sea twice a day to capture fish. Fishermen's activities are also influenced by the season. According to (Fitria, 2012), fishing activities cannot be carried out throughout the day, depending on the season and weather and limited fishing areas. When the waves are high or the moon is complete, the fisherman stays on the beach, whereas when the moon is young, they embark on a fishing excursion. This fishing group is good at protecting the sea since they still employ traditional fishing gear, as seen in the community's activities. There is no fuel depot on Liukang Loe Island to supply boat gasoline; therefore, fishing communities must rely on Bira. Each trip necessitates around ten slabs of ice. However, the fish capture containers are insufficient, and there is no ice factory to preserve the freshness of the fish brought in by the fisherman.

The residents of Liukang Loe Island have gradually utilized their maritime potential as a coastal tourism destination. Beach tourism (beach recreation), snorkeling, and diving are among the current tourism activities on Liukang Loe Island, carried out by both local and foreign tourists from Makassar City and its environs. Community groups, including family groups, student groups, and government entities, frequently travel to the Liukang Loe Island area during the holidays (Rajab, 2013). The fishing population on Liukang Loe Island has also used this marine potential to create crafts and talents.

The capital issued by fishermen to go to sea is the fisherman's worth from an economic standpoint. They sell their catch at a market price, which means that the amount of money they make fluctuates from time to time. Fishermen's earnings are not subject to taxation. The fishing community on Liukang Loe Island has developed a marketing group led by fishermen's wives, which is unique. This is in keeping with the findings of a study (Lampe, 2020), which found that the severe social and economic separation between men and women is based on a maritime culture that views the sea as a dangerous environment and employs heavy and complicated equipment. Men are assumed physically active at sea to adapt to nature and work conditions. In

contrast, women are considered physically weak and dwell on land to do comparatively light and safe professions, particularly household chores.

Developing a partnership between fishermen's husbands and wives will make it easier for their families to sell their catch. The same may be said about the fishing group's solidarity. Members of the fishermen's organization share their catch equally and lend a hand to one another. The assets owned by the fisherman are generally simple, as well as the living conditions of the fishing groups on Liukang Loe Island. Because each fishing group has more than one family dependent, many fishing families participate in activities that support the family economy, such as MSME training. This training has given fishermen side jobs such as ornamental bonsai, dried fish processing, Moringa fruit processing, and ornamental shell souvenirs.

Fisherman Community Awareness of Children's Education in Liukang Loe Island

When looking more closely at children's education in the fishing community of Liukang Loe Island, each member of the fishermen's family plays a part in supporting and paying close attention to all aspects of the children's education. Fishing occupations do not require a high level of education, according to studies (Zebua, 2017; Dinda, 2022), but fishermen's work relies more on muscle and experience, so the amount of education does not alter their fishing ability. They also provide positive reinforcement for ongoing studies, such as inspiration and passion. Education is crucial for future success and has gotten a lot of attention. However, the focus has mainly been on classroom education, with family education undervalued (Yan, 2020). In this situation, the fishing community of Liukang Loe Island's family education has a solid inclination to motivate their children. Education is a fundamental right every human must possess from a young age. Parents, essential factors in children's education, bear responsibility for their children's future success (Meifiani, 2016).

Similarly, community members will shape the environment for child development

in the future. According to the people's level of education on Liukang Loe Island based on statistical data from 2020, 42.03 percent did not finish elementary school, 30.58 percent graduated from elementary school, 14.29 percent graduated from junior high school, and 11.36 percent graduated from high school, and 1.74 percent graduated from undergraduate school. According to (Susanti, 2014), both formal and informal, sustained education is critical to improving the quality of human resources with competency and competitiveness.

