

The Policy of Secondary Education about the Solution of GER Dropping in Pacitan Regency

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Abstract

Education is an important aspect that determines the direction of a nation. The implication, it needs serious efforts in order to increase the participation in education; one of them is measured by the APK (GER). The purpose of this study is to determine the presence of GER in Pacitan and how the efforts of acceleration can be done to achieve the government's target of GER of 97% in 2020. This study used a qualitative descriptive approach, and conducted during the months of January to March 2015. The results show that GER presence in Pacitan is still low. It was about 70.17% in 2014, with its rate of around 1.1%. In fact, normatively the existence of secondary schools in Pacitan is enough, but in terms of the ability of the power absorbed is still not optimal. Therefore, the government needs to provide a variety of efforts to increase the availability of secondary facilities, a range of the high schools, the access in financing the secondary schools, the service quality of the secondary schools, and also the public perception of the added value which is obtained by the high schools.

Keyword: APK (GER), access, affordability, secondary education

1. Introduction

Education is an important aspect that determines the direction of a nation. As a result, it needs more emphasis and attention in education by the relevant stakeholders holistically and sustainable. It is a necessity to increase 9-year compulsory education program to be the compulsory of 12 years. The compulsory of 12 year becomes one of the main agenda of the education development. It will be implemented in the period of 2015-2019 (Bapennas, 2014). Moreover, Indonesia is predicted to obtain the demographic bonus in 2030, it will be increased the need of well-educated workers for about 113 million people whose existence in 2012 only for about 55 million people (McKinsey Global Institute, 2012). Similarly, the proportion of productive age population, initially in 2012 by 53%, it is predicted to reach 71% in 2030. Optimization of the existence of the productive age population needs to be prepared since this time, through an improved access, quality, and education relevance.

In order to maintain the continuity of education and strengthening the nation's competitiveness, the government through the Kemendikbud has set the rules of the PMU (universal secondary education). PMU is a program of education that provides the widest service to all citizens of the Republic of Indonesia to follow the quality of secondary education (Permendikbud, 2013). PMU is an education in the formal education. It is a continuation of primary education, in the form of senior high school, Madrasah Aliyah, Vocational High School and Madrasah Aliyah Vocational high school or other equivalent forms. It is targeted to all of citizens whose ages are 16 to 18 years of age.

Further Permendikbud (2013) mentions that the PMU aims are to provide services, expansion, and equal opportunity to obtain a quality of the secondary education for every citizen of Indonesia. There are several reasons which become the policy considerations of PMU (Director of Dikmen Kemendikbud, 2014). First, it is taking the advantage of the Indonesia demographic bonus as the human capital. Second, maintaining the continuity and success of the logical consequences of the compulsory 9 Years of Basic Education. Thirdly, the compulsory of education has a positive correlation with economic growth, competitiveness, health, and income. Fourth, answering the challenge of global competition requires educated human resources. Fifth, secondary education has a positive contribution to the political life and social skills. Sixth, the age when they are graduated from high schools are not feasible, so that if they do not continue to study will have adverse social impacts.

In 2020 the government targets that secondary education gross enrollment rate will reach 97%. Various efforts are planned to realize these targets. They are concerning the availability, affordability, availability of time for peoples who are working, affordability of fund, waking of quality, the openness to all aspects, and certainty for the interested peoples.

The exposure of Pacitan District Education Department says that APK/GER of secondary education in the last five years are as follows; 67.15% in 2010, 68.05% in 2011, 68.35% in 2012, 69.09% in 2013, and 70.17 in 2014. The problem is by looking the development of secondary education GER in Pacitan today, is it possible the target of secondary education GER of 97% is launched by the central government is able to be achieved in Pacitan? Specifically, how the strategy can be done to achieve the target GER of 97% of secondary education? This article seeks to provide answers to these questions.

2. Research Methodology

This study used a qualitative descriptive approach, where the presence of secondary schools in Pacitan described

as it is, either in the form of numbers or words. The focus of this research is a portrait of secondary educations in terms of the availability of infrastructure, affordability, and quality of existing graduates. The research was conducted in January until May 2015.

