

Education Problems in the Largest Region in Indonesia

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Abstract:- The problems highlighted in the study are: (1) how is the profile of education in Boalemo district ?, (2) how is the problem of education in Boalemo District? (3) how is the alternative model of the solution ? The objectives to be achieved from this study are (1) describing education profiles in Boalemo district, (2) describing education problems in remote areas in Boalemo District, (3) describing alternative models for solving educational problems in remote areas of Boalemo District. The results of this study are expected: (1) as a material contribution of thought for parents of students in order to increase awareness and understanding of the importance of education for children, (2) for the government as input to establish appropriate measures or policies in preventing and improving education programs in remote areas, (3) for writers as an added value in the expansion of knowledge and insight as well as training in solving problems by using scientific methods, (4) for further researchers to become a foothold and comparison for a more in-depth study of this problem in terms of aspects which is relevant.

Keywords:- education, remote areas.

I. INTRODUCTION

The phenomenon of remote education is a complex social problem for school-age children. The condition of education in remote areas is not a pleasant choice, because school-age children in conditions that are not for the future are clear, and their existence is not infrequently a problem for many families, communities, and countries. However, attention to the fate of children in remote areas does not seem so big and solutive. Even though they are our brothers, the mandate of Allah must be protected, their rights are guaranteed, so that they grow and develop into useful, civilized and bright future humans.

The results of the National Statistics Agency (SUSENAS) of the Central Statistics Agency of the Republic of Indonesia in 1998 showed that school dropouts were mostly in remote areas nationwide, totalling around 2.8 million children. Two years later, in 2000, that number experienced an increase of around 5.4%, bringing the number to 3.1 million children. In the same year, children who were classified as vulnerable dropped out of school, especially in remote areas, amounting to 10.3 million children or 17.6% of the child population in Indonesia, namely 58.7 million children (Soewignyo, 2002). These figures show that the quality of life and the future of children is very worrying, even though they are assets, investing in human resources and at the same time the future of the nation. If the conditions and quality of life of our children are of concern, it means that the future of the nation

and the country is also less encouraging. In fact, it is possible that some of our nation's children will experience lost generation.

As noted above, one of the most vulnerable groups of people who cause school dropouts is remote communities. Generally, these remote communities are often included in the poor. The poor are often groups that are powerless both because of internal obstacles from within and external pressures from their environment. The social companion then comes as a change agent who is involved in helping to solve the problems they face.

Boalemo District is one of the areas that have remote areas, where several existing schools are in accordance with the stipulation of the Gorontalo Provincial Education Office in 2005, including the category of remote schools.

The data is quite alarming, because ideally as smart Regency in accordance with the declaration of the Boalemo District Head can be free from the problem of children dropping out of school, or at least the number of school dropouts is low. So far, the handling of education in remote areas through package A, B, and C programs have not been effective. This can be seen from the learning system that tends to be conditional, not productive because what is handled is administrative, while the remote nature is neglected.

According to the author's observation, handling education in remote areas in all regions generally, do not have the right and effective model and approach. The existence of the promotion of non-formal education programs, such as package A, B, and C programs. In addition, institutionally the government has also sought the construction of a one-roof junior high school but has not shown a reduction in school dropout rates. In addition, the existence of this effort is considered less effective because it does not touch the root of the problem, namely poverty in the family. Coaching and empowerment in the family environment where they live seem to have not been done much, so the handling has tended to be patchy and ineffective. Meanwhile, the family is the first center of education, guidance, and empowerment that allows children to grow and develop well, healthy and smart. Thus, the problem of education in remote areas needs serious treatment.

Based on the thinking background of the researchers, assessing the importance and strategic research conducted on the profile of education, problems and alternative solutions in Boalemo District.

II. LIBRARY REVIEW

There are many opinions regarding education quality criteria. Engkoswara (1986) looks at the quality/success of education from three sides, namely achievement, atmosphere, and economy. Sallis (1993) proposes two main standards for measuring quality. That is (1) service outcome standards, and (2) customer standards. Indicators that fall into the standard of results and services are conformance to specification, fitness for purpose or use, zero defects, and right first time, every time. Contained the meaning here that the standard of education outcomes includes specifications of knowledge, skills, and attitudes acquired by students; the results of education can be utilized in the community or in the world of work; the very small level of piety; working right from the start, and right for the next job. Indicator included in the customer standard is a consumer, exceeding customer expectations and delighting the customer. Thus, customer standards include fulfilling satisfaction, hope, and enlightenment of life for that customer.