Even though the fishing community on Liukang Loe Island is primarily comprised of elementary school to junior high school graduates, the families of the fisherman group on Liukang Loe Island are very worried about their children's education. Families generally hope their children and grandchildren will not continue in their parent's footsteps as fishermen and instead pursue higher education and careers as administrative or office workers. Parents understand that education instills values in their children's thinking and behavior. As a result, education impacts one's mentality and behavior (Murniyetti, 2016). Some families in the fishermen's group have children who have finished their undergraduate education. In general, the offspring of fishermen's families who attend college choose to work in the shipping and healthcare industries. The families of the fishing groups on Liukang Loe Island are hoped to provide their children with higher education and quality of life than their parents.

Parents' knowledge of their concern for education may be evident in how they seek additional economic support as a cost for their children's future education by engaging in MSME training programs and selling fish to fishermen's wives. Sewing, bonsai ornaments, fish processing into dried fish, and souvenir products that can be marketed are some crafts that the fishermen's wives produce. Coastal communities, particularly on small islands, are more likely to be fishers and farmers (Pattiselanno, 2017; Sopamena, 2019; Subair, 2014). They engage in agricultural activities on the island's restricted land in addition to being

fishermen. Not only that, but the family's spirit of supporting their children's education has become a duty that will be met until the youngster achieves success. Their shared responsibility as parents is inextricably linked. The family serves as an informal educational institution for their children (Santika, 2020). Even though the fishing community on Liukang Loe Island has a poor level of education, they are nevertheless working to ensure that the future generation has excellent skills and knowledge so that they may relieve their families of the burden of looking for rupiah coffers.

Changes in the more sophisticated modern period, which require them to adapt to keep up with today's practical life, have also shaped the fishing community's knowledge of the necessity of education. People believe there is a disparity in welfare levels, as evidenced by the rising difficulties in getting daily living expenses. Furthermore, the burden of family duties and children's education, which are the primary concerns of the fishing community on Liukang Loe Island, necessitates participation by the fishing families in meeting their daily demands. Fisherman families that do not often complete elementary school require extensive instruction to develop themselves and produce marketable by-products.

The community's ability to harness its potential in environmental identification is encouraged by fulfilling the demands of a flourishing life. Furthermore, businesses that are expected to capitalize on the potential of the surrounding area have the potential to become a symbol or a characteristic of the site. Creating Micro, Small, and Medium Enterprises is one way to address life's necessities (Imaniar, 2019). Some have received instruction from colleges or local governments to help them become more productive fishermen. This is consistent with studies by (Yifan Wei, 2022) that local governments and institutions foster the development of an entrepreneurial ecosystem at the regional level. The neighborhood will see entrepreneurship as a living, evolving entity. This will also likely be anticipated, given what the community has to say (Aquino, 2022; Paul Booth et al., 2020). The fishermen on Liukang Loe Island also take advantage of this chance.

On Liukang Loe Island, the fishing villages have already developed abilities in woven fabric crafts, brick manufacturing, shell crafts, workshop businesses, and ornamental bonsai. Fishing villages on Liukang Loe Island cultivate Moringa plants in the island's mountainous areas for agriculture or plantations, then sell them to traditional marketplaces in Bira. The fishermen on Liukang Loe Island believe that the consequences of their livelihood as fishermen are no longer optimistic for their welfare.

On the other hand, facilities and infrastructure are still scarce to support community education activities on Liukang Loe Island. On Liukang Loe Island, educational facilities are concentrated in Ta'buntuleng Village, requiring educated youngsters from Passilohe Village to walk around 2 kilometers. SD Negeri 170 Liukang Loe and SMP Negeri SATAP 6 Bulukumba is the only educational facilities present. They will have to cross the sea to finish their high school study. On Liukang Loe Island, there are just rudimentary educational facilities. Tables, chairs, and a blackboard are the only things in the room. The school also lacks electricity, relying on generators for power. Because of the small number of pupils, teaching and learning activities are still conducted face-to-face (approximately 12 people per class). Despite the poor, middle-class economy, seasonal fishing, fluctuating fish prices, and a lack of fishing facilities, parents strive to meet their children's requirements so that they can attend school. According to research findings by (Ma & Wu, 2020), migrant children in China struggle with education because of how poorly the country's schools treat their social capital. According to the study's findings, the formation of human capital will be influenced by the quality of schools. Children have basic facilities, which causes disruptions in the development of their human capital. Additionally, educational disparities between regions are influenced by factors such as the number of schools, teachers, and student enrollment rates, which impact human capital (Beltrán Tapia & Martínez-Galarraga, 2018).

