

# Policy Effectiveness Program for Improving Education Equality through the Development of Education Facilities and Infrastructure

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**Abstract.** *In one part of the Gorontalo Province, Bone bolango since its inauguration as a Regency on February 25, 2003 with an area of 1,984.31 km, of course, has problems in terms of educational equality, difficulty access to education due to geographical conditions and inadequate road and transportation access. which results in the lack of equal distribution of education, especially education, especially basic education. There are still many areas in Bone Bolango Regency where people have not been able to enjoy education. The solution for meeting basic education needs in Bonebolango Regency begins with opening road access and transportation, so that the area is easily accessible. Over time, in every village in Bonebolango District, there are already several elementary schools that allow each community to receive an education. However, the problem of fulfilling the need for educational facilities and infrastructure is still constrained by the lack of budget available in the local government. There are still many areas in Bone Bolango Regency where people have not been able to enjoy education. The solution for meeting basic education needs in Bonebolango Regency begins with opening road access and transportation, so that the area is easily accessible. Over time, in every village in Bonebolango District, there are already several elementary schools that allow each community to receive an education. However, the problem of meeting the needs for educational facilities and infrastructure is still constrained by the lack of budget available in the Regional Government. This study used a qualitative method, describing the program policies to increase educational equity.*

**Keywords:** *Education, Geographical, Government*

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## INTRODUCTION

Since 1984, the Government of Indonesia has made efforts to equalize primary school education, followed by 9 years of compulsory education since May 2, 1994. The 9 year compulsory education was planned to be completed in 2008 but until 2006 there were still many Indonesians who had not yet completed primary school. This is of particular concern to the government by allocating an education budget of 20% of the APBN. Expanding educational opportunities through the construction of educational facilities and infrastructure by providing school buildings in each region taking into account the population in each region.

The condition of education in Indonesia is still uneven. For example, in big cities, educational facilities and infrastructure are very advanced, while in villages only rely on makeshift facilities and infrastructure. In one part of the Gorontalo Province, Bone bolango since its inauguration as a Regency on February 25, 2003 with an area of 1,984.31 km<sup>2</sup>, of course, has problems in terms of educational equality, difficulty access to education due to geographical conditions and inadequate road and transportation access. Which results in the lack of equal distribution of

education, especially basic education. There are still many areas in Bone Bolango Regency where people have not been able to enjoy education.

The solution for meeting basic education needs in Bonebolango Regency begins with opening road access and transportation, so that the area is easily accessible. Over time, in every village in Bonebolango District, there are already several elementary schools that allow each community to receive an education. However, the problem of meeting the needs for educational facilities and infrastructure is still constrained by the lack of budget available in the Regional Government. The budget provided by the central government is 20% of the APBN provided by each region in the form of a General Allocation Fund, requiring local governments to be able to manage this budget effectively.

Problems in the world of education in terms of equity, cannot be separated from the need for the provision of educational facilities and infrastructure, for example the construction of school buildings, in Bonebolango Regency, especially in remote areas, there are still buildings that are not suitable to be called schools, not to mention inadequate facilities, for example unavailability of LCDs for learning, unavailability of practicum and sports rooms, unavailability of computers. This will certainly hinder the learning process.

The availability of facilities and infrastructure is an important factor in the success of education, the gap between urban and rural areas is still a homework to be done by the local government of Bonebolango Regency. Local government policies in terms of increasing education equity are inseparable from community support, the community must be willing and able to accept any changes, especially in terms of developing the quality of human resources through education.

The purpose of this study is to measure the level of effectiveness of policies to increase educational equity through the construction of educational facilities and infrastructure in remote areas in Bonebolango Regency and it is hoped that the results of this research can be used as a reference for sustainable human resource development through education.

In popular scientific dictionaries (Risa Agustin, 2015: 93) effectiveness comes from the word "effect", interpreted as efficiency, usefulness, supporting goals and interpreted as an effect caused by causes or actions. Based on the opinion of Muasaroh (2010: 13), the effectiveness aspects of a program can be seen from several aspects, including: (1) aspects of the task or function, namely the institution is said to be effective if it carries out its duties or functions; (2) aspects of a plan or program, in the sense that the program can be said to be effective if it has a well-executed plan and program; (3) aspects of provisions and regulations, the effectiveness of a program can be seen from the function or failure of the rules that have been made in order to keep the activity process going; (4) aspects of the goals or ideal conditions, an activity program is said to be effective from the point of view of results if the goals or ideal conditions of the program can be achieved.

