



RESEARCH ARTICLE

Analyzing the impact of education policy on the quality of education in disadvantaged areas in Bongan sub-district, Kutai Barat district

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Abstract

This research aims to analyze the impact of education policy on the quality of education in disadvantaged areas, particularly in the Bongan sub-district, Kutai Barat district. Using qualitative research methods, this study collected data through in-depth interviews and observations of education policy implementation in the field. The research found that despite policies designed to improve access and quality of education, challenges such as lack of infrastructure, inadequate human resources, and low community participation still hinder the achievement of the expected quality of education. The research indicators used include 1) education accessibility and infrastructure, 2) Learning outcomes 3) Community participation, and 4) Community welfare in the education process. The research results are expected to provide recommendations for policymakers to formulate more effective strategies for improving the quality of education in disadvantaged areas.

Keyword: Education Policy, Disadvantaged Areas, Bongan.

Introduction

Underdeveloped areas in Indonesia are a complex problem that affects the welfare of the community and overall economic growth. According to data released by the Central Bureau of Statistics, around 15% of Indonesia's total villages are still classified as underdeveloped regions, with indicators including low access to education, health, and basic infrastructure. This condition is often caused by various factors, including lack of investment, lack of natural resources, and political instability in some regions. In these areas, communities are often trapped in a prolonged cycle of poverty, where young people do not have adequate access to quality education and decent employment opportunities. (Busmah & Sugiarto, 2022).

Bongan sub-district is located in Kutai Barat Regency. In 2022 there were four out of sixteen villages in Bongan Sub-district, namely: Village Lemper, Village Deraya, Village Tanjung Soke, and Village Gerunggung are categorized as underdeveloped areas in Indonesia. According to the data (Central Bureau of Statistics, 2022), the Bongan sub-district has a lower Human Development Index (HDI) compared to the average HDI of East Kalimantan Province, which is 62.5 compared to 70.9. This shows that the quality of education in this area still needs more attention. Education policies implemented by the government are expected to have a positive impact on improving the quality of education in this area. However, the challenges faced are complex, including limited infrastructure, a lack of qualified teaching staff, and low public awareness of the importance of education.

Education policies implemented in the Bongan sub-district include programs such as school operational assistance (BOS), teacher quality improvement, and distance education programs. However, the effectiveness of these policies is often hampered by local factors, such as the hard-to-reach geographical conditions and the lack of support from the local government.

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Table 1. Geographical Location of Villages in Bongan Sub-district in 2022

Village	Village Location	Capital of Sub District (KM)	Capital of Regency (KM)
Gerunggung	on the edge of/around a forest area	39	200
Tanjung Soke	on/around the forest area	39	200
Pereng Taliq	outside the forest area	15	177
Derayan	outside forest area	30	192
Lemper	outside the forest area	30	192
Muara Siram	outside forest area	11	153
Siram Makmur	outside the forest area	2.5	157
Siram Jaya	outside forest area	8	170
Resak	outside the forest area	10	150
Tanjung Sari	on/around the forest area	5	157
Jambuk Makmur	outside the forest area	2	155
Bukit Harapan	outside the forest area	1	155
Jambuk	outside forest area	0	162
Muara Gusik	outside forest area	8	164
Penawai	outside the forest area	14	152
Muara Kendang	outside forest area	31	175

As a first step to analyzing the impact of education policies, it is important to understand the social and economic context of the community in the Bongan sub-district. Most of the population works as farmers or day laborers, with per capita incomes far below the national standard. The majority of the population work as farmers and day laborers and often face limitations in terms of time and resources to support their children's education. This is in line with the findings that education policy must consider the social and economic components involved to achieve effective results (Oktavia et al., 2021). (Oktavia et al., 2021). In addition, low income may hinder parents' ability to invest in education, such as transport costs to school or the purchase of necessary learning tools. (Aliyah et al, 2023)..

According to data from the Kutai Barat District Education Office, the school enrolment rate at the primary school level only reaches 85%, while at the junior high school level it is only 65%. (Kutai Barat District Education Office, 2022). This shows that there are still many children who do not get access to proper education, which in turn affects the overall quality of education. In this context, analyzing the impact of education policies focuses not only on education outputs but also on broader outcomes, such as improving community welfare and reducing poverty levels. Research (Maharani, 2021) shows that improving the quality of education can contribute to regional economic growth, especially in underdeveloped areas. Therefore, it is important to evaluate existing education policies and formulate more effective strategies to improve the quality of education in the Bongan sub-district.

