



Indonesia's School Reform in Dealing with Public Education of Infected Area

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ABSTRACT

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The implementation of our education to date still faces a big challenge, especially in terms of access to education for all those who have not been fair; the uneven quality of education, the allocation of budgets and the seriousness of local government in improving the quality of education that is still frail. Therefore, it is significant to reform for providing qualified, accessible, and affordable schools for all including for communities in leading, outer and retarded areas. This research aims to find out how to reform Indonesia's schools in dealing with public education of the outer most regional communities? To achieve this goal, researcher uses study research method or library studies which contain theories relevant to research problems. By using this method, an assessment of concepts and theories is used based on the available literature. The results of the library studies state that Indonesia's schools reforms in dealing with public education of the outer most regional communities by expanding access and improving the quality of education through several ways. First, the increase in the capacity of educational institutions. Second, the improvement of education equality through increased effectiveness of affirmative policy, as well as the provision of special scholarships for the poor and the implementation of quality distance education. Third, the provision of operational costs to improve the effectiveness of education. The policy carried out by the Ministry of Education and Culture in order to accelerate development in the 3T areas (leading, outer and retarded areas) is an advanced program together to educate Indonesia. This program includes An Integrated Teacher Professional Education program with Additional Authority (PPGT or Integrated Teacher Education Program), Bachelor's Program of Educating in 3T areas (leading, outer and retarded areas) or people also call as SM3T (Bachelor's Degree in Leading, Outer, and Disadvantaged Areas), Frontline Teachers (GGD), Regional Development Program, and Collaborative Integrated Teacher Professional Education (Integrated Teacher Education Program Collaboration). In conclusion, Indonesia's education reforms in dealing with the education of the outer most local communities are to expand access and improve the quality of education with advanced program policies together to educate Indonesia which includes Integrated Teacher Professional Education program with Additional Authority (PPGT), Bachelor Program of Educating 3T areas (leading, outer and retarded areas) or (SM3T), Front Line Teacher (GGD), Regional Development Program, and Collaborative Integrated Teacher Professional Education (Integrated Teacher Education Program Collaboration).

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1. Introduction

Education is a conscious and planned effort to realize the atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as the skills required of themselves, society, nation and country (Law number 20/2003) on the National Education System. Education works, namely developing the ability and shaping the dignified character and civilization of the nation in order to educate the life of the nation (UUSPN number 20 of 2003). Thus, it is clear that education has a very important meaning and function for the intelligence, strength, and progress of our society, nation, and country.

However, it needs to be realized by all parties that the implementation of our education to date still faces a big challenge, especially in terms of access to education for all those who have not been fair, the uneven quality of education, and the allocation of budgets and the seriousness of local government in improving the quality of education that is still weak. Therefore, it is important to reform to provide quality, accessible, and affordable education for all to the outer most communities.

Efforts to provide quality, accessible, and affordable educational services for the outermost community (the leading, outermost, and lagging-3T regions) in Indonesia do find many obstacles, especially geographical barriers, because Indonesia is a separate archipelago country and stretches from Sabang to Merauke, from Nias island to Rote island, which consists of about 1,700 islands.

In general, the problems of maintaining education in the outer most areas include educator problems, such as a shortage of faculty, disproportionate distribution, qualifications that are below quality standards, incompetent, and discrepancies between educational qualifications and transported fields. Other problems include high dropout rates, low school participation rates, inadequate facilities and infrastructure for easy access to education.

However, as difficult as the education organizing for the outermost community in Indonesia, it should still be the concern of all parties, especially the government, both central and regional to overcome it. Because, it is already a duty of the



government or the state on the one hand and becomes the right for every citizen on the other, as mandated in article 31 of the Constitution of the Republic of Indonesia which greatly emphasizes the importance of every citizen to get teaching. Even more specifically in paragraphs 3 and 4 it is affirmed that the government has an obligation to strive for the implementation of national teaching in order to educate the life of the nation by prioritizing the budget of at least 20% of the state budget and state budget (state budget) and the budget of local revenues and expenditures (APBD).

With respect to this background, the question of the problem that is reviewed and discussed in this study is how to reform Indonesia's education in the face of the education of the outermost local communities that are still in a state of lag?