There have been many references which contain the opinions of experts regarding the potential for education workers, especially the academic staff who do the task of educating and teaching, and they must meet the minimum criteria. If carefully examined a number of relevant references, the qualifications that must be possessed by education personnel can be grouped into four types, namely (1) physical, (2) personal, (3) professional, (4) social. The first qualifications relate to aspects of physical health, special physical characteristics, and the carrying capacity of verbal abilities. The second qualification relates to the personality aspects of the teaching force, such as faith, personality as Pancasila, and psychologically normal. The third qualification relates to the technical duties of teaching and mastering the material of learning with all the supporting tools that are directly related, as well as its ability to create conditions for students to become a *learning society* that is increasingly felt urgent in this era of economic globalization and information. The fourth qualification relates to the function of the education staff as an integral part of the members of the Indonesian Pancasila society.

The main challenge for 21st century management is how to make an organization a leader of change. Change leaders view change as an opportunity. Change leaders view change by knowing how to get the truth about change and knowing how to make the organizational change effective within and outside the organization. According to Drucker (1999: 73), some requirements are needed to achieve success, namely:

- policy to make the future,
- a systematic method for understanding and anticipating change,
- the right way to introduce change, inside and outside the organization,
- Policy for making balance and continuation.

In this connection, the organization works in an environment that continues to change because it needs to prepare itself to accept the consequences of all political,

economic, social, and ethical and moral philosophies in an atmosphere of freedom. Schools also interact with the external environment that influences them to take a stand as an open system in carrying out academic activities, research and community service. Here is an educational policy that is responsive to the issue of contemporary education. In the era of decentralization, school leaders and *stakeholders* must be able to make and implement policies that are oriented towards improving quality and based on community problem solving.

Daft, et. al., (1999: 124) explains that in today's era of rapid change, everyone in the organization must understand and support the vision so that they can adapt their behavior to achieve the vision. Everyone in the organization must be guided by a vision in making decisions and solving problems. That way, organizations need to be moved towards future dynamics rather than just maintaining the status quo. That means to direct any organizational change, the leaders and personnel of educational institutions must move with an anticipatory education vision. In order to achieve a significant increase in student productivity, it is really necessary to design as a whole the new type of organization for learning that is an organization that arises significantly from the existence of school structures, models, and old styles. Why should a new type of school organization be different from the previous structure? Because the existing school structure is designed before modern management and known learning methods when discovered. In the past 40 years, there has been a major development in thinking about organizational structure, operations, and management methods, now changing. The first and foremost task of the education manager is to ensure that the goals of the educational organization are clearly stated and understood, seek resources and allocate, integrate personnel resources with the organization, and carry out programs and evaluations of organizational personnel (Bogue and Saunders, 1976: 4). All these main tasks lead to the achievement of goals effectively and efficiently. Almost every day, changes continue to occur in the organization. At least the organization starts with growing, continues to grow, but there are those that grow immediately withered because they cannot survive being shaken by various obstacles and challenges. As a result of various external changes, some of the organizations, particularly businesses that have carried out mergers, taken over, business enlightenment, renewal, and even some have dismissed employees or various ways of reducing staff. To capture well the business competition faced by the organization, senior managers must take innovation steps by introducing total quality management, forming work teams from within, skill-based payroll, and business reengineering for significant changes.

Rothwell, et.al. (1995: 177) explained that there were several essential factors for the success of action planning, namely:

- involve key stakeholders in the planning process,
- evaluate relevant data,
- agree what was changed or improved,
- develop change strategies,

- develop monitoring systems and manage the change process,
- Confirms the role of change.

Change is departing from a fixed state. That means moving towards a goal, an ideal statement, or a vision of what should be and how to move from present conditions, beliefs or attitudes (Rothwell, ed., et. al., 1995: 9). Changes designed and implemented require pioneers and implementers who have organizational change commitments. A change agent (pioneer) is someone or team responsible for starting and maintaining change efforts. Change agents may arise from within the organization, called internal consultants or those coming from outside an organization called external consultants (Rothwell, ed., 1995: 10). In this context, the reason for the need for an external consultant is that it can influence the power structure in a way that exceeds internal consultants. Although it must be realized that external consultants are less familiar with the organization's power network, key decision-making, and culture than internal consultants.