Against this background, this journal aims to analyze the impact of education policies on the quality of education in the Bongan sub-district and provide recommendations for more effective policy improvements. Through a data-driven approach and in-depth analysis, it is hoped that the results of this study will provide useful recommendations for policymakers in formulating more effective strategies for education in disadvantaged areas.

Method

The research method used in this study is qualitative research with a case study approach. This research aims to explore the phenomena that occur in the field related to the implementation of education policies in the Bongan sub-district. Data collection techniques were conducted through in-depth interviews with various parties, including school principals, teachers, students, and parents. In addition, direct observation was also conducted to understand the real conditions in the field.

In this study, the researcher will use qualitative data analysis techniques, such as thematic analysis, to identify emerging patterns from the data collected. The research will also involve data triangulation to ensure the validity of the information obtained. In this way, it is hoped that the research results can provide a comprehensive picture of the impact of education policies on the quality of education in the Bongan sub-district.

The indicators used in this study include the levels of 1) accessibility and education infrastructure, 2) Learning outcomes 3) Community participation, and 4) Community welfare in the education process. These indicators were chosen because they are considered relevant to measuring the effectiveness of the education policies that have been implemented. In addition, quantitative data will also be involved to complement the qualitative analysis, to provide a broader perspective on the condition of education in the area.

In conducting the research, researchers will endeavor to maintain objectivity and avoid bias. This is important so that the research results can be accounted for and make a meaningful contribution to the development of education policy in disadvantaged areas. Thus, this research is expected to be a reference for policymakers in formulating more effective strategies to improve the quality of education in the Bongan sub-district, Kutai Barat district.

Results and Discussion

Accessibility and education infrastructure

The impact of the education policy implemented in the Bongan sub-district can be seen from various aspects, including accessibility, student learning outcomes, and community perceptions. A good education policy should have a significant positive impact on the community. (Sofiani, 2024) However, in the context of Kecamatan Bongan, the reality shows that there are considerable challenges. Limited school facilities and long traveling distances are contributing factors to the problem of education accessibility in Kecamatan Bongan. The following is the data on schools in Bongan sub-district.

Table 2. School Education Facilities in Bongan Sub-district

VILLAGE	ELEMENTARY SCHOOL	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
Gerunggung			
Tanjung Soke	1		
Pereng Taliq	1		
Derayan			
Lemper	1	1	
Muara Siram	1	1	
Siram Makmur	1		
Siram Jaya	1		
Resak	1		
Tanjung Sari	1		
Jambuk Makmur	1	1	
Bukit Harapan	1		
Jambuk	1		
Muara Gusik	1	1	
Penawai	1		
Muara Kendang	3	1	1
TOTAL	16	5	1

The School Operational Assistance Programme (BOS) plays an important role in equalizing access to education services, although there are still disparities in the distribution of these funds. (Gumilang, 2022). In Bongan sub-district, although there has been an increase in the allocation of School Operational Assistance (BOS) funds, its impact on improving the quality of education is still in doubt. According to data collected by the Education Office, the student pass rate at the junior secondary school (SMP) level in Bongan sub-district in 2022 will only reach 75%, far below the national average of 90% (Kutai Barat District Education Office, 2022). This low graduation rate shows that although good policies have been implemented, the results have not met the expectations desired by the community and the government.

Learning Outcomes

Student learning outcomes are influenced by teaching resources and teaching quality. In a survey conducted by the researchers, it was found that 55% of students felt that the teaching methods implemented in their school were uninteresting and ineffective. This suggests that although teachers have attended training to improve their competence, they may not have fully implemented teaching methods that are innovative and in line with students' needs.

Research conducted by Oktavia et al. (2021) mentioned that many teachers reported that they did not have sufficient access to the educational resources needed to implement new methods. For example, the lack of teaching aids, reference books, and educational technology is a major barrier. This study found that around 40% of schools in the Bongan sub-district do not have adequate internet access, so the distance education program cannot run optimally.

Table 3. Condition of Village Internet Network in Bongan Sub-district in 2022

Village	Internet Connection		
	Blank Spot	Weak Signal	Coverage
Gerunggung	✓		
Tanjung Soke	✓		
Pereng Taliq	✓		
Derayan	✓		
Lemper	✓		
Muara Siram	✓		
Siram Makmur		✓	
Siram Jaya		✓	
Resak	✓		
Tanjung Sari		✓	
Jambuk Makmur		✓	
Bukit Harapan			✓
Jambuk			✓
Muara Gusik			✓
Penawai			✓
Muara Kendang			✓

An unfavorable school environment is also an inhibiting factor. (Aliyah et al., 2023). Some schools in Bongan sub-district do not have adequate facilities to support active and collaborative learning, such as classrooms that are spacious enough and comfortable. Some teachers show resistance to changes in teaching methods. This is often due to old habits that are difficult to change, as well as uncertainty about the effectiveness of new methods in the local context (Perdana, 2019); (Vania et al., 2021). Support from school management is crucial in the implementation of teaching methods. However, many teachers feel that they do not get enough support from their principals or education managers in implementing new methods. (Irfan et al., 2023).

