

Strategy for Accelerating Long School Expectations (LSE) and Average Lasting of School (ALS) in West Java

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Abstrak

Kata Kunci:

Percepatan, Harapan Lama Belajar, Lama Sekolah, .

Tujuan dari penelitian ini adalah untuk menganalisis percepatan Harapan Lama Sekolah (EYS) dan Rata-rata Lama Sekolah (AYS) di Jawa Barat. Daerah ini masih menghadapi sejumlah tantangan pendidikan, antara lain distribusi kualitas dan kuantitas guru yang tidak merata, kesenjangan pengelolaan lembaga pendidikan, minimnya sarana dan prasarana, serta terbatasnya akses terhadap pendidikan, khususnya di wilayah pedesaan. Tantangan-tantangan ini menghambat percepatan efektif EYS dan AYS, sehingga menghambat pencapaian target yang diharapkan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus, dengan pengumpulan data melalui triangulasi observasi, wawancara, dan analisis dokumentasi. Kajian menyimpulkan bahwa strategi percepatan EYS dan AYS di Jawa Barat dilaksanakan secara terpadu dengan melibatkan Dinas Pendidikan Provinsi, Kanwil Kementerian Agama Provinsi Jawa Barat, dan Lembaga Layanan Pendidikan Tinggi. Meskipun telah dilakukan upaya terkoordinasi dalam perencanaan, pelaksanaan, pengendalian, dan penilaian, masih terdapat berbagai kendala dan hasil yang diperoleh belum sesuai harapan. Hal ini terjadi meskipun dana yang dialokasikan cukup besar, antara lain Bantuan Biaya Operasional Sekolah Pusat dan Daerah serta melalui Kartu Indonesia Pintar.

Abstract

Key Word:

Expected, Years, School, Average, Years, School

The purpose of this study is to analyze the acceleration of the Expected Years of Schooling (EYS) and Average Years of Schooling (AYS) in West Java. The region continues to face several educational challenges, including uneven distribution of quality and quantity of teachers, disparities in the management of educational institutions, inadequate facilities and infrastructure, and limited access to education, particularly in rural areas. These challenges hinder the effective acceleration of EYS and AYS, preventing them from meeting the expected targets. This study employs a qualitative approach using a case study method, with data collected through triangulation of observations, interviews, and documentation analysis. The study concludes that the strategy for accelerating EYS and AYS in West Java is implemented in an integrated manner involving the Provincial Education Office, the Regional Office of the Ministry of Religion of West Java Province, and Higher Education Service Institutions. Despite the coordinated efforts in planning, implementation, control, and assessment, various obstacles remain, and the results have not yet met expectations. This is the case even though substantial funding has been allocated, including Central and Regional School Operational Cost Assistance and through the Smart Indonesia Card.

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INTRODUCTION

Identified Weaknesses and Strategic Response in West Java Education

According to the Strategic Plan of the West Java Education Office 2018-2023, several weaknesses have been identified: (1) the uneven quality of educators, which affects the effective delivery of education; (2) disparities in the quality and governance of educational institutions between urban and rural areas; (3) inadequate provision of educational data and information necessary for program planning and activities; (4) insufficient coordination and cooperation among stakeholders involved in education, hindering the optimization of education in planning, implementation, supervision, and assessment; and (5) suboptimal progress in improving the expected and average years of schooling.

Alternative Strategy: Implementation of Compulsory Education

To address these issues, the implementation of compulsory education is proposed as an alternative strategy to accelerate the Expected Years of Schooling (EYS) and Average Years of Schooling (AYS). Compulsory education, mandated by the government and regional authorities, ensures that all Indonesian

citizens receive a minimum level of education. This program aims to broaden and equalize access to quality education across the country. According to Government Regulation Number 47 of 2008, compulsory education is designed to enable citizens to develop their potential, live independently within society, or pursue further education.

Link to Human Development Index (HDI)

The acceleration of EYS and AYS is a key strategic indicator for improving the Human Development Index (HDI), as outlined by the UNDP and referenced by the Bureau of Statistics (Answerarat, 2023: 9). The HDI is constructed based on a three-dimensional approach: (1) longevity and a healthy life, (2) access to education, and (3) a decent standard of living.

