



Implementation of Equal Distribution of Education for Indonesia's Disadvantaged, Frontier, and Outermost Regions

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ARTICLE INFO

Keywords:

Distribution of education;
Educational dimension;
National Development;
Social equity

Article history:

Received 2023-10-12
Revised 2024-09-15
Accepted 2024-09-17

ABSTRACT

Two important dimensions of education in Indonesia which have often been a problem so far are the problem of widespread access to education and equality of education in Indonesia. These two problems are still a polemic in educational development in Indonesia. Many factors influence the implementation and distribution of education. Expansion is characterized by the ease with which society (citizens) can obtain education, while educational equality is a situation that is the same between the implementation of education carried out in both cities and villages. Through the literature, researchers looked at the implementation of educational equality in Indonesia, so it was found that the government was trying to provide rights based on UU No. 20 of 2003 through the educational equality program in the disadvantaged, frontier, and outermost (3T: *Tertinggal, terdepan, terluar*) area, so it was known that the initial explanation regarding this implementation was presented in the discourse on the importance of educational equality, then the basis The basis of the education equality policy was to look at the problems and also the quality of education itself. Afterwards, it was found that the government had implemented policies related to education equality through the 3T teaching undergraduate program and the realization of other programs which were considered to influence the progress of education in Indonesia.

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1. INTRODUCTION

Education is very essential in the humanization process in a cultured society (Dunne, 2021). In today's era of globalization, there are tremendous changes in human life (Yom, 2017). It cannot be avoided from the tsunami of globalization that has entered every inch of modern human life (Osler, 2023). Education is a necessity for the Indonesian people for the sake of development because the strategic basis of development is education. Education must be used to educate all people, not just certain groups. Therefore, it is the state's duty to regulate this for the nation's intelligence process. Since the proclamation of Indonesian independence on August 17, 1945, the founding fathers of this nation have realized the importance of efforts to make the nation's life more intelligent. This idea is reinforced by the fact that Article 31 of the Constitution of the Republic of Indonesia emphasizes that

every citizen has the right to receive an education (Vitasari, 2012). For this reason, the government must implement a national teaching system that is regulated by law. In connection with the constitutional demands, the government is determined to establish an institution that is responsible for efforts to educate the nation's life.

The next message contained in the 1945 Constitution is that national education is intended for all people and not just a small part of society. In itself, a national education system that only allocates it to a small number of Indonesian people is not only contrary to the 1945 Constitution but also a denial of human rights. National education is democratic education, which aims to build a democratic society. A democratic national education system does not mean rejecting the reality of differences in levels of human intelligence as a divine gift. A democratic education system is to provide equal opportunities for all people according to their respective abilities and talents to obtain quality education (Alshurman, 2015).

2. RESULTS AND DISCUSSION

The Importance of an Educational Equity System in Indonesia

The education system currently in place in Indonesia can be said to be uneven and has not had a significant impact or change on the mindset of Indonesian people since ancient times until now. This can be seen from the problems that commonly occur in several educational institutions, where these educational institutions are more concerned with economic profits than improving the quality and quality of their education. This can have a negative impact on students and their future because it can result in an unequal education system throughout Indonesia. This is because regions in Indonesia that can be said to be "less" developed do not experience the education system that they should and do not receive good quality learning. This unequal education system can have a negative impact on the future of the Indonesian nation, where some groups of people from certain regions do not have sufficient knowledge to play a role in developing their country and cannot develop in urban communities (Sulistiyosari et al., 2023).

Therefore, there is a need to review the education system in Indonesia so that it can be more equitable. Every area, both urban and remote, should continue to receive the same knowledge and teaching that is equivalent to the quality of teachers and adequate building facilities. Everyone has the same ability and capacity to think, so inequality in education is something that is very unfair and should be eliminated from the education system in Indonesia (Maksum et al., 2020; Mustari & Rahman, 2012).

