

# Study Disparity of Minimal Standards of Basic Education in Soppeng South Sulawesi

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**Abstract**— This study aims to determine the disparity of minimum service standards of basic education (1) between levels of education in each district in Soppeng district; (2) between categories and indicators in each sub-district in Soppeng district; This quantitative research uses descriptive and inferential analysis techniques. This study is a population study that takes all primary and junior secondary school principals and primary education service staff of 307 people. The results showed that there was a difference in the achievement of SPM cumulatively in each sub-district, where Lalabata sub-district was the highest (75%), and Donri-Donri sub-district was the lowest, only 58% SPM. The research also shows the disparity between categories in each sub-district both in elementary and junior high. At the elementary level of Marioriwawo sub-district the highest achievement of SPM in the category of Human Resources (87%) and lowest of Marioriwawo sub-district (77%) and the highest on infrastructure category (41%). The categories of operational support at both primary and junior secondary levels were Donri-donri districts (55% and 70%, respectively), while Citta sub-district at junior high school (94%) had the highest operational support.

**Keywords**— *Minimum Service Standards, disparity, indicators, and education.*

## I. INTRODUCTION

Wherever, the existence of human being as a part of Government policy in the field of public service is formulated in Government Regulation No. 2 of 2018 on Minimum Service Standards. The regulation, in particular, the nomenclature on Education, re-adopted the same Ministry of National Education in 2004, which is similar to the MSS of education. "Where the regulation has been changed several times. The changing aspect is more complex and no longer beheaded between levels and types of education. In Government Regulation, No. 2 of 2018 explained that the minimum service standard is the provision of the type and quality of basic services which is a Wajid government affair entitled to each citizen individually. The regulation affirms that the government must provide basic services to all communities. When compared to the Regulation of the Minister of National Education Number 15 Year 2010 as already amended by Regulation of the Minister of Education and Culture No. 23 of 2013 that the implementation of basic education in accordance with the SPM is the authority and responsibility of the Regency / City, the Regency / City Government shall develop capacity

for reach SPM. While the government in this case the Ministry of Education and Culture facilitate capacity development through the improvement of system, institutional, personnel and financial capabilities, both at the Central, Provincial, District / City and Education Unit levels. According to Nugroho [1] (2008: 28-9) with the autonomization and decentralization of education, it is expected that all regional components will be more motivated to empower themselves, develop the competence of human resources, cultivate initiatives and increase community participation. Some indicators in SPM Basic education shows a very low rate, in all districts and cities in Indonesia. There are districts that attain SPM only 4 of 27 indicators are met; there are even indicators at the nadir or 0%. Kemendikbud [2] 2015). Research conducted in Mamasa regency of West Sulawesi addressed several obstacles and challenges in the achievement of MSS, including limited local budget plus proportion to improve quality very low. Also, school commitment and community participation are very low (Torro and Zainal, 2016). Based on the study, it is necessary to deepen the fulfillment of minimum service standards of education, which became the basis of the progress of education of Indonesia in general..

## II. RESEARCH METHODS

The research was conducted in Soppeng District with the target of education office staff who have tupoksi in the management of MSS, all principals (elementary and junior high). Data were collected through questionnaires, observations, interviews, and documentation. Data is analyzed through a computer program pivot table..

## III. RESULTS AND DISCUSSION

Results of research on MSS in elementary education in Soppeng district showed that there are disparities between sub-districts, at elementary and junior high school level and between categories of indicators. Figure 1 shows that the highest is Lalabata Sub-district, 75% while Donri-Donri Sub-District is the lowest Achievement (58%).

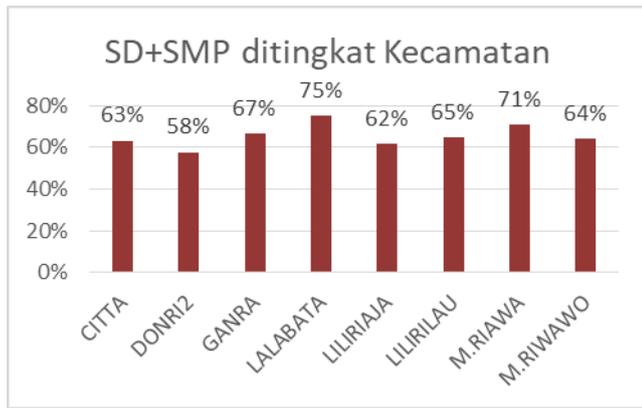


Figure 1. Achievement of 27 indicators of SD and SMP based on District, in Soppeng District

In addition to viewing disparities between sub-districts in elementary and junior high school, also illustrated disparity between categories, namely (1) Facilities and Infrastructure consisting of 8 indicators, (2) human resources consists of 8 indicators and (3) operational support 11 indicators, with the total indicator indicator is 26, an indicator ie the distance of the house and the settlement is not included in the above category because it is related to access. So these three categories can be detailed in this study's descriptions. The categories and indicators of achievement described in this study are very striking and entry as low achievement. Indicators that have been considered fulfilled, then do not need to be presented in detail. Here are described categories and indicators in question.