Educational Knowledge Indicators

Educational knowledge is measured by two main indicators: (1) Expected Years of Schooling (EYS), which reflects the anticipated duration of schooling for individuals aged 7 to 25, indicating the condition of educational development at various levels (Pranyono, Fauzi Eko, 2017); and (2) Average Years of Schooling (AYS), which represents the average number of years spent in formal education by individuals aged 25 and above, providing insight into the level and quality of education in the population.

METHOD

This research uses a qualitative method aimed at finding out what the natural situation is, which was carried out using snowballing and triangulating data sources from the West Java education office. (Sugiyono., 2018). The West Java Central Statistics Agency, and the West Java Regional Office of the Ministry of Religion.

Data Collection Techniques

The data collection techniques used are; (1). Interview (2). Observation (3). Documentation study. Aims to collect data on environmental analysis, planning, implementation, control, and evaluation of implementation strategies to increase the expected length of schooling and the average length of schooling in West Java.



Figure 1, Research Roadmap Methods (Source: Slidebazaar)

RESULTS AND DISCUSSION

Acceleration Strategy Management for Educational Indicators in West Java

The Expected Years of Schooling and Average Years of Schooling are crucial indicators for assessing educational progress in West Java over a given period, closely tied to the region's Human Development Index (HDI) (Pranyono, F. Eko, 2017). The HDI is shaped by three interconnected indicators: (1) health, which includes longevity and a healthy life; (2) education; and (3) economic standards, such as a decent standard of living. A good education is influenced by economic factors, just as a decent standard of living and health are strongly affected by educational attainment.

The systematic and continuous acceleration of these schooling indicators in West Java is driven by a comprehensive process that involves environmental analysis, planning, implementation, control, and strategy evaluation.

Strategic Planning for Accelerating Educational Indicators

The strategic planning to enhance the Expected Years of Schooling and Average Years of Schooling is conducted in an integrated manner across multiple departments, including the Provincial Government,

City/Regency Regional Government, Provincial Education Office, City/Regency Education Office, Regional Office of the Provincial Ministry of Religion, and City/Regency Ministry of Religion Office, as well as Region IV West Java Higher Education Service Institutions (Asmawani et al., 2021). The result of this collaboration is a five-year Strategic Plan in the education sector.

Annual plans are developed with target indicators that must be achieved both qualitatively and quantitatively, aligned with the established vision, mission, and objectives (Wheelen, Thomas L. et al., 1995:9). This process involves strategy formulation, which includes defining the organization's mission, setting achievable objectives, developing strategies, and establishing policy guidelines.

Implementation Strategy for Accelerating Educational Indicators

According to Wheelen, Thomas L. et al., 1995, strategy implementation is the process by which management translates strategies and policies into action through the development of programs, budgets, and procedures. The various activities undertaken in this phase include: 1) Primary and Secondary Education with a wide opening of the new student admissions system for Elementary Schools, Junior High Schools, High Schools, and State Vocational High Schools within the Department of Education. (Sabrina, R., 2022). namely through (1) the Zoning system, namely (acceptance of new students based on the designated residential zoning regional government with the School Principal Working Group, at least 50% (2) The affirmation route is given to new students who come from economically disadvantaged families at least 15% (3) The transfer route for parents/guardians is at most 5% (4) The Achievement Pathway is given to new students who have academic and non-academic achievements at international, national, provincial, district/city levels. Acceptance of new students within the Ministry of Religion, namely at Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah state using the system (1) not using the zoning route, (2) the affirmation route, (3) the parent/guardian transfer route, (4) the achievement route. The authority for accepting new students at private schools is handed over to private schools with due observance of applicable regulations. Meanwhile, non-formal education packages A, B, and C are specifically regulated; 2) Higher Education with wide open entry to state universities consists of (a) National selection based on achievement (b) National Selection Based on Tests, (c) Independent Selection by Test Score route, (d) Independent Selection by Achievement route (e) Independent Selection by International Class route (f) Self-Selection of Applied Undergraduate Test Scores. For open universities, it is specifically regulated, while for private universities it is the authority of private universities by applicable regulations,