The focus of organizational development efforts is a change in the nature of organizational culture. Organizational development (organization development) refers to certain efforts to improve an organization (Rothwell, ed., et. Al., 1999: 12). Organizational development does not imply indirect assumptions about people, organizations, or change processes. In addition, the sponsor is a person who is legally and stellar in an attempt to change or do business. With regard to stakeholders, explained Rothwell, ed., (1995: 12) that: stakeholders are people who are interested in organizational development actions that include customers, providers, distributors, employees, and regulators".

Subsystems are part of a system. In one sense, the self-subsystem of an organization (one system) includes work units, parts or divisions. In other terms, subsystems are the journey of organizational life, the implementation of activities, processes or structures. Organizational focus or maintenance is an organizational adaptation or subsystem. Leaders must strive, fight for and then support new ideas. The leader must provide an environment for development and express entrepreneurial spirit. Leaders must empower (Hesselbein, 1995: 88). He further explained that empowering people to innovate, however, does not mean giving freedom to everyone as they want to do something they want to do, but innovation is the recognition and acceptance of new ideas.

In an increasingly globalized world, it is believed that people need not only to be able to adapt reactions to changes in values and events, but they can directly deal with the power of change by matching and determining social goals and values in change. It is emphasized that the view of social change occurs as an economic shift and transformation in the world (Owens, 1995: 206).

Then it is difficult to understand an education system that has never undergone change. Factually, in the education

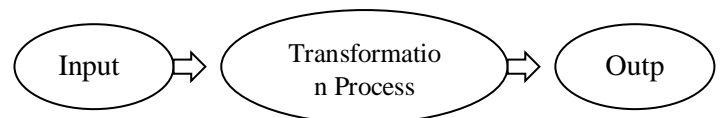
system, there is no reason that natural change is more of a situation with respect to a balance or stability. So organizationally, there is a time when there is a growth or gloom.

In order for the education system to express the political will of society, changes in educational organizations are not only planned and managed by educational policy makers. The aim must be to make regulations for the participation of all social groups involved (Owens, 1995: 206). It seems that this view requires a radical change in the perspective of many people. From one dubious position to change to the beginning, it is appropriate for implementation in the transition process. In this case, people will develop a new approach to change.

Hervey and Brown (1992: 41-44), explained that every organization must have enough strength to continue its comfort function and is always ready not to be static and stalled to adapt to changing conditions. Both stability and adaptability are essential for continuing defence and growth. Dynamic change model system approach. The change management system approach shows the organization as a unified system composed of interrelated elements. This provides the manager's perspective as a way of looking at the organization as broad and detailed as part of a broad external environment.

This series of systems according to Rothwell, ed., Et.al. (1995, 130), must work if the organization wants to survive:

Environment



Picture of how the system works

Organizations, both Departments, schools, universities, educational authorities, and education systems expect managers to do three things, namely: integrating resources in achieving effective goals, becoming effective agents of change, and maintaining and developing organizational resources (Everad , et. al. 2004: 4). School development means making changes in a better direction. Of course, the changes in question are related to the quality of the school. Change is moving from a fixed state. That means moving towards the target, the ideal statement or vision of what should be, and how to move from the present conditions, beliefs, or attitudes (Willem J, ed., Et. Al, 1995: 9).

The main task of school management in the future can be ascertained to be more dynamic and challenging. That is why the focus of school management is a change in the organizational system, an emphasis on overcoming natural problems that are situational and have a broad impact. Especially, the ability to make policies for school development. Reflections and Reflections in Suggestions and Tranfford, (1990: 18) conclude in his research, that there are several important factors that encourage the effectiveness of school organizations. Among them

understands the mission which includes: dividing norms and consistency in the whole school, agreement in how to do something that starts from the initial goals that are clear and understood by all, high hopes for the importance of the target, making plans together.

III. RESEARCH METHODOLOGY

The approach used in this study is phenomenological with a view to understanding the meaning of events and their relation to society in certain situations. Thus, this research method includes qualitative types. This approach is interpretive, that is to understand the meaning and interpretation stored in the intentions of the perpetrators. The study in this study emphasized education in remote areas in Boalemo District. The presence of researchers at the research location as the main instrument (*human instrument*) as well as data collectors in addition to other supporting instruments. The role of the researcher is as a full observer related to the problem being studied. The place for conducting research is in seven sub-districts in Boalemo District. Data sources in this study are all *stakeholders* related to education in remote areas.