Motivation is crucial in encouraging a variety of areas of life. In education, parents

must have a strong desire or motivation to pay attention to their children's education so that they might pursue further education successfully (Mulyan, 2019). Their study (Asmiati, 2022) found that types of internal elements and external factors contribute to the poor interest in continuing children's studies in fishing communities. Low motivation, interest, and difficulty paying attention to courses are internal issues. Socioeconomic situations, the educational environment, and sociocultural influences are examples of external factors. Looking at research done by Chilean academics on socioeconomic factors that affect the desire to study English as a second language reveals that this desire will differ across school-going youngsters and their social milieu. Students believe strongly in their own (Kormos & Kiddle, 2013). This is backed up by the children's excitement and motivation for studying, which can be seen in the distance they must walk every day. Some of the children assist their parents in selling fish after school activities. The son spends his vacations at sea with his father catching fish while the girl helps her mother in the fish market. Each member of the fishermen's family plays a specific role in the economy.

Similarly, parents who know the importance of paying attention to their children's education spend time together at home when all family members are present. When eating together, parents give advice and motivate their children to attend school as much as possible (Fadiyah & Safaruddin, 2022). Even while casting nets and fishing hooks into the sea, the father of a fisherman's son imparts advice on the significance of education for his children. Parents always encourage their children that, even if their parents are only tiny fishermen, they should be proud of themselves and strive to accomplish better than their parents.

Human Capital will be formed because of the importance of children's education in tiny island fishing villages, which will help to improve the development of human resources on small islands. Knowledge, skills, attitudes,

education, mental and physical health, ability to work, training, and other factors that enable people to pursue their livelihood strategies are all examples of human capital that can be expected from the educational process (Slaus, 2011). Children of fishermen typically do not attend school and work full-time in the fishing industry with their parents. Furthermore, a decent education does not balance children's inadequate literacy and knowledge (Lasker, 2019; Sathi, 2019). A successful education begins with a nurturing environment that emphasizes the importance of education. As the most crucial environment in which to perform its part, the family should instill in their children that education will enable them to achieve whatever was previously thought impossible.

We also try to envision how the fishing community's attention to the education of the kids on Liukang Loe Island can grow. Miles and Huberman's taxonomic study and qualitative analysis yielded several objectives that must be met for fishing communities' ongoing education to be successful, including the following: (1) increasing community sensitivity about education for fishermen's families; (2) increasing children's interest and motivation to continue their education in small islands; (3) improving family welfare in supporting the role of education. Then, among other things, these three goals will be applied to the four possible formulations that we have created and discussed: (1) provision of infrastructure facilities and intensive educational services; (2) educational assistance program in the form of notable scholarships for fishing communities in small islands; (3) diversification and innovation of employment opportunities to build the economy of fishermen's families and; (4) community training and empowerment through NGOs, local governments and educational institutions. We employ the AHP as a tool for analysis based on the Saaty scale for evaluation by several professionals in the field of education. Here are the findings of this measurement.