The data were obtained through a search of documents, observation, in-depth interviews and focus group discussion (FGD). The analysis of field data is using the model of data analysis technique of Miles and Huberman (Denzim & Lincoln, 2009), which it consists of three sub-processes involved, namely the reduction of the data (data reduction), the presentation of the data (data display), and the deduction or verification (conclusion drawing / verification). The achievement of credible data is done through the triangulation technique, perseverance observation, observation extension, and FGD.

3. The Result and Discussion

3.1 The Conditions of High Schools in Pacitan

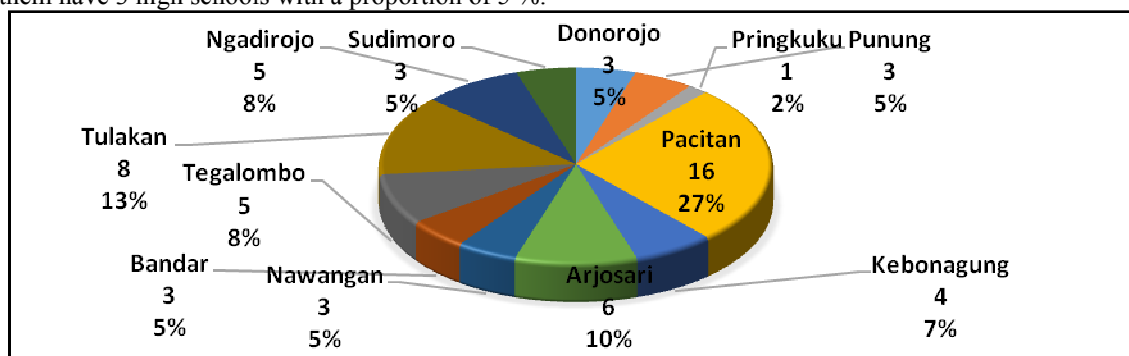
In May 2015, there were 60 secondary schools in Pacitan (Dapokdik, 2015). The school's forms are senior high school (SMA), Islamic senior high school (MA), and the Vocational High School (SMK), both public and private schools.

They are listed in the table below.

The table of the high schools in each district in Pacitan

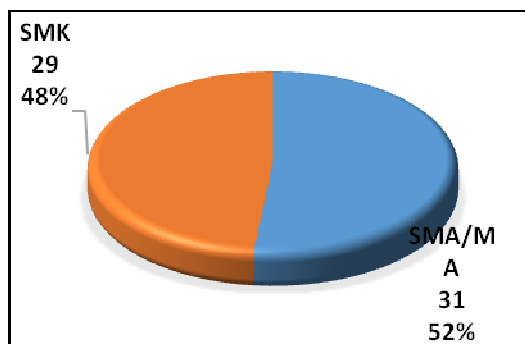
No	District	SMA/MA			SMK			Total		
		State	Private	Total	State	Private	Total	State	Private	Total
1	Donorojo	0	0	0	2	1	3	2	1	3
2	Punung	1	1	2	0	1	1	1	2	3
3	Pringkuku	0	0	0	1	0	1	1	0	1
4	Pacitan	3	6	9	3	4	7	6	10	16
5	Kebonagung	0	2	2	1	1	2	1	3	4
6	Arjosari	0	5	5	0	1	1	0	6	6
7	Nawangan	1	0	1	2	0	2	3	0	3
8	Bandar	0	2	2	1	0	1	1	2	3
9	Tegalombo	1	3	4	0	1	1	1	4	5
10	Tulakan	1	3	4	1	3	4	2	6	8
11	Ngadirojo	2	0	2	1	2	3	3	2	5
12	Sudimoro	0	0	0	2	1	3	2	1	3
Total Number		9	22	31	14	15	29	23	37	60

The existence of the secondary schools in Pacitan is more concentrated in the Pacitan District, with 16 schools (27 %). In the second rate is the District of Tulakan with 10 schools (13 %), and followed by the District of Arjosari in the third place with six schools (10 %). The District of Tegalombo and Ngadirojo, each with five schools are equivalent to 8 %. The next, the District of Kebonagung with four schools (7 %). The secondary school with the smallest proportion is in District of Pringkuku, with one school (2 %). While other districts each of them have 3 high schools with a proportion of 5 %.

