

Researching Education in Eastern Indonesia and Government Efforts to Promote

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Abstract: *The purpose of this research is to find out how eastern Indonesian education is and, for in descriptions essays. This research is a qualitative approach with interview methods in schools in the new area of Nusa Tenggara. The data that has been collected is then reduced, analyzed, so that it becomes a description of the research results. The research subjects were one of the teachers and students who were in the new university. From the results of the research the lack of facilities, number of teachers and teacher quality. From the results of the analysis, it was found that the average student and teacher teachers did not meet the teacher standard requirements. Many students lack knowledge and lack of facilities that support teaching and learning activities.*

Keywords: *researching, education, facilities, lack of teacher quality.*

JEL Classification:

INTRODUCTION

A. PRELIMINARY

In education and learning can be done anywhere, not always in the classroom or school. Every student has the right to get knowledge from anyone and anywhere, as well as practicing it. Today's challenges are increasingly complex and competitive, so it requires more expertise from everyone. Armed with knowledge alone is not enough without practical experience in accordance with the knowledge that he practiced while in school.

LITERATURE REVIEW

First Literature

Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students can actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. That is the definition of education according to Law no. 20 of 2003 concerning the National Education System. From this concept, there are several things that need to be considered. One of the guarantees for the welfare of citizens is marked by quality educational outcomes. The periodization of educational practice in Indonesia can be divided into several stages of development. Starting from schools that were established by the Dutch colonial government to educate the bumiputera group to become experts who would be employed in factories, plantations, companies and even schools owned by the Netherlands. Up to the present period, it seems that the practice of education is not much different from the practice of education during the Dutch colonial period.

Indonesia as an independent and sovereign state is constitutionally founded on Pancasila and the 1945 Constitution of the Republic of Indonesia. Choosing Pancasila and the 1945 Constitution as the basis of the state is a joint agreement with the founding father recorded in the long history of struggle to achieve independence, besides that there are several figures. who were omitted from historical records for being accused of being a rebel and all kinds of other accusations.

The preamble to the 1945 Constitution contains several main points, including mandating the ideals of independence to become a developed nation that is prosperous, intelligent and socially just. The educational mandate is contained in the opening paragraph of the 1945 Constitution, which reads "to promote public welfare, educate the nation's life, and participate in implementing world order based on independence, eternal peace and social justice ...". Education is the right of every Indonesian citizen as stated in Article 31 paragraph (1) of the 1945 Constitution which reads "every citizen has the right to education". In addition, education funds allocated from the State Budget are emphasized in Article 31 paragraph (4) of the 1945 Constitution which reads "State prioritizing the education budget of at least twenty percent of the state revenue and expenditure budget as well as of the regional income and expenditure budget to meet the needs of the provision of national education".

As a state that upholds the law, all activities of the state are always based on the law (the rule of law), so we as a society who hold power and sovereignty over this state can sue the state if in practice they are unable to

fulfill the rights of their citizens to obtain free, quality and equitable education.

METHODOLOGY

Research Strategy

The research method used is a literature review, by looking for relevant research related to education in Eastern Indonesia. With the existence of a government policy in the form of educational autonomy, so that each region can integrate and develop learning according to the potential of their respective regions.

DISCUSSION

Analysis

Educational policy is a decision made by the government or administrators in the field of education as a reaction to the emergence of various educational problems which become a guideline for acting and as solutions and innovations in order to achieve the educational vision and mission of the government and other actors in charge of education (Arwildayanto, et al. , 2018: 14). There are several examples of educational policies that can be examined in this paper, namely: national examinations, free education, international standard schools, teacher competence, teacher certification, tuition fees and so on.

Law Number 20 of 2003 concerning the National Education System articles 57-59 only regulates educational evaluation and does not mention national exams. The National Examination is only based on Government Regulation Number 19 of 2005 concerning National Education Standards. The implementation of the National Examination also questions paradigmatic problems and their implementation techniques. The paradigmatic problem concerns the need for the National

Examination as a determinant of graduation and the like. Meanwhile, technical issues related to the practice of its implementation have resulted in many problems.