According to James L. Gibson, effectiveness is the achievement of targets showing the degree of effectiveness (in the book Herbani Pasolong, 2010: 4). According to the opinion of Richard M. Streers (in Nadia Azlin, 2013: 18) said several measures of effectiveness, namely: (1) quality, (2) Productivity, meaning the quantity of services produced; (3) alertness, namely a comprehensive assessment with respect to the possibility of completing a specific task properly; (4) efficiency is a comparison of several aspects of performance against costs to produce these achievements; (5) income, namely the amount of resources that are still left after all costs and obligations have been fulfilled; (6) growth is a comparison of existence; (7) stability is the maintenance of structures, functions and resources over time; (8) accidents, namely the frequency of repairs resulting in time loss; (9) morale, namely the feeling of being bound in terms of achieving goals, which involves additional effort, shared goals and a feeling of belonging; (10) motivation, is the power that emerges from each individual to achieve goals; (11) cohesiveness, namely the fact that members of the organization respect each other, are able to cooperate; (12) adaptability, the existence of a new stimulus to change standard operating procedures.

According to P. Robbins Stephen (2010: 8) effectiveness is carrying out activities that directly help the organization achieve various goals. The closer the organization to the goal, the more effective the organization will be (Ahadi, 2010: 3). According to Edy Sutrisno's (2010: 125) opinion, there are seven variables that affect the level of organizational effectiveness, including: (1) organizational structure; (2) technology, namely actions, knowledge, technical and physical equipment used to convert inputs into outputs, goods or services, (3) external environment; (4) internal environment; (5) employee relationship with the organization; (6) employee performance; (7) management policy.

A policy success can be seen through the response of the community who responds to implementation after predicting the effect that will occur if a policy is to be implemented, as well as the community's response after the impact of the policy can be felt in a positive form in the form of support or a negative form in the form of rejection.

### **The Concept of Equitable Education**

Equitable education in the sense of equal opportunity to obtain education has long been a problem that has received attention, especially in developing countries. This is inseparable from the growing awareness that education has an important role in nation building, along with the development of democratization of education with the slogan Education for all.

Equity in education includes two important aspects, namely equality and equity. Equality or equality means equal opportunity to get education, while equity means justice in getting the same educational opportunities among various groups in society. Equitable access to education means that all school-age residents have obtained educational opportunities, meanwhile access to education is fair if groups can enjoy education equally (Eka. R.2007).

Conceptually, the concept of equalization is: active equalization and passive equalization. Passive equalization is equalization that emphasizes equality in getting the opportunity to enroll in school, while active equalization means equality in giving registered students the opportunity to obtain the highest learning outcomes (Sismanto, 1993: 31). In this understanding, educational equality has a broad meaning, not only equality in obtaining educational opportunities, but also after becoming students must be treated the same, in order to obtain education that develops its potential to be able to form optimally. If these dimensions are the basis for approaching the issue of equal distribution of education, it appears how complicated and difficult it is to assess the equality of education achieved by a region, especially for developing countries where funding constraints appear to be quite dominant both from the point of view of quantity and effectiveness.

### **Education Development Policy in Indonesia**

Education development policies include: (a) equitable distribution and expansion of access to education; (b) improving the quality and relevance of education. The Indonesian education development policy according to the Ministry of National Education 2010 is aimed at achieving the following: (a) striving to expand and equalize opportunities to obtain high quality education for all Indonesian people towards the creation of high quality Indonesian people with a significant increase in the education budget; (b) enhancing academic and professional abilities as well as increasing the welfare assurance of educational personnel so that teaching staff are able to function optimally, especially in enhancing character and character education in order to restore the authority of educational institutions and personnel; (c) reforming the education system including updating national and local curricula according to local interests, as well as verifying the type of education in a professional manner; (d) empowering educational institutions both schools and outside schools as centers for cultivating values, attitudes and abilities and increasing family participation and community supported by adequate facilities and infrastructure; (e) reforming and strengthening the national education system based on the principles of decentralization, autonomy, science and management; (f) improving the quality of educational institutions organized by both the public and the government to establish an effective and efficient education system in the face of developments in science, technology and arts; (g)

developing the quality of human resources as early as possible in a directed, integrated and comprehensive manner through various proactive and reactive efforts by all components of the nation so that the younger generation can develop optimally accompanied by the right to support and protection according to their potential; (h) increasing the mastery, development and utilization of science and technology, including the nation's own technology in the business world, especially small and medium enterprises and cooperatives in order to increase the competitiveness of local resource-based products.