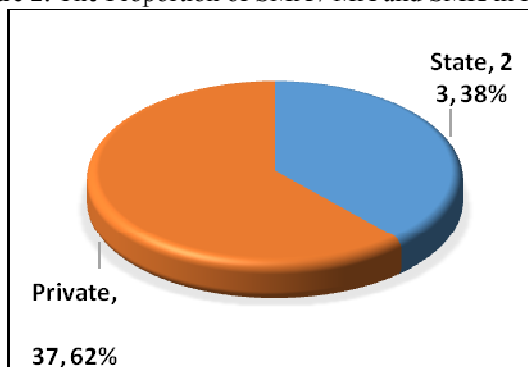


Picture 1. The Proportion of the High Schools in Pacitan

Furthermore, related to the term of the type of school, SMA and MA are more in comparison with SMK. In Pacita, there are 31 senior high schools / MA (52 %), and 29 vocational schools (48 %). The concentration of the presence of SMA / MA is higher than SMK in Pacitan regency. There are nine senior high schools / MA (29 %) and seven vocational schools (24 %). SMK existence has spread across the districts in Pacitan. There are three districts that do not have a high school / MA, namely District of Donorojo, District of Pringkuku, and District of Sudimoro.



Picture 2. The Proportion of SMA / MA and SMK in Pacitan



Picture 3. The Proportion of Public and Private Secondary Schools in Pacitan

The existence of private schools in Pacitan is higher in comparison than the public schools. There are 37 schools (62 %) of secondary schools in Pacitan by the status of private schools, and there are 23 schools (38 %) by the status of public schools. The proportion of senior high school / MA and SMK in Pacitan is still balance. The existence of senior high schools is higher than the vocational schools, (52: 48).

3.2 The Normative Schools' Condition

Related to the Decree No. 534 of 2001, the existence of secondary schools in Pacitan has already required, even beyond. The total population in Pacitan in 2015 is projected at 619,902. Under the regulation, it is stated that a high school is oriented to a population of 30,000 inhabitants, mathematically; it is needed 21 secondary schools. In the fact, there are 60 secondary schools in Pacitan, so that the qualities of the schools have sufficient.

On the other hand, related to the Ministerial Regulation No. 24 of 2007, it states that a school with three classrooms is projected to serve a population of 6,000 inhabitants. So mathematically, it is projected the school supplies, namely 103 schools, each with a capacity of 3 classrooms, or 52 schools each with a capacity of 6 classrooms, or 34 schools each with a capacity of 9 classrooms. So, in the presence of 60 secondary schools, each of them has 5-6 classrooms.