Equal distribution of education in Indonesia can be addressed with various efforts from the central government and village residents. The government can maximize educational planning to address gaps and lack of facilities in village schools (Ishak, 2022). People need joint efforts to improve access and quality of education, in particular by expanding access to early childhood education, improving national standards, stronger provider licensing, and developing a cadre of specialist supervisors (Safarah & Wibowo, 2018). Equal distribution of education must be carried out in a comprehensive and balanced manner, taking into account the needs and capabilities of each region (Idrus, 2012). Regional governments must also play an active role in improving the quality and equality of education without allowing political nuances to poison education. Increasing participation in upper secondary education is also important to increase relevance to students' lives and work. Based on the description above, there are several ways to improve the quality of education in Indonesia, namely by conducting school reviews, benchmarking, quality assurance and quality control. School reviews involve all parties in the process of continuously improving the quality of education. Benchmarking is used to set education quality standards and targets through SWOT analysis. Quality assurance and quality control are planned and systematic activities to meet education quality standards and check quality deviations that do not meet standards.

In addition, equitable distribution of education in Indonesia can be achieved through various efforts, such as maximizing educational planning in villages, expanding access to early childhood education, improving national standards, stronger provider licensing, and developing a cadre of specialist supervisors. Regional governments must also play an active role in improving the quality and equality of education without allowing political nuances to poison education. Increasing participation in upper secondary education is also important to increase relevance to students' lives and work. In order to provide equal distribution of education, it is important to do it in a comprehensive and balanced manner, taking into account the needs and capabilities of each region. The central and regional governments must work together to create a better and more equitable educational environment throughout Indonesia. Apart from that, it is necessary to evaluate education and assess educators continuously as a form of feedback and evaluation for educators and schools. In carrying out efforts to equalize education, it is also important to pay attention to aspects related to the availability of facilities

and infrastructure, as well as qualified teaching staff. Good cooperation is needed between the government, society and teaching staff to create a better educational environment.

Education Equity Policy in Law No. 20 of 2003

Expanding and equalizing education are synonymous words that have almost the same meaning. The expansion of education places more emphasis on how the government makes efforts to provide educational facilities and infrastructure, and then the provision of these facilities and infrastructure reaches all corners of the archipelago or remote areas. Equal distribution of education has a meaning that emphasizes the efforts made by the government so that all people can obtain the same rights in accessing education. In other words, there is no difference between the poor and the rich, nor is there a difference between urban and rural communities. The government's obligation in implementing national education is to provide services and facilities, as well as guarantee the provision of quality education for every citizen without discrimination and is obliged to guarantee the availability of funds to provide education for every citizen aged seven to fifteen years. This is as stated in Article 11 of Law Number 20 of 2003.

The responsibility of the government or state in financing and providing education funds as a consequence of the implementation of Article 31 of the 1945 Constitution, in fact, is implemented differently by Article 46 Paragraph (1) of Law Number 20 of 2003, namely that education funding is a joint responsibility between the Government, Regional Government and the community. Likewise, the source of education funding in Article 47 Paragraph (2) of Law Number 20 of 2003 is the responsibility of the government, regional government and the community. The allocation of the education budget in Article 49 Paragraph (1) of Law Number 20 of 2003 has been regulated to be allocated a minimum of 20% of the APBN for the education sector and a minimum of 20% of the APBD in addition to the allocation for teacher salaries and official education costs. Elucidation of Article 49 Paragraph (1) states that education funding can be fulfilled in stages. Education is also carried out by pursuing educational activities based on the National Education System by providing educational infrastructure and facilities that are certainly not cheap. Educational success is one of the main indicators of successful implementation of government duties. Therefore, it is appropriate for the Government to pay attention to education, especially through the allocation of funds for educational activities.

Equal distribution and expansion of education is a public policy implemented by the government, both the Central Government and Regional Government. In implementing a public policy, it must be implemented with careful planning (planning). When discussing development planning, there are at least two approaches that must be used as approach methods, namely: public administration and management approaches. Whichever approach is used, whether administratively or managerially in any country, both are definitely related to three aspects, namely: philosophical, legal, and political aspects. In connection with the issue of expanding and equalizing education, the implementation of expanding and equalizing education is a public policy implemented by the Central and Regional Governments comprehensively in order to realize the ideals of the 1945 Constitution.