The West Java Regional Government, in supporting the implementation of increasing the Expected Length of School and Average Length of School. (Pradipta, S. Ayu., at al., 2020). Issued Regulation of the Governor of West Java Number 165 of 2021 concerning Technical Instructions for Providing Regional Education Operational Costs (BOPD) in High Schools, Vocational High Schools and Outer Schools. Public Administration in West Java Province as a companion fund for regular school operational assistance disbursed by the central government, (BOS) to ensure community access to adequate, equitable, and affordable educational services

Regional School Operational Costs are used for (Sabrina, R., 2022). (1). Learning and extracurricular activities; (2). Increasing the competence of educational resources and educational staff (3). Administering, and participating in competency improvement (4). Learning evaluation activities (5). Provision of learning tools, materials, and media (6).Provision, maintenance, and maintenance of school infrastructure and environment. (7). To finance the operation of implementing inclusive education (8). Purchasing, adding, and renting multimedia learning tools (9). Strengthening character education (10). Fulfillment of minimum service standards based on laws and regulations, (11). Activities to improve the quality of learning, including the provision of learning facilities, supporting facilities for education and training, and professional services, (12). Honorarium for teachers and non-civil servant education personnel, (13). Additional income for teachers and non-civil servant education staff, (14). Financing of other activities in the framework of quality learning that may not be funded by regular BOS

Acceleration Strategy for Old School Expectations and Average School Years

Every student who receives the Smart Indonesia Card (KIP) is provided with financial support under the Smart Indonesia Program, distributed each semester. The amount varies based on the education level: IDR 450,000 for elementary school, IDR 750,000 for middle school, IDR 1,000,000 for high school, IDR 12,000,000 for higher education institutions accredited A, IDR 4,000,000 for accredited B, and IDR 2,400,000 for accredited C (Mahya, A., Jauhari, et al., 2022:3). It has been observed that the Expected Years of Schooling, Average Years of Schooling, and per capita spending significantly influence the Human Development Index (HDI), accounting for 97.8% of the impact, with only 2.2% influenced by other factors.

Arofah and Rahimah (2019) found that the average length of schooling directly affects the HDI significantly. Similarly, Amanah (2021) noted a positive and significant correlation between the average length of schooling and the HDI in West Java. Furthermore, the HDI and average length of schooling also impact poverty levels. Faritz et al. (2020) identified three major factors contributing to poverty: low education and high unemployment, inflation, and limited natural resources that have yet to be fully developed for competitiveness. Additionally, Sabrina et al. (2021) stated that the average length of schooling has a significant effect on poverty, both independently and when combined with economic growth and unemployment.

Table 1. Component Acceleration (IPG) Old School Expectations

Region	Old School Expectations (IPG)		Region	Old School Expectations (IPG)	
	Man	Woman		Man	Woman
Bogor	12,77	12,50	Karawang	12,23	12,18
Sukabumi	12,63	12,08	Bekasi	13,10	13,14
Cianjur	12,29	11,92	Bandung Barat	11,91	11,89
Bandung	12,17	13,09	Pangandaran	12,10	12,27
Garut	12,35	11,98	Kota Bogor	13,35	13,52
Tasikmalaya	12,73	12,59	Kota Sukabumi	14,41	13,52
Ciamis	14,66	14,28	Kota Bandung	14,22	14,48
Kuningan	12,91	12,24	Kota Cirebon	12,81	13,43
Cirebon	12,26	12,74	Kota Bekasi	14,32	14,11
Majalengka	12,46	12,22	Kota Depok	13,94	14,06
Sumedang	12,97	13,64	Kota Cimahi	14,25	13,73
Indramayu	11,94	12,45	Kota Tasikmalaya	13,40	13,78
Subang	11,77	12,12	Kota Banjar	13,57	13,18
Purwakarta	12,13	12,26	Rata-Rata	12,60	12,72

(Source: Data obtained)

Basic Education Data (DAPODIK)

According to Faritz, Miftaqh, Nur., et al. (2020), the Basic Education Data (DAPODIK) system facilitates various educational processes, including: (1) mapping teacher needs; (2) mapping teacher allowances; (3) making zoning decisions for new student admissions; (4) validating and verifying data within educational units; (5) serving as a policy reference; (6) determining the amount of tuition assistance; (7) submitting improvements for institutional data; (8) speeding up reporting; and (9) measuring the quality of education.