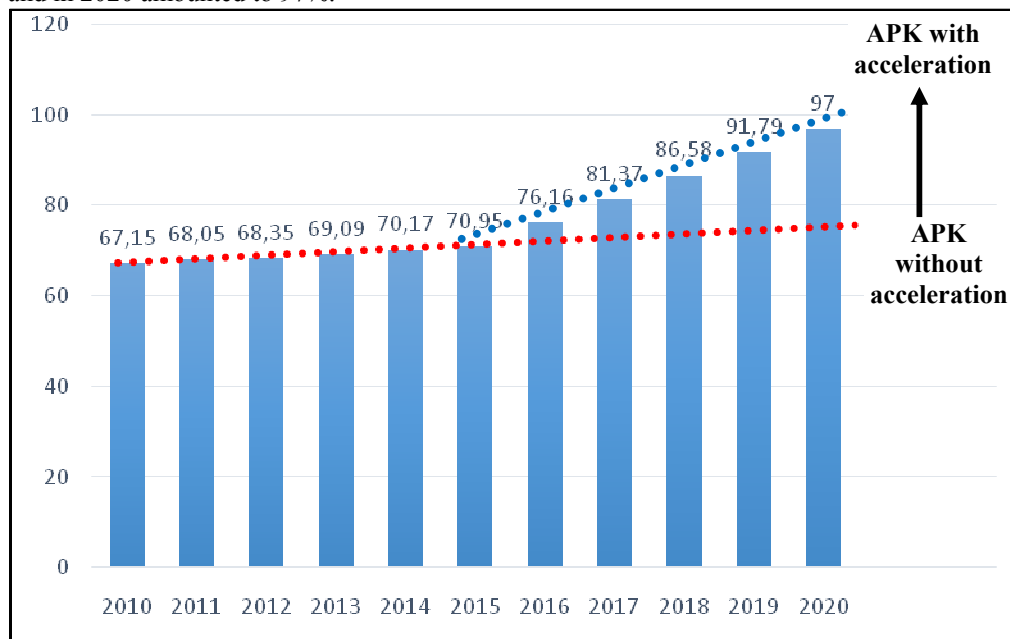
Reality on the ground, it is known that there is a disparity between the numbers of students in the state/public schools and the private schools. It was recorded that 82% of middle school students are in state/public schools and 18% are in private schools. There is a significant gap ratio of the students in state/public and private schools. The students' ratio in the state/public/government schools are about 500 students per school, while the ratio of students in private schools only about 70 students per school. The phenomenon illustrates that the capacity of the private secondary schools is still very low. It indicates that public's trust to the private secondary schools in Pacitan is still very low.

3.3 The Acceleration of APK Increase

The Gross Enrollment Rate (GER) in secondary education in Pacitan is constantly increased, but it is not increasing significantly. Based on the report of Pacitan Education Department, it is known that the target of GER in secondary schools in 2013 amounted to 68.93% (69.09% achieved), the target was 69.52% in 2014 (achieved 70.15), and the target in 2015 was 70.11%. It shows that the target of increasing APK average in each year is 1.1% only. So it can be projected the attainment of APK in secondary education in 2015 amounted to 70.95% is exceeding the target. The irony is the target in 2015 (70.11%), which is under the achievements of 2014, amounting to 70.17. Properly, the local government-the Department of Education-sets the target of APK related to the achievements of APK in the previous years. Related to the increasing trend of APK in 1.1%, the APK of secondary education in Pacitan in 2020 will only reach a maximum range of 75%. It is found when the APK annually increasing 1.1% consistently. Therefore, the central government's target to achieve 97% APK can not

be realized in Pacitan.

Based on the presence of secondary education GER in 2015, it is necessary to prepare a road map for achieving the accelerated of secondary education APK of 97% in 2020. Periodically, in every year, the target secondary education GER to be increased, exceeding the average of increase in existing, namely APK 2016 is amounted to 76.16%, in 2017 amounted to 81.37%, in 2018 amounted to 86.58%, in 2019 amounted to 91.79%, and in 2020 amounted to 97%.



The participation in education is influenced by various factors such as the availability of facilities (availability), the access to the facilities (accessibility), the access to the financing (affordability), the quality of service (quality) which is provided, and the perception of the added value which is obtained. Firstly, in the term of availability, in Pacitan there are eight districts which still requiring the addition of new schools and are district which requires the addition of new classrooms. The fulfillment of the new school should be in line with expectations and needs of the society communities. The survey showed that 94% of students want to continue on the state/public schools and 71% of students would continue in secondary vocational schools. It is meant that the potential and the high public interest to continue in public schools should get the follow-up of the government. It could be phenomena that students who cancel to study in state/public high schools because they can not find it in their district. As its consequent, if the students want to continue studying in public schools, they should be out of their area, which of course, it has implication for the amount of the tuition of fees that must be paid.