If the constitutional mandate can be actualized by the government in accordance with the conditions of diversity, progress in the world of education is a necessity.

Just imagine if all schools received attention and treatment in accordance with the needs of these schools to carry out the constitutional mandate "to educate the nation's life". If the government's policies are still discriminatory and prioritize advanced schools, then the equality in the world of education is only sales that are always sold when the election takes place.

We can assess the government's seriousness in overcoming gaps in the world of education that have never been bridged by constructive policies. If the government is serious, why is it that every year the problems in education are just that. Whereas every year there is an allocation from the APBN for the world of education which should be used to support educational practice towards progress. But in fact, it seems as if the problems in the world of education are being maintained so that the APBN funds will continue to be allocated but never resolve grassroots problems. This means that all education policies are counted only mathematically and quantitatively, and the government is naive to assess the quality of education outcomes. Finally, efforts are made to make efforts to allocate the state budget for education to every unit that needs it (advanced schools). Schools that lack learning support infrastructure, access to communication, information and transportation as well as quality educators are ignorant of the government's attention.

Indonesia has experienced a fundamental failure because the country's hegemony and all its interventions in determining the final outcome of human resources tend to be greater than the capabilities of education infrastructure (schools, teachers, stakeholders) which condition a concrete and contextual democratic education climate. (Chris: 2020) State hegemony in this affair is packaged in various forms, ranging from shaping a bureaucratic character, perpetuating paternalism and hierarchy, maintaining socio-economic inequality to veiled propaganda through various learning media (books, films, modules, etc.). Educational policy makers today

— even if he has experience and associations abroad — in fact raised in a New Order universe obsessed with stability, stability and uniformity, which are ways to manifest that obsession above all else. This hasty, hasty, and precarious measure of uniformity in the form of a tattered curriculum product not only resulted in substantial blunders and misperceptions, namely failing to produce uniformity, but on the contrary, succeeded in creating inequality or inequality.

The product of this inequality seems to be relegated. According to the Ministry of Education and Culture's statistics, in 2019, the number of high school students with special interest in Mathematics and Natural Sciences who took part in the ComputerBased National Examination (UNBK) totaled 959,182, while the social studies interest was less, 931,638. Assuming that the fluctuation in the number of students is not too far away, there is a range of 27,544 students who prefer to major in Mathematics and Natural Sciences, at an average of 810 students in each province. What do these numbers mean? More than 27 thousand students rated the MIPA interest

as having a better prospect than IPS when he enrolled in high school. This number has not been compared with registrants and SMK graduates.

Basic Data of Educational Institutions in Baranusa

Pantar Barat sub-district is one of the subdistricts that is the focus of educational studies to analyze how the practice of education is. It is a fact that all educational practices in Baranusa are the result of all central government policies which are interrelated with one another. This means that if we want to assess the practice of education in Baranusa, we must also study the educational policies agreed upon at the central government because they are nationally binding.

Previously, we will present some data related to formal education in the West Pantar District which is quoted from (Basic Education Data. Kemendikbud 2020). Data can be seen in the table below:

Furthermore, the data related to MAN 2 Alor and MTs N Baranusa quoted from the Ministry of Religion of the Republic of Indonesia DITJEN Islamic Education are as follows:

The data presented will then be used as a basis for analyzing the development of education in Baranusa.

2. Analysis of the main problems in the world of education in Baranusa a.

Quality of Education

The policy of improving the quality of education is directed at achieving the increasing quality of education which refers to the National Education Standards. (Asnawan, 2020: 234) The National Education Standards include various components related to the quality of education in relation to output, namely graduate competency standards.

Educational problems in the form of improving services and quality are still the focus of our attention to this day if we look at the quality of schools in Baranusa. It is not meant to denigrate, but as a generation of land lawo who are currently studying in overseas lands, we must be able to contextualize the existing knowledge solely for the advancement of land lawo.