Problems of Equal Education in Indonesia

In the era of globalization and advances in information technology, Indonesian education has achieved a major focus in efforts to achieve sustainable development and social equality. The impact of globalization on Indonesia's national development is the transition from an agricultural economy to an industrial one, which is supported by skilled human resources who are able to adapt to rapid changes. Thus, this, of course, requires quality human resources through an educational process. Education is the main pillar in the development of a country, which has cultural, geographical and social diversity. However, behind this great potential, there are complex and deep problems that need to be addressed, namely the problem of equal distribution of education. In the midst of the various advances that have been achieved in the education sector in Indonesia, the problem of educational equality is still a serious challenge that hampers the country's potential for growth and socio-economic progress. Until now, Indonesia is still faced with complex and ongoing problems related to inequality in the education sector, which has a significant impact. Inequality in education remains a vexing problem, hampering growth potential and creating stark inequalities across regions and between social groups.

The inequality of education in Indonesia itself is currently not even enough, which is an obstacle and the government's responsibility. When talking about education in Indonesia, currently, in terms of quality, it is still very low and does not meet expectations. So, there is a need for cooperation between the state government and the

community itself, so it needs serious attention to be followed up. The issue of equal distribution of education is how the national education system is expected to provide opportunities for the wider community to obtain education in order to advance the nation and national culture so that education becomes a tool for developing human resources that drives development. The problem of equal distribution of education arises when there are still many people, especially school-age children, who cannot be accommodated in the educational system and institutions due to a lack of existing facilities. There are several factors behind the unequal distribution of education in Indonesia, including:

1. Geographical location

Indonesia is the largest archipelagic country in the world, located in the Southeast Asia region, and has geographical diversity. Indonesia's geographic diversity guarantees its diverse natural and cultural riches, but this is also the main problem of inequality of access between urban and rural areas. This creates difficulties in providing equal access to education in all corners of the country. We can see that many schools, especially in remote rural areas, are still facing problems in terms of infrastructure and limited educational facilities, transportation and human resource management, one of which is inadequate teacher availability.

2. Internet access

Unequal internet access in Indonesia is a major factor in educational inequality. Especially underprivileged rural areas or remote areas often have limited internet access, or even none at all. So they have difficulty accessing the internet for online learning. This becomes an obstacle in student learning because, in the digital era, internet access is the most important part of distance education.

3. Low Teacher Welfare

4. High Rate of Teacher Transfer

5. Low Child Achievement

6. The high cost of education

7. Curriculum Quality

8. Social and Security Challenges

There is no good coordination between the central government and local governments, even in remote areas, which can cause equity problems. This is due to a breakdown in communication between the central government and regional governments. Apart from that, the lack of ability of educational institutions to carry out education also causes educational imbalance. This can happen if educational control carried out by the central and regional governments does not reach remote areas. Therefore, the majority of Indonesia's population of school age will not receive the expected education.

Education is fundamental in human life. However, it does not rule out the possibility that the majority of Indonesian people have never even tasted the sweetness of education. If you pay attention, citing what was stated by (Idrus, 2016) the problem of educational equality is at least caused by (1) a gap in the level of social welfare, which can be seen from differences in the socio-economic levels of society; (2) differences in educational facilities; (3) Unequal distribution of schools; (4) A high entrance value in school; and (5) clustering.

Educational problems in Indonesia need serious attention, because educational problems in Indonesia are all kinds of problems faced by educational programs in Indonesia. So, educational inequality in Indonesia is the government's responsibility which must be resolved immediately due to the government's lack of attention to the condition of education in Indonesia. Quoting Wibowo's opinion from Coleman's (1968) thoughts, it is revealed that the concept of equality or equity means providing free education up to a certain level, which is the main door to employment, a general curriculum that is relevant for all children from their various backgrounds, and so on which are the basis for equity or equality programs in improving the quality of education.

Quality of Education in Indonesia

Regarding quality, the indicator of educational quality is graduate competency, namely the abilities possessed by graduates. Graduate competencies can be the abilities possessed by graduates characterized by the knowledge, skills and behaviour that can be displayed. Efforts to improve the quality of education can be achieved through improving the quality of teaching and the quality of evaluation. Improving the quality of education must include efforts to refine further the evaluation system used. Astin revealed that three things must be evaluated so that the results can improve the quality of education. These three items are input, school environment and output (graduates). Related to learning activities, assessment of learning outcomes is a very important activity in the educational process. All processes in formal educational institutions will ultimately lead to learning outcomes that are realized quantitatively in the form of grades. Student learning

outcomes are not always easy to assess. As is known, learning objectives cover the cognitive, affective and psychomotor domains. The domains of knowledge (cognitive) and attitudes (affective) are relatively difficult to observe, although they can be measured.