Evaluation of Educational Indicators

The evaluation of increases in Expected Years of Schooling and Average Years of Schooling is conducted annually to assess progress in each district/city in West Java (Purwati, Siti., 2021). Wheelen, Thomas L., and Hunger, J. David (1995:15) explain that evaluation and control involve monitoring corporate activities and performance, comparing actual outcomes with expected results. The formulas used for calculating Expected Years of Schooling and Average Years of Schooling provide insight into educational trends across the province.

Analysis of Educational Indicators in West Java

As shown in the table above, the average expected length of schooling in West Java is 12.60 years for males (equivalent to completing high school and six months of college) and 12.72 years for females (equivalent to completing high school and seven months of college) (Asmawani et al., 2021). Districts/cities with averages above the provincial level include Bogor, Tasikmalaya, Ciamis, Sumedang, Subang, Indramayu, Bekasi, West Bandung, Bogor City, Sukabumi City, Bandung City, Cirebon City, Bekasi City, Depok City, Cimahi City, Tasikmalaya City, and Banjar City. Conversely, districts/cities below the provincial average are Cianjur, Garut, Bandung, Cirebon, Kuningan, Majalengka, Purwakarta, Karawang, and Pangandaran.

Table 2. Component Acceleration (IPG) Average Length of Schooling

Region	Average Length of School (GPA)		Region	Average Length of School (GPA))	
	Man	Woman		Man	Woman
Bogor	8,96	8,00	Karawang	8,43	7,22
Sukabumi	7,81	6,85	Bekasi	9,79	9,07
Cianjur	7,51	6,73	Bandung Barat	8,74	7,85
Bandung	9,31	8,83	Pangandaran	8,39	7,73
Garut	8,13	7,41	Kota Bogor	11,03	10,23
Tasikmalaya	7,93	7,58	Kota Sukabumi	10,62	9,79

Ciamis	8,21	7,84	Kota Bandung	11,31	10,66
Kuningan	8,15	7,62	Kota Cirebon	10,66	9,84
Cirebon	7,81	6,97	Kota Bekasi	12,06	11,43
Majalengka	7,79	7,08	Kota Depok	11,82	11,15
Sumedang	8,94	8,45	Kota Cimahi	11,40	10,83
Indramayu	7,49	6,12	Kota Tasikmalaya	9,65	9,30
Subang	7,66	6,82	Kota Banjar	11,35	10,55
Purwakarta	8,78	7,68	Rata-Rata	9,07	8,48

(Source: Data obtained)

Based on the table above, the average length of schooling in West Java is 9.07 years for males (equivalent to completing junior high school and currently enrolled in the first year of secondary education) and 8.48 years for females (equivalent to completing elementary school and currently enrolled in the third year of junior high school) (Mahya, A. Jauhar et al., 2021).

These data indicate that the low levels of expected and average years of schooling are influenced by several factors: inadequate parental economic conditions, limited awareness of the importance of education among both parents and children, uneven access to schools, and geographical barriers, as well as school dropout rates. Mahya and Widodadi (2021) highlight that the expected years of schooling, average years of schooling, and per capita spending significantly impact the Human Development Index (HDI) by 97.8%, with only 2.2% attributed to other factors.

Furthermore, R. Sabrina et al. (2022) noted a gap between the average and expected years of schooling. To address this gap and increase the average years of schooling, several actions are recommended: reducing dropout rates, promoting educational equality programs, and intensifying community outreach on the importance of education. From an educational perspective, this involves enhancing both the quantity and quality of teachers to improve the education process and outcomes. In terms of infrastructure, it is crucial to expand and improve educational facilities to make education more accessible to communities.