2. Method

The method used to answer the question of the problem is study research or library study, namely by studying the theory that is relevant to the problem of research. the basis of the study in this study. By using this research method the authors can easily solve the problem to be examined (Sujarweni, 2014: 57).

3. Result and Discussion

3.1 Expansion and Equalization of Access to Education

Indonesia's education reforms in the face of the education of the outer most local communities by expanding access and improving the quality of education. This is one of the demands of the community for services in the field of education. Everyone agrees that Indonesia is an island nation with geographical conditions and varying regional and population income conditions. This has implications for the variety of development achievements including the development of education. These differences must be facilitated immediately in order for the improvement and equalization of the quality of education. Solutions that can be offered for example such as cross-subsidy of experts, funds, and facilities. Another solution that may be implemented is the provision of media that enables the exchange and cross-subsidy of learning information.

In law no. 17 of 2007 on RPJPN 2005-2025 the direction of development for the third RPJM from 2005 to 2019 is to "strengthen the development thoroughly in various areas by emphasizing the achievement of competitive competitiveness of the economy based on the excellence of quality natural resources and human resources as well as the increasing capabilities of science and technology (Law No. 17/2007 on RPJPN 2005-2025).

Therefore, in the process of improving the equalization of access to education can be done through several ways. First, the increase in the capacity of educational institutions. Second, increased equality of education through increased effectiveness of affirmative policy. It can also be by providing special scholarships for the poor and the implementation of quality distance education. Third, the provision of operational costs to improve the effectiveness of education.

According to the Judge the obligation of the state in this case the obligation of the local government to carry out compulsory learning is required the following: the availability of facilities and infrastructure such as school buildings and other compulsory learning places; affordability or accessibility of compulsory learning facilities; acceptance of acceptability i.e. accepted; adaptability is the suitability of educational institutions with environmental needs (Tilaar, 2006: 165). In other contexts equalization of access to education, especially for children who need special attention (children with special needs) open completely has not received education services properly. Children who belong to this group are those who have physical, emotional, social, and or potential intelligence and special talents.

Equalization and expansion of education is a public policy that must be implemented by both central and local governments. That is why the central/local government guarantees the implementation of compulsory study (Arifin, 2005: 61). In implementing public policy it must be done through careful planning. There are at least 2 approaches that should be considered as methods of approach: public administration; and managerial approach (management approach) (Lubis, 1996: 2). These two approaches must have to do with three aspects, namely the philosophical aspect, the legal aspect, the political aspect (Lubis, 1996: 3). Related to the issue of education expansion and equalization, the implementation of education expansion and equalization is a public policy implemented by the central and local governments comprehensively to realize the ideals of the 1945 Constitution that is to educate the life of the nation. Children are the next generation of the nation. So the guarantee of education to children should be a concern of the central and local governments (Gutom, 2012: 72).

The fate of the child depends on several factors both macro and micro factors. Direct or indirect, poverty, urban planning and eviction, as well as an education system that emphasizes memorization and irrelevant materials. The 1945 Constitution guarantees the basic rights of children whose social conditions are disadvantaged. As in chapter 34, or in article 38. But the state's guarantee of the fate of disadvantaged children is sometimes just rhetoric. The reality is there are still many children who drop out of school, there are still many children who are displaced. Equalization of this aspect of education is a means used so that everyone has the same opportunity to get an education.

The most dominant factor in the number of dropouts is due to economic factors. The role of education is central to poverty alleviation (Kumar Sen, 2010: 4). Education is one of the activities to improve human well-being. Therefore, education is seen as part of human efforts to improve welfare or as a national development capital. It has been mentioned before that in the process of equalizing access to education is done one of them with the implementation of a decentralized system. The system has three ideals: the certainty of the power of elected institutions; stakeholder engagement; decision-making process (Gessler and Iman K. Ashmawy 2016: 184).