The progress of education and its quality is one of the factors that can be said to make a nation advanced, but the quality of education in Indonesia is still relatively low. In line with the rapid progress of this era, the education taught to students must be balanced with the level of effectiveness because, in this way, the quality of education can be said to be good if students and graduates can adapt to current developments. On the other hand, the problems of the Indonesian people will gradually begin to be resolved if they are able to produce good human resources, too. Minister of Education and Culture Nadiem Makarim stated that Indonesia is far behind in terms of education compared to neighbouring countries, especially during the current pandemic; this lag is becoming increasingly evident. In the reading ability category, Indonesia is ranked 74th with an average score of 371. Meanwhile, in the mathematics, science and reading ability categories, said Nadiem, as Minister of Education.

The quality of education in Indonesia is still low due to several reasons; Firstly, there is a lack of facilities and infrastructure that support learning. For example, a lack of classroom buildings in a school causes the number of students in each school to exceed capacity. Second, the teaching staff is less professional. For example, every time the teacher enters the class, he only gives notes to students and does not provide a detailed explanation of the material. There are many others, such as a lack of confidence in answering questions during exams so that students cheat more, the incompatibility of education in Indonesia with the needs of the world job market, expensive education costs, and education that is not evenly distributed between regions. As a country that has a large territory, the lack of access to remote areas means that equal distribution of education for all communities is less effective. Education plays a big role in improving the quality of human resources. Good quality education will make the nation more advanced and developed.

Seeing these shortcomings, the effort that needs to be made is to provide academic supervision. Developing the teaching and learning process will be better by guiding teaching staff, this is the aim of academic supervision. To improve the teaching profession, such as increasing the efficiency and effectiveness of teaching and learning activities, ensuring that school activities run optimally in accordance with established provisions, and correcting errors by providing direct guidance.

The independent curriculum is a learning method that refers to a talent and interest approach. Students can choose whatever lessons they want to study according to their wishes. In general, the independent curriculum is a diverse intra-curricular learning curriculum. Teachers cannot force students to master all the material in the curriculum. Teachers must provide freedom for students to develop according to their potential.

In Republic of Indonesia Law no. 20 of 2003 concerning the National Education System in article 3 explains that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent. National education aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Based on these regulations, every educational institution should pay attention to the quality of learning so that the quality of education in schools is maintained and even developed. Schools must follow up through various kinds of scientific programs and activities that can develop teacher potential. This program can take the form of seminars, workshops and ongoing training so that teachers become more professional. The impact on the teacher's ability to manage quality learning.

Education is said to be of quality if the learning process is carried out in an interactive, inspiring, fun, challenging and motivating way for students to achieve actively. Apart from that, it also provides sufficient space for initiative, creativity and independence according to the talents, interests and physical and psychological development of students. In the learning process, teachers are required to be able to set an example. Educational institutions, in improving quality, need to involve five factors which are elements of the institution, namely the leadership of school principals, teachers, students, curriculum, and collaboration networks. These five elements must be involved and interconnected in achieving quality education. The school curriculum must be diversified with an independent learning program so that it can run sustainably with applicable laws and government regulations. With this transformation of education management through

the concept of independent learning, it is hoped that the quality of learning in schools will be of high quality and be able to produce a generation of nations that compete globally.

In Indonesia, those who need education the most are those in poor and remote areas. To overcome their educational needs, efforts are made to apply non-conventional methods. Another way is to take advantage of the potential, progress and flexibility of new technology. Even though new technologies such as communication, information and social technology offer educational equality at relatively low costs, their use still creates a gap between the 'rich' and the 'poor'. In addition, even though technology can reach the unreachable and can provide education to learning citizens, those who are forgotten are still disadvantaged because they not only remain technologically illiterate but are left behind in terms of knowledge. The majority of poor people in Indonesia live in remote places. They lack practically everything: facilities, means of transportation and communication in addition to their low knowledge of technology. If education is to reach the less fortunate, proportional conditions must be created by mobilizing local and national sources. Inequalities in educational equality also occur between geographical regions, namely between urban and rural areas, as well as between the eastern region of Indonesia (KTI) and the western region of Indonesia (KBI), and between population income levels or between genders.