Whereas the government always demands schools to improve service and school quality as a formal institution that is responsible for educating quality young generations. However, these demands are not adjusted to policies that favor teachers in particular and schools in general. There are several obstacles faced in achieving quality education quality in Baranusa. For example, the shortage of certified teachers, the government does not pay attention to the welfare of teachers, the lack of supporting infrastructure for learning, and limited access to transportation and communication. In addition, there is a need for massive coordination between educational institutions at the sub-district level to the center. This means that the main problems in the world of education in Baranusa need to be voiced up to the central government so that they can be immediately addressed. This is because government policies in the form of equity in the world of education can be realized if schools in 3T areas get more attention.

However, we also cannot just surrender to wait for the government's side. Because the obligation to serve is impossible to negotiate. At least schools must have a strategic plan to overcome the problems faced in education World. Teachers must be able to develop competencies and skills in the midst of all the deficiencies they face.

b. Teacher quality

Based on table 1 above regarding school data in West Pantar sub-district, quantitatively the number of all teachers is 96 male teachers and 122 female teachers spread across 9 elementary schools, 1 MIN, 3 SMP, 1 MTs and 1 SMA, 1 MAN. The quantitative data will be qualified to assess the extent to which the quality of teachers serving in these schools. Because qualified teachers will do their best to educate students in order to increase student potential. But to what extent have teachers tried this? Reflective questions that we need to answer together.

However, teacher quality does not stand alone as a natural factor, but behind it we need to see it from two sides (S. Suryana, 2017) On the one hand, if the teacher is qualified but not supported by a good learning environment, the potential of the teacher is not able to have an effect. . On the other hand, there are teachers who only hold a formal bachelor's title. This means that the undergraduate title is not representative or not in accordance with the ability and quality of the teacher. Apart from the teachers who have decades of experience teaching in schools, they receive minimal attention from the local government. We need to criticize the unqualified teachers who are accepted as teaching staff in schools because of family factors or the brevity of nepotism.

Result

There are social disparities which are the impact of the unequal quality of education. For example, the difference in the quality of undergraduate graduates from ordinary campuses with scholars from elite colleges who have broad access. It is hoped that educational equality, in this case the establishment of campuses and improvement of the quality of campuses in 3T areas, need to be followed up. These various (quality / unqualified)

undergraduate education graduates are a problem that can be returned to educational institutions and students who are pursuing education to become educators. This is because the process of admitting educators in schools is vulnerable to nepotistic practices or deep connections. This phenomenon seems to have taken root in all institutions. c. Infrastructure

Another factor that supports the process of improving the quality of education is the supporting infrastructure for learning. Although the classrooms in each school are

adequate, schools are required to create a comfortable and attractive learning atmosphere in order to increase student motivation and develop student potential. Every school is also required to have a library and provide books that can be used as a learning resource for students. (Isrowiyanti, 2011) It is sad if the school has a library but does not have a supply of textbooks or other materials that can be used as a learning resource for students and teachers.

Table 1. Example of table writing

No	School Name	Learners		Teacherer		PTK	
		L	P	L	P	L	P
1.	SD GMIT KALONDAMA I SD	76	75	1	7	2	8
2.	INPRES BARALER III SD	46	57	3	6	6	8
3.	INPRES BARALER V	30	25	2	7	4	7
4.	SD NEGERI BILANGMERANG II	61	51	3	7	6	9
5.	SDN BARANUSA	43	36	2	4	2	5
6.	SDN BATUPUTIH	12	9	1	3	2	3
7.	SDN ILLU	16	14	2	4	3	4
8.	SDN INP BARALER IV	41	31	4	5	5	6
9.	SD GMIT BILANGMERANG I	59	52	1	6	2	7
10.	SMP NEGERI LATUNA	47	37	8	5	11	6

CONCLUSION

Policies for improving the quality of education are directed at achieving an ever increasing quality of education which refers to the National Education Standards. National Education Standards include various components related to the quality of education in relation to output, namely the competency standards of graduates. Educational problems in the form of improving services and quality are still the focus of our attention to this day if we look at the quality of schools in Baranusa. It is not meant to denigrate, but as a generation of land lawo who are currently studying in overseas lands, we must be able to contextualize the existing knowledge solely for the advancement of land lawo.

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