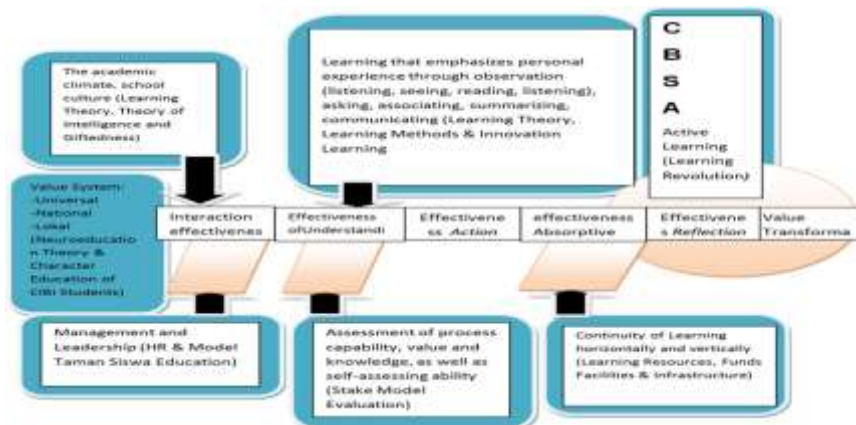


Figure 2. Long-Term School Expectations and School Sustainability in West Java (Source: Science and Education Publishing)

Innovative Strategy Acceleration of Old School Expectations and Average School Years

Innovative strategies for accelerating school age expectations and average school years can be carried out by developing partnership opportunities between the Ministry of Education and Culture, Arofah, Irwana at al., (2019). Provincial and District/City Education Offices with various stakeholders as follows: 1) The partnership between the Ministry of Education and Culture, Ministry of Religion, and Provincial and District/City Education Offices with Islamic boarding schools can be done through (1). Establishment of an educational package program starting from Package A, B, and C study groups (2). The competency test for students who have mastered various yellow books can be equated with a certain level of education certificate. (3). Every decent Islamic boarding school can be feasible to build a tertiary institution in the framework of the continuity of the formal education of the students; 2) Partnership with the Business World to explore and utilize Corporate Social Responsibility (CSR), to support education. This partnership is intended to raise assistance in the form of funds, facilities, and human resources. (Parawansa, K.I., (2020). Funds can be in the form of community service funds or marketing and to explore employee professional zakat. Means can be in the form of utilizing business world facilities that can be utilized by education or (the business world assists with facilities to cover deficiencies in the educational environment. Meanwhile, human resources, namely the business world, assist practitioners or experts to become resource persons for

the advancement of education to create links and Match between the world of education and the business world; 3) Partnership with the Community, namely in the context of obtaining innovative solutions both related to student enrollment support, educational infrastructure, educational funds, and human resources considering that education is from by and for the community.

CONCLUSION

Based on the findings and discussion on the Acceleration Strategy for Expected Years of Schooling and Average Years of Schooling, the following conclusions can be drawn: 1) The Expected Years of Schooling (EYS) has a significant impact on the Average Years of Schooling (AYS) and reflects the quality and quantity of education in West Java; 2) The Expected Years of Schooling is 12.62 years, which is equivalent to a high school graduate pursuing a D.1 diploma, while the Average Years of Schooling is 8.78 years, equivalent to a second-year middle school student. These figures have a substantial impact on the Human Development Index (HDI) in West Java. However, the education index, represented by EYS and AYS, is interconnected with the health index, which includes a life expectancy of 74.52 years, and the purchasing power index, with an average of IDR 11,277,000; 3) The challenges in improving the quality of education in West Java include the uneven distribution of qualified teachers, disparities in the management of educational institutions, and inadequate educational facilities and infrastructure, particularly in rural and remote areas. These issues prevent the EYS and AYS from reaching their potential.

Based on the conclusions drawn from this study, the following suggestions are proposed: 1) For government decision-makers, such as the Ministry of Education and Culture and the Ministry of Religion, it is essential to implement policies with rigorous supervision to ensure that programs function effectively and benefit the broader community; 2) The government should systematically monitor the allocation of school operational costs at both central and regional levels, as well as the distribution of funds for the Smart Indonesia Card, to ensure that resources are used effectively and reach the intended targets; 3) Educational activities should focus on creating a simple and accessible learning process for teachers, enabling them to enhance their performance. This, in turn, will positively impact student learning outcomes and contribute to producing quality graduates who are well-prepared for the job market.

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