The lack of equality and chaos in our education has been caused by education not being managed professionally. There has been inconsistent disassembly of policies, for example, implementation of the CBSA curriculum, Competency Based Curriculum (KBK) and KTSP curriculum. The name change from SMA to SMU returns to SMA, before an evaluation of the results of its implementation is held.

The limited availability of books is also one of the most important factors in providing quality learning. However, various data sources, including SUSENAS 2004, reveal that not all students can access textbooks either by purchasing them themselves or provided by the school.

Equalization of formal education was performed in the following programs:

a. Preschool and primary school education

Preschool education is education for early childhood, for example, playgroup and kindergarten. In urban areas, formal preschool education is often found, but in remote areas such as rural areas, it is still very rare, and the quality is very different from preschool education in urban areas. It is true that primary school education is fairly evenly distributed in various regions; this is in line with the 9-year compulsory education program, but the quality of this education is still very different between urban and rural areas. The availability of books is also a very important factor in implementing quality learning activities. However, the necessary textbooks are not yet available adequately, especially in basic education. Susenas 2004 data and other sources reveal that not all students in basic education can access textbooks, either by buying them themselves or getting loans from the school. The existence of schools that allow subject teachers to sell high-priced books is also a problem in itself. Selling books at quite high prices makes poor people feel burdened.

b. Secondary education

In secondary education, currently many superior schools are emerging. In practice, this school model is only intended for the bourgeoisie, elite and moneyed people who want to maintain their existence as upper class. Even if there are students who enter schools with a cross-subsidy system, it is just a trick on the part of the school to avoid an "image" in society as an expensive and high-quality school, a plus school, a superior school, a natural school, an integrated school, an experimental school (laboratory), full day schools, and other labels attached to schools that are assumed to be "excellent."

c. Higher education

For higher education, the issue concerns equal opportunity to obtain higher education for citizens in the 19–24-year age group. The costs required to study at a university are very large, so only children from well-off families have the opportunity to receive higher education. The need for both direct and indirect costs is quite large, which causes low educational participation at the tertiary level. The geographical distribution of leading higher education institutions in Indonesia is also uneven. Various leading universities are concentrated on the island of Java so people on other islands have to leave their hometowns to pursue higher education. Criticism is now starting to emerge regarding the implementation of State-Owned Legal Entities (BHMN) for several universities and institutes, such as UI, UGM, USU, UPI, ITB and IPB. BHMN is considered to have led to the commercialization of education, which is contrary to the main mission of a higher education institution. To be able to study at these respected universities and institutes, students' parents have to spend tens of millions of rupiah.

Several arguments have caused a protest movement to emerge regarding the symptoms of commercialization of higher education. First, higher education, which has previously been elitist, will become

increasingly elitist. Expensive higher education institutions will further strengthen the character of elitism and further reduce the spirit of egalitarianism (Musayyidi, 2020). This phenomenon clearly contradicts the principle of educational equality as mandated in the National Education System Law. This basic principle of equality is very important to provide opportunities for all groups of society to obtain good educational services. Second, there are ideological reasons behind the protest movement. So far, those who have been able to enjoy higher education have been people from middle-class families. People who come from the lower class (poor families) have difficulty getting access to higher education at such expensive costs.

Educational equity in the sense of equal opportunity to obtain education has long been an issue that has received attention, especially in developing countries. Increasing educational equality and prioritizing poor community groups, which number around 38.4 million or 17.6 percent of the total population. Poverty is the main obstacle in gaining access to education. Apart from that, areas outside Java that are still lagging must also receive attention to prevent the emergence of social jealousy. Equal distribution of education in Indonesia is a very complicated problem. Education inequality in Indonesia occurs in the poor layers of society. Financial factors cause factors that influence this inequality. The higher the level of education, the more expensive the costs incurred by individuals. Indonesia is a developing country where the majority of its people live at an inadequate level.

Implementation of the Education Equity Policy in the 3T Region

Moving on to the basis of the law that is used and is part of the main law implemented in Indonesia, namely Constitution 45, which in the fourth paragraph contains the words "to make the life of the nation intelligent" and education is an effort towards making the life of the nation intelligent. Through the basis of law number 20 of 2003 concerning the national education system which is the main point for equal access to education for its people. These equalization programs have been widely implemented and also realized.