## **METHODS**

This research uses a qualitative approach. In collecting the data needed in this study, researchers used various data collection techniques in the form of interview, observation, document review, techniques. This technique is used as the dominant data collection method and is complemented by other methods such as participant observation. Document analysis and other techniques. Through interviews, it is hoped that data will be obtained broadly and in-depth in order to obtain views on the research subject. Interviews were conducted in a structured and unstructured manner. Structured, that is, the previous researcher made a list of questions in the form of an outline that became the focus of the study, especially aimed at key informants, while unstructured interviews were flexible, the order and wording of each question could be changed at the time of the interview. This is done to further explore and develop answers from informants, so that the information collected is complete and in-depth. Apart from in-depth interviews, the researchers also used telephone interviews with several informants in order to obtain additional much needed information. Observations are expected to obtain complete and detailed data through careful observation by involving and participating in the focus being studied. To obtain data through participant observation, researchers try to understand in depth the problems in the field. Participant observation is used to observe research settings with full participation and involvement in programs or activities. Researchers used official document techniques related to research titles and photography to complement the data from the interview results.

## **RESULTS AND DISCUSSION**

The schools that were the samples in this study were schools located in Pinogu sub-district, where Pinogu is a remote area in Bonebolango Regency. In Pinogu District, there are only 2 public elementary schools, namely 1 Pinogu public elementary school and 2 Pinogu public elementary school, there are 1 junior high school and 1 senior high school.

One of the obstacles to improving the quality of education in remote areas such as the Pinogu sub-district is the inadequate road access. If you want to visit the Pinogu area, it can be reached by using a trial motorbike for 4 hours.

Schools in Pinogu District have inadequate facilities, books are not available and the number of teachers is also very limited, for example for high school teachers there are only 6 people and 1 civil servant, this affects the level of teacher attendance at school as a result of frequent vacancies at school hours learning. The only major obstacle to Pinogu's problem is poor road access, so mobilizing equipment will find it difficult to reach the area.

The Bonebolango Regency Government continues to try to open road access to the Pinogu area, by clearing forest land, and currently the road to the Pinogu area has been open for several kilometers, although it has not yet reached deeper areas.

The focus of this research is defined as the efforts or actions carried out by the related agencies, in this case the Education Office, through three main activities, namely organization, interpretation and application in the implementation of the education process. Educational development is one of the main priorities in the national development agenda. Educational development is very important because of its significant role in achieving progress in various fields of life: social, economic, political and cultural. Therefore, the government is obliged to fulfill the rights of every citizen to obtain educational services in order to improve the quality of life of the Indonesian nation.

The granting of authority is based on Law Number 32 Year 2004 in particular Article 14 paragraph 1 letter (f). If previously education was the responsibility of the central government, with education decentralization, districts / cities have the authority to provide education. Furthermore, in PP. 25 of 2005 concerning the authority of the government and the authority of the province as an autonomous region, especially article 3 which regulates the implementation of education in the regions, especially article 3 (a) that stipulates policies regarding the admission of students and students from minority, underdeveloped, and / or incapable communities as regional responsibilities . Local governments understand the situation in their territory to determine education policies, especially the distribution of education that touches all levels of society. Based on Law no. 32 of 2004 and PP. 25 of 2005, all Indonesian citizens are entitled to education and teaching without exception, both the "rich" and the "poor" and urban and rural (remote) communities.

### **Organization**

The role of the implementing agency aspect in implementing the education equality policy in Pinogu District cannot be separated from the organizational structure and work procedures of the Bonebolango District Education Office as the SKPD entrusted with the implementation of educational equality through the construction of facilities and infrastructure. The role of supervision in this case is very necessary in order to achieve the effectiveness of the education equality program policy.

### **Interpretation**

The attitude factor of policy implementers greatly influences the success or failure of a policy implementation, because there are many failures in policy implementation because the implementers do not fully understand the policies being faced, especially if they reject the objectives contained in the policy. Therefore, the implementers are required to have expertise, dedication and understanding of the policy objectives.

### **Application**

Striving for equal distribution of education through the construction of facilities and infrastructure carried out by the Bonebolango District Education Office in Pinogu District is inseparable from the efforts of the Bonebolango Regency Government to improve road access in order to facilitate the mobilization of fulfillment of improved educational facilities and infrastructure in the area.

### **CONCLUSIONS**

Based on the results of research on the effectiveness of educational equality program policies through the development of educational facilities and infrastructure in Pinogu District, Bonebolango Regency, conclusions can be drawn

From the results of the research, there is still a lack of facilities available in schools in Pinogu District, the unavailability of adequate textbooks, so that students find it difficult when they want to do learning. School buildings are adequate but the lack of computers, LCDs or learning media is still very minimal. Limited study spaces and unavailability of laboratories for junior and senior high schools. In addition, there are still limited numbers of teachers who teach at schools, both at the elementary and middle school levels. This is what causes these schools to experience frequent vacant learning hours. Poor road access results in difficulty in mobility to fulfill needs. This is what continues to be a thought for the Regional Government of Bonebolango Regency to advance the region. The first thing the local government does is to open road access to Pinogu District, which is still a forest area.

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