The data in the study were collected using the following techniques. Documentation and literature study, namely data collection through documents and books and research results related to research topics. Study of documents and literature is also carried out in newspaper articles, writings in magazines or journals, and relevant books will be reviewed, integrated and used as a theoretical framework for this research. The Education Work Program in Boalemo District regarding the handling of remote areas was also critically and deeply examined to obtain key information about the level of community participation in handling education. Interview, which is a direct question and answers with the respondent and related parties using the interview guidelines / guidelines. Observation, namely direct observation in the field of the lives of respondents by using observation guides. *Focussed Group Discussion* (FGD) is a focused discussion or discussion conducted with respondents to reveal various matters related to the condition of education in the study area. The results of this FGD enrich the data obtained through other data collection techniques. The informants who want to disclose and explore are: (1) reasons for choosing to live in remote areas, (2) length of stay, (3) socio-economic conditions of the family, (4) problems faced related to access to education, (5) ways to solve problems, (6) patterns of social interaction, and (7) expected goals or future. *Participatory Rapid Appraisal* (PRA), namely the collection of data and information about the lives of respondents through the direct involvement of respondents in various activities or treatments are given. The questionnaire, this questionnaire distribution is needed to reveal: (1) children's lifestyle, (2) family parenting, (3) daily work patterns, (4) family management, (5) ways of solving family economic and social problems.

IV. RESEARCH RESULTS

Non-education conditions are included in the Education Profile because there has been an impression that environmental factors are often underestimated in educational planning so that various problems arise, including: (1) education input is not managed optimally and (2) education output is deemed to be less appropriate to the needs of the community or environmental needs so that they have not been able to support national development. For this reason, non-educational problems need to be linked to existing education. The achievement of a goal in order to improve the quality of education must be supported by the existence of facilities and infrastructure.

Based on Law Number 32 of 2004, the regional government is the coordinator of all sectoral agencies and regional heads who are fully responsible for the development and development of their regions. Coaching and development cover all areas of life and the field of development in order to improve the welfare of the community. Boalemo Regency is divided into 7 sub-districts, with the district capital in Tilamuta District. Each administrative area is further divided into several administrative areas under it, namely the village. In 2007, Boalemo District consisted of 82 definitive villages and 2 UPT (Transmigration Settlement Units).

Government employees consist of 2 types, namely vertical civil servants, and autonomous civil servants. The number of autonomous civil servants in Boalemo District is 787 employees, consisting of 32 class IV employees, 307 class III employees, 383 class II employees, and 25 class I employees. When viewed from the level of education, in general, the civil servants in Boalemo Regency have high school / vocational education. While the number of members of the Civil Defence in Boalemo District in 2007 was 10 people per village so that the total number of Community Service was 820 people. Based on the 1945 Constitution, education is intended for all Indonesians and one of its goals is to increase the intelligence and welfare of the population to the fullest. Thus, the population both as individuals and as community groups are the targets of educational development activities. Therefore, aspects of population, population dynamics, and problems encountered in society will greatly affect education. Thus, the population aspect needs to be considered in the development of education.

The population of Boalemo Regency in 2007 was 121,816 people, consisting of 61,612 male and 60,204 female residents. When compared with 2006, Boalemo's Regency population grew by around 3.16 percent. The highest population density is in Paguyaman District with 144 people per km². While the region with the smallest population density is Mananggu District, which is only 25 people per km².

In 2007, the number of people aged 15 years and over who worked was 50,521 people. When viewed from the business field, 63.37 percent of the working population is in the agriculture and fisheries sector. Then 11.33 percent worked in the community service sector, 10.94 percent

worked in the trade sector, and the rest worked in other sectors. In 2007, job seekers registered with the Boalemo District Office of Manpower and Transmigration totaled 665 people and 40.76 percent were University graduates. This can be seen in the following table 4.6:

No.	districts	2005	2006	2007
1	Mananggu	10,478	10,454	10,786
2	Tilamuta	21,376	22,783	23,504
3	Botumoito	11,411	12,635	13,035
4	Dulupi	13,018	15,503	15,989
5	Paguyaman	25,808	27,478	28,363
6	Paguyaman Pantai	6,187	7,379	7,606
7	Wonosari	18,512	21,85	22,533
8	Boalemo Regency	106.79	118,082	121,816

Table1: Number of Population by District in Boalemo District

Source: BPS Boalemo District

The progress of education in the Boalemo District of Gorontalo Province is quite encouraging. The implementation of educational development programs in this area has led to the development of an atmosphere of teaching and learning in various types and levels of education. With the implementation of development programs, education services have been able to reach remote areas, areas with poor people, and rare areas with the construction of schools in the area. In detail, development at every level of education is not the same, therefore, it will be explained about the state of the elementary school, junior high school level and the level of SM. The education system carried out in Boalemo places more emphasis on coordination systems that are easily accessible given the existence of remote areas. This coordination is carried out to facilitate communication regarding education information in schools. This is like what was conveyed by Mr. I Nengah Subagio, S.Pd (Cab. Dinas Wonosari): "Coordination and communication carried out by the branch office with the school is carried out through two channels, namely: through letters and direct delivery (SMS / Phone) to facilitate the implementation of the program at the Wonosari Branch Office to schools that are close to offices or far or being in a remote area".

"With the existing communication channels, education in Wonosari is going well and is also supported by cooperation between the branch leaders and the Wonosari school principals"

Education is very much needed by every resident, even every resident has the right to be able to get an education especially in the school age population (7-24 years). Success education is strongly influenced by the availability of facilities and educational infrastructure, like adequate school and teacher. Based on the data obtained, in Boalemo District, there were 117 elementary schools with 822 teachers and 17,810 students. There are 32 junior high schools (SMP) with 381 teachers and 4,170 students. The

number of Senior High Schools (SMU) is 6 schools with 124 teachers and 1,583 students.

V. CONCLUSION

The equal distribution of education is measured by several indicators, namely APK, APM, inter-level comparison, education ratio, continuing figure, level of school service. Based on the APK, the highest number is at the SD + MI level followed by the lowest level of SM + MA and junior high school + MTs levels. This low level of equity provides an illustration that at least students outside school age are at that level. This is due to a lack of coordination between the agencies related to the school. The lowest APM value is found at the SMP + MTs level, this can be seen from the research indicator. When viewed between levels of comparison, there is still an imbalance between elementary school level and junior high school level especially for the level of SM. An indicator of numbers continues to show a higher number at the junior secondary level. The highest level of school service is found in elementary/MI schools.

Boalemo's quality improvement is very much influenced by the level of participation of education personnel in carrying out the teaching and learning process. This can be measured by a variety of indicators, namely the percentage of graduates of TK/RA/BA, the number of repetitions, the dropout rate, the number of graduates, the teacher feasibility of teaching, the percentage of classroom conditions, the percentage of school facilities, the participation rate of school fees and units. Especially for junior high and high school, the teacher's indicator teaches the field of study. Increasing the professionalism of teachers greatly determines the improvement of the quality of education. Therefore, teachers are required to continue at the undergraduate level of strata education. Teacher teaching feasibility indicators, it turns out that at the junior high school + MTs level the teachers who deserve to teach are the biggest and the lowest at the level of SM + MA. The best conditions for classrooms are at the level of SMP + MTs and SM / MA, preferably the most severely damaged condition is at the level of SD / MI. Of the existing school facilities, there are still schools that do not have a library, namely schools at the elementary / MI level and for junior high schools.

The quality of education in the Boalemo district has met the standards, this has been proven by the use of several international standard schools. Government intervention, in this case, the Boalemo education service is very large so that the quality of education can be controlled.

Based on the conclusions and explanations above, some of the recommendations proposed to increase the quality of education in Boalemo are as follows:

- The high APK means that the number of the school-age population outside Boalemo attends school in Boalemo, the non-achievement of the APM reaching 100% means that there are still many school-age residents who are already in higher education. This means that there is a

- high awareness of the Boalemo community about the importance of education.
- Comparison between levels of education is very striking, especially between elementary school and senior high school level, for this reason, it is necessary to consider whether the primary school can be upgraded to junior high school or add to junior and senior high school.
 - The school education level is already high, especially at the senior high school level, which means that the Boalemo community has understood the importance of going to school.

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