Equal distribution of education for the 3T region (disadvantaged, frontier and outermost) is a form of effort to accelerate educational development in the 3T region. This 3T region is an area whose geographic, social, economic and cultural aspects are less developed than other areas seen on a national scale. So, the form of government effort to carry out the mandate of educational development is through related programs in the 3T area. Through the 12-Year Compulsory Education Program, the Ministry of Education and Culture is trying to implement the new policy that it created as a form of improving the quality and quality of education in the country; therefore, the 3T region is not an exception in gaining access to education and completing the mandate of 12 years of compulsory education which started in 2013.

The form of implementation of the 12-year compulsory education program still often encounters shortcomings and problems. The main problem points are the shortage of educators and the relatively high school dropout rate, resulting in low school participation rates. Apart from that, infrastructure that does not meet education standards and various infrastructure that is still difficult to access is still lacking in facilitating the education process.

The 3T region still has other problems. The research examines the Mahamak village in Mahakam Ulu, where the results of the implementation of compulsory education are still not going well and are being well realized. Considering that the school dropout rate is still high in the area, and this is based on economic, family factors, interest as well as how far away the school is considered to be too far for these students to access (Masing, M., & Astuti, 2021).

Compulsory education at 3T is actually seen as a form of overcoming education that is difficult to access, both in terms of economic reach, geographical reach and the use of technology by every child. This policy is considered capable of increasing the target gross participation rate (APK) at the provincial/district level gradually and continuously. However, this cannot be achieved if the support for the compulsory education program is not met; namely, the secondary school budget, which needs to be increased, focusing funds on poor students, increasing educational staff and the facilities needed to be able to fulfill learning models that are considered relevant to needs. students in this 12-year compulsory education effort (Subijanto: 2014)

Education in the Pongkar area, Cliff District, Karimun Regency shows a lack of harmony. In (Suhelayanti, 2019) the implementation of the compulsory education policy in the 3T area, in fact, has not yet been realized according to the expected standards and targets for the policy administrators and program formulators or experts are, on average, in the capital city, where basically the conditions and circumstances are very different from 3T region. This 3T region always has the same problem, namely not being able to get adequate and equal education due to the critical fact that the condition of Indonesian education is not evenly distributed on a large scale. Then

national development, which had long been felt to be centered only in Java, became a problem so that areas outside Java became less focused.

The results of the research (Kinanti & Trihantoyo, 2021) regarding the role of parents in helping to implement education, including the 12-year compulsory education point, which is currently being implemented, has a very important position and role. Because awareness, a form of responsibility as well as a sense of parental concern for children are pillars in the successful implementation of education that is considered quality. However, this was denied in (Hakim, 2016) who stated that the reality of education is that although it is considered free and without fees for buildings, tuition fees and basic operations, this still creates problems, especially for parents and guardians in the area. 3T tends to prevent children from entering school because it focuses children on helping work and earning a living. These social facts show that compulsory education programs, education and the quality of education will always be related to economic problems and poverty.

This relates to how programming and other policies are assessed as efforts to address problems and also as a form of achieving predetermined targets. These programs and policies are direct policies from the Ministry of Education and Culture or the Ministry of Education and Culture as an effort to accelerate educational development in the 3T area. With the tagline Moving Forward Together to Make Indonesia Smarter. The program includes the following programs:

1. Integrated Teacher Professional Education Program with Additional Authorities (PPGT)
2. Scholars' Teaching Program of the Disadvantaged, Frontier, and Outermost Regions (Program Sarjana Mendidik in 3T--SM-3T).
3. Collaborative Integrated Teacher Professional Education Program (Collaborative PPGT)

This program is seen as an answer related to the realization and support of other programs, one of which is the 12-year compulsory education program, especially in the 3T area. These programs and policies are answers related to education problems in the 3T area.

This program is designed in such a way as to fulfill the basic values and principles of Law No. 20 of 2003. This effort is implemented through the SM - 3T program as a form of the Forward Together to Educate Indonesia program, which is focused on Bachelor of Education who have not yet served as permanent teachers, in the sense of PNS/GTY or equivalent, which is then assigned for one year in the 3T area. The program is implemented as a response to helping teachers cope, as well as preparing prospective teachers who are professionals with strong foundations, are independent, have empathy and care for others, and have the spirit to educate the nation's children.