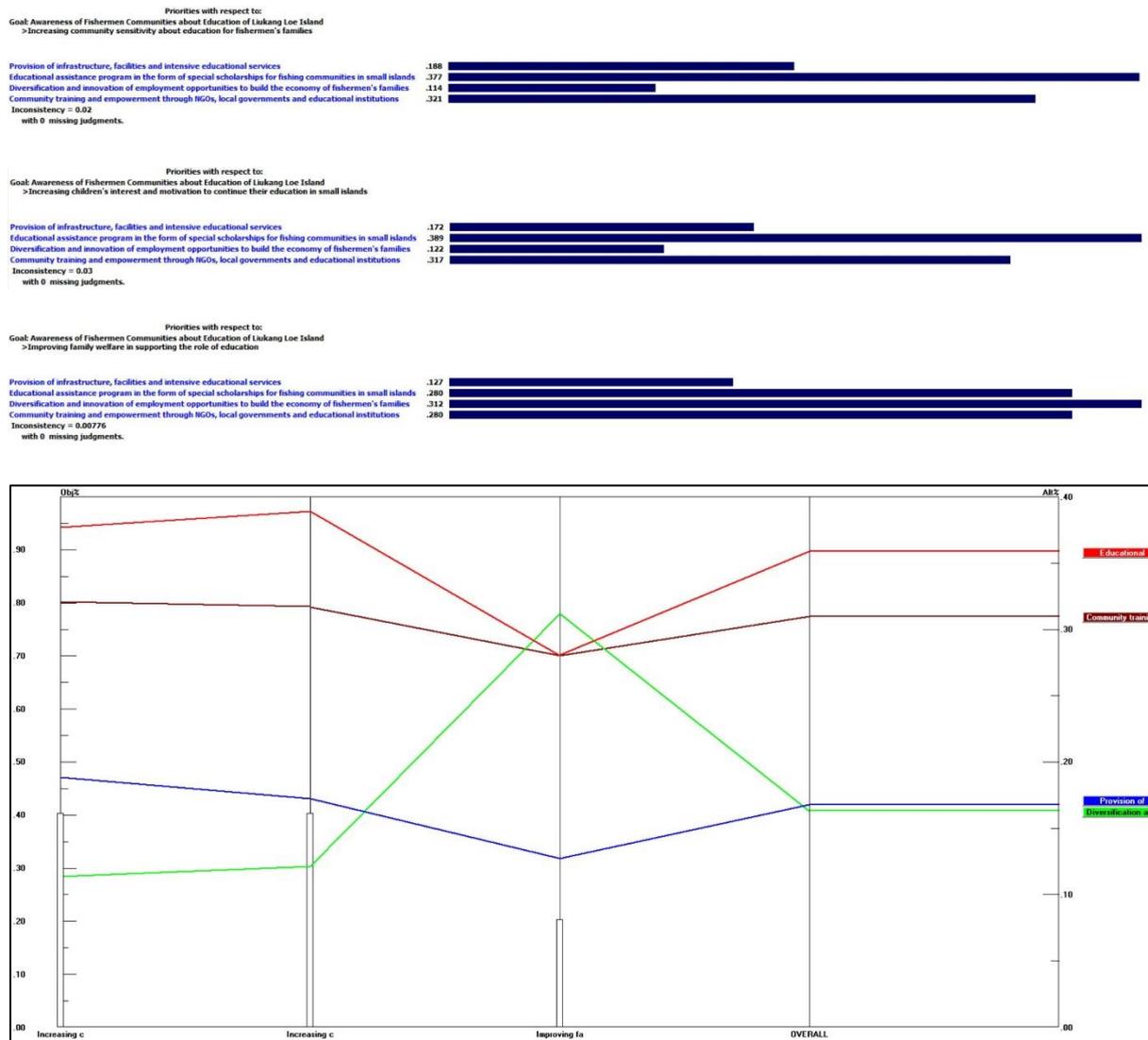


Figure 3. Performance Sensitivity Graph of AHP Process

It can be observed from the four suggested alternative formulations in the graph plot in Figure 3 that, as shown in the image on the left, the assessment graph and, on the right, the final steps of the AHP analysis. The colors blue, red, green, and brown denote the first, second, third, and fourth alternatives in that order. The outcomes of the AHP method demonstrate that, among the four options put out to increase the fishing community's awareness of children's education on Liukang Loe Island, it can be accomplished by educational assistance programs in the form of notable scholarships for fishing communities in small islands. If the first option can be correctly implemented, the