Secondly, it is the community's access to the facility. The existence of the schools in some districts in Pacitan still insufficient, it is viewed from the distance between the school and the children's residence. One of the indicators is about 35% of students SMA.SMK / MA have to travel more than 4 km or more to reach the school. This figure does not include those who drop out of school, so that when they are taken into account, then the distance will be much longer. The strategies that can be done to increase its access to the facility is the establishment of new school units which are located in the village with a high population and out of reaching of secondary school that already exist, and also by providing or improving other supporting facilities such as the transportation facilities and infrastructure in the form of roads and means of transportation, electricity, and the communication facilities in the form of signals as well as the internet access.

The third is the community's access to the financing. At this time, the high cost of education to be one of the causes of the low participation to study in secondary education among the poor communities. The financial constraints are the main reason to do not attend school. The poor peoples have to spend 50% of total family expenditures for education, while the rich people only spend 20% of the total family expenditures for education (Bappenas, 2014). Likewise with the conditions in Pacitan, only 25% of the students who do not continue to high school because they do not have any interest. The others, 75% of the students stated that they would not continue because of the economic factor of their parents. Therefore, the strategies that can be done to improve the coverage in terms of the financing is to implement or continue the program of free education up to 12 years as a whole (including the cost of construction, cost of books, the cost of student worksheets, and other costs), and accompanied by the provision of scholarships for students from poor families.

The fourth, the increase of the service quality (quality) provided by the existed secondary schools. The quality of the secondary education also needs to be improved because not all schools have adequate facilities to

support the quality of teaching and learning process. There are some high schools not accredited. Moreover, 62% of secondary schools in Pacitan are private schools, and the remaining 38% are state schools. The limited capacity of public secondary schools encourages the development of the private schools. Therefore, the strategies that can be done to improve the service quality in secondary schools in Pacitan are conducting training and standardization to state and private secondary schools. There is no disparity in services among the public/state and private schools. The Government also needs to provide the supporting facilities to private schools, either in the form of physical facilities as well as the facilities such as the professional teaching staff, so they have same opportunities to progress and develop and improve the quality of services.

The fifth, the provision of education on the perception of the added value obtained from high schools. The relevance of secondary education is still low. It is indicated by the low ratings of businessmen to medium educated employees both senior and vocational high schools (Bappenas, 2014). The secondary vocational schools are also considered to have not been able to equip the graduates with the necessary skills that can be the basic of the difference of wages (significant wage premium) and the ease of obtaining a job than the public schools. The open unemployment rate of vocational school graduates were also higher (9.88 percent) than the senior high school graduates (9.60), and graduates from other educational levels (Sakernas, 2012). The salary of vocational schools' graduates is also lower than the senior high schools' graduates. On the other hand, the cost of education of per student that must be provided by the government and the students' family is higher the vocational schools' students than the senior high schools' students.

In addition the fields are not yet fully developed in line with the needs of the working world; the low relevance of secondary education is also caused by a lack of cooperation of industry and educational institutions. The apprenticeship in the industry are still very limited, mainly caused by the industry does not have sufficient financial resources, the lack of facilities including the equipment for training, the lack of benefits which is perceived by the industry, and the lack of support for legislation. The support of industry in curriculum development is still very limited partly due to the communication between the industry and education managers that have not been done intensively and continuously.

Based on the reason above, a strategy that can be done to increase the added value of secondary schools in Pacitan is by the establishment of new schools with concentration or program which is relevant to the needs and times, increasing networking and the support from the businessmen and industrial world conducted intensively and continuously, and the balance between the educational soft skills and hard skills so that the graduates are able to work optimally related to their expertise, and the socialization and education to the public about the importance of education, educational policy, direction and strategies of education, especially in choosing schools and choosing program of expertise.

4. Conclusion and Suggestions

The chance of achieving the target GER of secondary education in 2020 amounted to 97 % will not be achieved in Pacitan if there is no policy to accelerate the rate APK increase. The local governments, in accordance with their authority should seek to accelerate the increase of GER in the last four years. There are five factors that should be a concern of the government , such as linked to the availability of facilities (availability) , the access to the facilities (accessibility) , the access to the financing (affordability) , the quality of service (quality) which is provided, and the perception of the added value obtained. All these factors need to be reformed and increased simultaneously and comprehensively so that the target of APK can be achieved in secondary education.

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