Decentralization of education is expected to bring at least 4 positive impacts, namely quality improvement, financial efficiency, administrative efficiency, and expansion and equalization in rural areas so that there is an expansion and equalization of education nationally (Juharyanto, 2017: 89). Decentralization provides a great opportunity for schools to be independent. With this decentralization there will be no more schools that are left behind both quantitatively and qualitatively. The change from a centralization system to decentralization gives schools broad authority to manage schools, leading to the implementation of school-based management patterns (SBM). The school will eventually become an organization owned by all components of the school. The joint ownership will be driven for all of the school's human resources to think about, strive for, and advance the school to truly excel in accordance with the school's vision and mission.



Policies on the aspect of equalization and expansion of access to education are directed at expanding the capacity of the education unit in accordance with regional priorities, as well as providing equal opportunities for all students from different groups of people who are economically, gender, residential location and intellectual ability level and physical condition. Compulsory 9-year study should be completed with regard to fair and equitable services for residents who face economic and socio-cultural barriers such as poor people, border areas, remote areas, and post-conflict areas. The chosen strategy is to help and facilitate those who have not attended school, dropouts and elementary school graduates or equals who do not go to junior high school or equivalent to obtain educational services.

The policy of equalization and expansion of access to education is directed through strengthening programs including: the provision of educational facilities and infrastructure must be learned 9 years; the construction of new school units and classrooms of laboratories or libraries that are expected to have an impact on improving the quality of primary education; recruitment of educators and educational personnel to support the mandatory 9-year study program; the development of equality education in school-age children through package a, Package B and package C; development of functional literacy education in order to degrade the illiterate population.

Government policy in the form of a mandatory 9-year study program is based on the Government Regulation of the Republic of Indonesia Year 2008 No. 47 on compulsory learning 9 years. in article 2 Explain that compulsory learning serves to seek the expansion of equalization of opportunities to obtain quality education for every Indonesian citizen and must learn aims to provide minimal education for Indonesian citizens in order to develop their potential in order to live independently in society and continue education to a higher level. This 9-year study program needs to be realized throughout Indonesia to improve the quality of human resources as one of the main assets and potentials of national development.

The expansion of access to education is one of four priority scale stipulated by the government through the Ministry of Education and is the direction of rnpk 2018 discussions. The government has also opened access to education in 122 districts or cities that go into the leading, outer and disadvantaged areas through the construction of learning facility infrastructure. It also distributes teachers in regions of 3T areas (leading, outer and retarded areas). Kucuran funds budgeted by the Ministry of Education reached 3.1 trillion years for the development of education in the suburbs or leading, outer and retarded areas.

3.2 Government Policy Strategy

The policy carried out by the Ministry of Education and Culture in order to accelerate development in the leading, outer and retarded areas is an advanced program together to educate Indonesia. This program includes integrated teacher professional education program with additional authority, undergraduate program of educating in Bachelor Program of Educating in leading, outer and retarded areas, collaborative integrated teacher professional education program.

First, undergraduates educate in the outer most, leading and disadvantaged areas. Undergraduate education in the outermost, leading and disadvantaged areas is the government's policy in this case the Ministry of Education and Culture in order to accelerate the development of education in the leading, outer and retarded areas. Leading, outer and retarded areas program is a bachelor of education devotion program to participate in the acceleration of education development in leading, outer and retarded areas for one year as a professional educator preparation that will be continued with the teacher's professional education program. This program aims to address educational problems, especially in the lack of educators. In addition to providing experience of devotion to undergraduate educators so that professional attitudes are formed, love of the homeland, defending the country, caring, empathy, skilled at solving educational problems and being responsible for the progress of the nation. Specifically developing education in areas classified as leading, outer and retarded areas. This program prepares prospective professional educators before participating in the teacher professional education program. This activity is based on the decision of the Director General of Higher Education No. 64/Dikti/kep/2011 on the establishment of educational institutions organizers of the Start-up of integrated teacher professional education program (dual authority).