next step is to build community training and empowerment through NGOs, local governments, and educational institutions. The two options are significant because they directly affect the families and children of fishermen, promoting family welfare and raising awareness of the need for children's education. I need to know also that children on Liukang Loe Island who do not continue their education in schools do so due to economic pressures and the effect of their social milieu. This is consistent with the ideas (Crossley & Sprague, 2014), who contend that education plays a crucial role in the coordination of larger socioeconomic projects and can therefore be regarded as one of the sustainability measures.

Additionally, the social environment also has an effect that may represent societal inequities and inequalities on the horizontal and vertical axes (Hunecke et al., 2020; Lei, 2018).

They are more concerned with making money than with attending school. There is a belief that if they go to sea, they will receive cash right away, whereas if they go to school, they will not obtain and spend a lot of money. This only happened to a few children on Liukang Loe Island who had already dropped out of school for a specific purpose, namely to assist their parents who could no longer afford to go to sea, resulting in the child's role becoming the family's backbone. In reality, if they can grasp the value of education, it may inspire them to raise the area's standards for human resources and enhance family welfare (Ibrahim, 2020; Sintong, 2013). (Siregar, 2016) observed that the fishing community's understanding of children's education was relatively poor. Income, parents' educational attainment, and the idea that attending school won't guarantee a better job all impact this. On the other side, the fishing community's consumerist way of life and lack of focus on the future led to an unchanging life.

Contrary to the community of Liukang Loe Island, most fishing villages consciously believe that children's education is the most important thing. On Liukang Loe Island, the foundation of the fishing community's awareness has essentially been established. They want their children to be able to improve the tiny island where they dwell and live by receiving a decent and high education. Although some children may not complete their education, this is due to the replacement of children as breadwinners rather than the effect of their environment. It depends on how local governments, NGOs, and educational institutions encourage and spark interest in the alternatives that have been put up to enhance family well-being.

CONCLUSION

Small island fishing communities are sometimes stereotyped as people who do not value education. Most of the people in this group are low-income. On Liukang Loe Island, however, it was shown that the

reality of the fishing population on this small island is that their children are entirely supported in continuing their studies. On the small island of Liukang Loe Island, the fishing community's knowledge of the value of children's education can be seen in areas where educational facilities are scarce. However, this does not dampen the children's desire to continue their education. The fishing community on Liukang Loe Island fully supports the educational pursuits that the child wishes to pursue financially and emotionally. Fisherman families work together to meet their daily economic demands and their children's educational needs. On Liukang Loe Island, each member of the fishing family has an essential function in the family. Every member of the fishermen's family contributes to the economy, and a portion of the proceeds is set aside for children's education.

Even though businesses must be advanced and skilled in taking advantage of opportunities generated through MSME training activities organized by educational institutions and local governments in an uncertain economy, market-determined fishery commodity prices, and fluctuating incomes of fishing communities in meeting the economic and educational needs of children, businesses must be advanced and skilled in taking advantage of opportunities generated through MSME training activities organized by educational institutions and local governments. However, everyone should agree that the local administration should address the state of Liukang Loe Island, which is devoid of services. Although just as a support to tourism, there is tourist and fisheries potential that can be expanded to aid the fishing community's economy. Furthermore, it is vital to have participatory activities involving fishermen's children to develop their potential and better understand the state of the facilities and infrastructure, which is restricted to the education that fishermen's children receive.

It is vital to have a variety of different programs that can be pursued to raise the fishing community's knowledge of

continuing education, including educational assistance programs in the form of notable scholarships for fishing communities in small islands and community training and empowerment through NGOs, local governments, and educational institutions. These two options are the first stage in developing children's motivation and enthusiasm and gradually creating a prosperous fishing household.

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