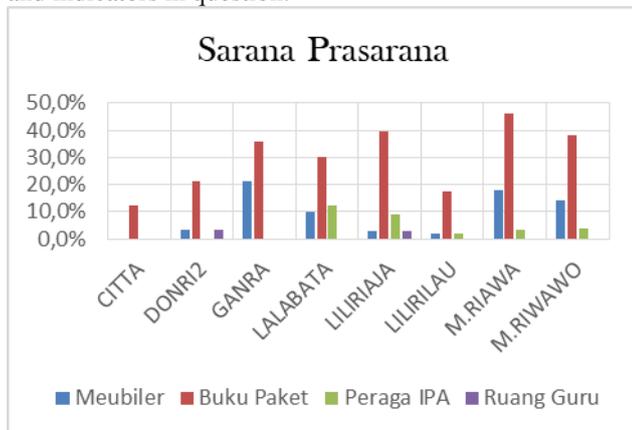


Figure 2. Categories of Infrastructure Facility in Kecamatan

The categories of facilities in Figure 2 show very low achievements in all sub-districts, and there are even indicators that do not have value (0%). As in Citta, Donri-done and Ganra sub-districts which do not have teaching aids and teachers' space, while Liliriaja District is available for all indicators of Prasanna facilities, but the value is very minimal (no more than 10%). The comprehensive education study conducted by Adam (1994: 14-5) shows different patterns in Western, Eastern and developing countries in managing education. The difference in developed countries lies in the arrangement of curriculum and also alignment in the sector of Education is very high, while developing countries are considered low alignments in the world of education, so many facilities and infrastructure are not unmet. Based on a study conducted by Smeru (2014) shows that public service improvements will be maximized,

determined by a positive interaction between the service provider (supply) ie government and service units (SKPD) with demand or service users, i.e. the community. Lack of school facilities is very easy to fulfill kalua there is an interaction built by the school, government and local communities to jointly provide adequate learning facilities for children. The need for practice as a real learning container for learners, easier to understand and solve problems, if the teacher only gives theoretical explanation only.

Resource categories are also an integral part of the minimum standard of basic education services. This category is related to the qualifications and competencies of teachers, principals and school supervisors and the adequacy of teachers in each school. Regarding qualifications, the figure is 92.9% for elementary school teachers and 100% for school principals and 99.9% for school supervisors. Of the rest of the figure, so it does not reach 100%, is waiting for retirement age as ASN. The highly relevant resource categories presented are teacher competencies in planning and evaluation of learning. Both levels of education seem to be many schools whose teachers have not implemented RPP and learning evaluation. Table 2 describes at the elementary level at the Kabupaten level the adoption of the new RPP reaches 36% and still there are 63% more that have not SPM. Specifically, based on Kecamatan, disparities occur in the District of Marioriawa, and other sub-districts have exceeded 50%, even Lalabata and Donri-Donri have reached 97% and 82%. The description of disparity in table 2 shows that the distribution and arrangement of teachers in sub-districts have not been evenly distributed. Sub-districts far from the city are relatively inadequate teachers' competencies while sub-districts in the capital have teachers with relatively high competencies. This case, which Fraire (1982: 19) has argued that power is a potentially positive or negative force which is dialectical but its mode of operation is always refreshing. Teachers with a lot of experience and competence tend to accumulate in the city, but on the contrary teachers in the outskirts of minimal experience and ability, so the necessary government policies that are forced so that the equalization of the quality of education in all regions.

Category of operational support consisting of school supervisors, principal supervision, teacher learning outcomes and school exam reports and committees school. Figure 3 shows that operational support for each indicator in all sub-districts is relatively different. Indicator of school committee only sub-district of Marioriwa which achievement is 100% while another sub-district is relatively varied. Observer visit indicators also appear to be low especially in Donri-donri, Ganra and Liliriaja Sub-districts. This is understandable because the Kecamatan is quite difficult to reach it with the distribution of schools that are relatively far apart so that the school supervisors do not visit the area built.

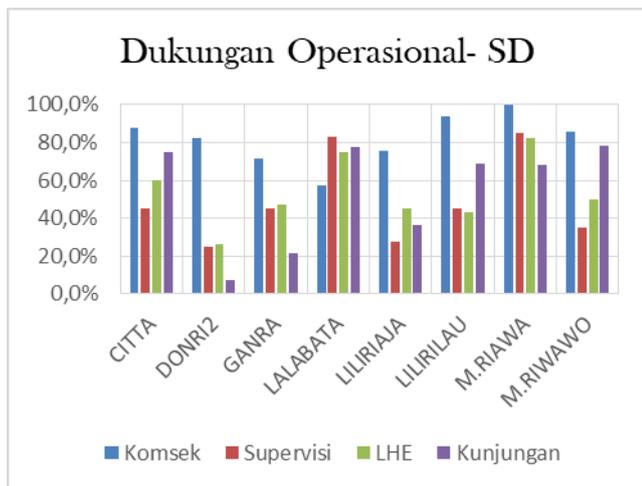


Figure 3. Category of SD Operational Support - kecamatan

Figure 3 shows that the principal's supervision of teachers to be done at least two times in one semester only Lalabata and Marioriawa Sub-districts has reached above 80% while other sub-districts are generally below 50% such as Liliraja, Donri-donri, Mariawawo, Ganra and Citta. The obligation of teachers to report the results of the evaluation of learners to the Principal and Parents can be categorized very low achievement, especially in Donri-donri, Lilirilau and Liliraja Sub-districts

#### IV. CONCLUSION

1. Achievement of MSS in aggregate in each Kecamatan, indicating that Lalabata Sub-district is the highest Achievement Sub-district (75%) and Donri-donri sub-district is the lowest sub-district, only 58% SPM.
2. Disparities between categories and indicators in each District show different results. The category of facilities and infrastructure at the elementary school level, the highest is Kecamatan Marioriawa and Citta is the lowest Kecamatan (29%), but in the Human Resources category, Citta sub-district (87%). The categories of operational support both at the lowest elementary and junior secondary levels are Donri-donri sub-districts (55% and 70%), respectively.

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