The SM-3T program organized by the Ministry of Education and Culture has a specific scope or assignment that must be carried out in this SM-3T program. The scope of the program is to carry out learning tasks in educational units that are in accordance with the field of expertise or seen from the perspective of demands. local conditions, then participate in encouraging learning innovation activities in the school where they are assigned, carry out extracurricular activities, and assist with tasks that are closely related to education management in schools, then tasks in social empowerment or community empowerment to be able to support educational and cultural development programs in the region 3T.

The case related to the SM-3T Program can be seen from the report regarding the implementation of educational equality in the Konda Maloba area, Central Sumba Regency, where, in fact, there is only one elementary school with minimal school facilities, minimal books, and a very limited number of teachers. This is the focus for implementing SM-3T in the Konda Maloba area, Central Sumba. In (Tagela, 2022) the educational gap is really clearly visible; the rural area of Central Sumba has very little access to education; through the SM-3T program, this area is assigned several teachers who then implement the SM-3T scope at Konda Maloba Elementary School through the program policy there is an inspiration for increasing the level of "literacy" which is considered to have increased. Based on BPS Susenas data 2011-2022, in the post-independence period, illiteracy reached 95% of the population; 15 years later, this figure was reduced to 40%, until in 2022, it was reduced to 6.90% of the population. This was also seen in the people of Sumba, who, through the SM-3T program, were able to reduce the illiteracy rate. From this, it was assessed that several parts of the achievement targets in an effort to make the nation's life smarter were progressing to a level that was deemed capable of achieving the target. However, this can only be seen from the SM-3T program implemented in Central Sumba, even though Indonesia's territory is so large, and in fact, there are still 3T areas that have not achieved the same things as in Central Sumba.

To get real results from the implementation of educational equality, you have to look at it from various angles, you have to look evenly at the needs from Sabang to Merauke. The government is, of course, looking at this gap carefully, so the form of program that is being rolled out is a form of implementation and effort towards an intelligent life for the nation's children. Basically, educational development requires effort and is also a fairly long process.

3. CONCLUSION

The very heterogeneous geographical and socio-cultural conditions of the Indonesian nation have an impact on the various conditions of Indonesian citizens. It is easy for some to access education, on the other hand, many have difficulty accessing education due to the various obstacles they face. This objective condition means that equal distribution of education, both in terms of quantity and quality services, cannot be achieved. The Unitary State of the Republic of Indonesia has a large area and is geographically and socio-culturally very heterogeneous, in several areas where education is provided, there are still various problems, especially in areas that are classified as frontier, outermost and underdeveloped (3T areas).

The process of implementing compulsory education in 3T areas is related to legal, political, economic and social factors which directly or indirectly influence the behavior of various parties involved in the compulsory education program. The aim of implementing the compulsory education policy in the 3T area is to increase the GER and reduce the number of children dropping out of school in the 3T area. In implementing the compulsory education policy, there is a process that must be gone through and this process cannot be separated from obstacles that occur in the field, such as a lack of parental awareness of the importance of children's education, economic limitations, limited access to schools and the lack of educational facilities in an area. The government's strategy to resolve obstacles by building school facilities, educational scholarships, improving access to education and socializing the importance of education is carried out using a structural approach and a behavioural approach that must be taken. This is solely for the sake of realizing success in implementing the compulsory education policy in the 3T area.

Existing education policies in Indonesia often do not reach all corners of the country; the success that the government proclaims to society only belongs to a few regions, such as Java, Bali and parts of Sumatra, but others cannot be accounted for, portraits of disparities that occur from the various policies implemented. There is an impression that it is covered by achievements in only a few areas. Especially in the 3T areas, frontier, outermost and underdeveloped areas, the high dropout rate is due to the difficulty of reaching schools in these areas, poor existing facilities and the quality and quantity of teachers available. So, the policy taken by the government is felt to be unfair to the people in the region, especially those on the border who see neighbouring countries as a comparison. To resolve existing educational problems, comprehensive policies are needed, not just partial ones, and the policies taken are not a 'trial and error' program. Reform educational policies that are fundamental and more focused on paying attention to actual conditions in society and giving high priority to education for the less fortunate and less intelligent, for groups in society that have been marginalized.

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