Second is about frontline teachers. Equalization of education in the country is still a big task that must be done by the state. therefore, the Ministry of Education created a frontline teacher program. In this program, selected teachers are teachers who are committed to settling with long-term in the leading, outer and disadvantaged areas. A total of 798 teachers have been sent. Until 2016 the government has prepared a formation of 3500 teachers to be sent back to areas in need (Beritasatu.com/12/2015)

This program is different from the Bachelor Program of Educating in leading, outer and retarded areas. In this program for the long term and the teachers have been civil servants. This frontline teacher formula is in accordance with nawacita which is the agenda of the current government's priority which is to build Indonesia from the Periphery and improve the quality of life through improving the quality of education. Especially the education of children so that services in the area are improved, not only concerning the cost of education, facilities and infrastructure, infrastructure, but also about the distribution of teachers. This frontline teacher program is a real step taken by the government to provide the best teachers for areas in need, especially leading, outer and retarded areas.

Third, the regional development program. This program is an effort made by the ministry of religion through the Directorate General of Islamic Education to strengthen its work in controlling the religious education of people in border areas and leading, outer and retarded areas (lagging, leading and outer). This program can foster a commitment to national values and politeism. This program is implemented for 12 months or 1 year. in the first stage of Bina kawasan will be applied to 25 districts or cities in the border area of leading, outer and retarded areas. There are as many as 50 teachers and or prospective Islamic Education teachers have been seen to take part in this program (<https://kemenag.go.id/berita/read/505789/>)

In practice, teachers are obliged to teach Islamic Education to schools in border areas and leading, outer and retarded areas. They must coexist and blend in with society, conduct social advocacy, teach a peaceful, polite, tolerant Religion of Islam, and uphold national and Indonesian values. To participate in this activity, participants must be tested and have four readiness, namely physical, mental, religious knowledge, and state defense.

Fourth, a one-stop program. This program is an educational organization that includes elementary and junior high schools that the school and or its management integrated integrated in to this integrated that is intended is physically as



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well as in management. Physicality that the location of junior high school is fused or brought closer to elementary school. The creation of One Atap school aims to accelerate the improvement of the mandatory 9-year study program and improve the quality of primary education in remote areas. So far, the community in the 3T area has not been the nearest junior high school that can be reached by the community. The implementation of One Roof school is intended to improve access to Junior High School Education in remote areas. This can reduce the cost of your parents to take their child to a school that goes far enough. In the implementation of this policy, there are still some constraints, especially on the substance of the management of students. Students lack the maximum special services from the school because the school also lacks special attention from the Government.

In addition, as the age progresses faster and more sophisticated called the industrial revolution where all human activity is inseparable from the exist of technology, then for the field of education the field of technology is an inseparable entity. One of the efforts to meet the industrial revolution in education is the use of digital-based education. No exception in 3T areas, with existing power and capabilities should still be encouraged by digital learning. Among other things is to show students an app that can be downloaded on a PC about a particular subject, then show students educational films so that students can build knowledge from there, and other efforts. But the activity must also be supported with adequate facilities and infrastructure.

For regions of leading, outer and retarded areas with limited internet access, in addition to providing books can be overcome by the use of offline learning applications. For example, in high school math lessons students are introduced with Geogebra, SPSS, Maple, Microsoft Mathematic, and other applications. Later in language subjects, students are introduced to offline language dictionary that does not need internet access. For the elementary school level, students can not yet be taught abstract concepts as well as offline applications. However, learning can be done by showing audio visuals in the form of fun movies and educating children so that they can take experience and knowledge from there.

The use of audio visual applications that can be watched offline is also many types. For example in youtube app alone there are various interactive videos about certain lessons as well as other interactive videos that can build students' knowledge. In addition, applications such as RuangGuru, Zenius Prestasi, and others have been proactive for education in leading, outer and retarded areas. Because the application provides a source of learning reference online and offline. The app prepares a complete learning video feature following the development of the curriculum, a package of training and exam questions with a proportionate composition of Higher Order Thinking Skill (HOTS) and Lower Order Thinking Skill (LOTS).

4. Conclusion

In conclusion, Indonesia's education reforms in the face of the education of the outer most local communities are to expand access and improve the quality of education with advanced program policies together to educate Indonesia which includes Integrated Teacher Education Program with Additional Authority (PPGT), Bachelor Program of Educating in leading, outer and retarded areas (SM3T), Front Line Teacher (GGD), Regional Development Program, and Collaborative Integrated Teacher Professional Education (Collaborative Integrated Teacher Education Program).

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