Low teaching quality can result in low student motivation, which in turn affects their learning outcomes. (Sagita, 2023). Research by (C Hattie, 2009) suggests that teaching quality is one of the main determinants of students' academic success. In other words, if the quality of teaching is not improved, then efforts to improve student learning outcomes will be futile.

Community participation

An analysis of education in disadvantaged areas can also look at community participation in education, which is a crucial aspect of creating an effective and inclusive learning environment. Community participation in education includes various forms of involvement, from parental support in children's learning to community involvement in curriculum development and extracurricular activities (Pakniyany et al., 2020). (Pakniyany et al., 2020).. According to data obtained from national education surveys, schools with high levels of parental participation tend to show better academic performance compared to schools with low levels of involvement. This suggests that parental and community involvement not only strengthens the link between home and school but also creates a sense of ownership and responsibility for children's education. (Herawati et al., 2021).

Community participation in education can be seen as a collective effort to improve the quality of education. For example, many communities actively contribute to the provision of resources such as books, teaching aids, and adequate learning facilities. (Nurhasanah, 2017). In this context, communities that have educational support programs, such as tutoring or skills training, have been shown to help students overcome academic difficulties and increase their motivation to learn. (Bida, 2021); (Ginanjari et al., 2020); (Hadiapurwa et al., 2021). Thus, support from the community not only provides direct benefits for students but also strengthens the social networks that support education.

The analysis shows that there is a close relationship between community participation and educational outcomes. When communities collaborate with schools, they create a better educational ecosystem where students feel supported and motivated to achieve their academic goals. (Tumin & Faizuddin, 2020); (Islam et al., 2020). In addition, community participation can also help identify and address problems faced by schools, such as a lack of facilities or the need for more relevant learning programs. By involving the community in educational decision-making, schools can be more responsive to community needs and expectations. (Mariana, 2017).

The research data obtained shows that people in the Bongan sub-district still have a traditional view of education, where formal education is often considered incompatible with daily economic needs. The research data shows that only 30% of parents in the Bongan sub-district realize the importance of higher education for their children. This low awareness is an obstacle to improving the quality of education because parents do not support their children to continue their education. This is in line with the findings by Coleman et al. (1966) who stated that family and community support is very influential on the success of children's education. Without such support, students will find it difficult to reach their academic potential.

In conclusion, community participation in education is not just a compliment, but a fundamental element that can affect the overall quality of education. Therefore, education policies must be designed by considering ways to encourage community involvement, both through programs that support collaboration between schools and parents and through initiatives that involve the community in the education process. With this holistic approach, it is hoped that a better and more inclusive educational environment will be created, which in turn will improve student learning outcomes and build a more empowered society.

Public welfare

The impact of education policy can be measured from the level of community welfare. Effective education policy not only focuses on improving the quality of teaching and learning in schools but also contributes significantly to improving the overall social and economic welfare of society (Wandita & Fithriani, 2021). According to the latest data, countries that have implemented comprehensive education reforms show significant improvements in welfare indicators, such as per capita income and access to health services (Evans et al., 2016). This shows that quality education can open up better job opportunities and improve the standard of living of individuals and families.

The importance of education in improving community welfare can be seen from various aspects. For example, individuals with higher levels of education tend to have better skills, which makes them more competitive in the job market (Arief et al., 2018). In many countries, there is evidence that each additional year of education can increase individual income by up to 10% (Gunawan & Arka, 2021). Thus, education is not only an investment for individuals, but also for society as a whole, because the more individuals who are educated, the greater the potential for economic growth that a country can achieve.

However, challenges in achieving quality education remain, especially in less developed areas. In many areas, access to adequate education is still a problem, with many children forced to drop out of school due to economic factors or lack of facilities. This creates a cycle of poverty that is difficult to break, where the next generation does not have the same opportunity to get a good education (Hananto, 2023). Therefore, the government needs to make appropriate interventions, such as providing scholarships and improving educational infrastructure in remote areas.

Analysis of data and trends shows that there is a strong relationship between education policies and community welfare (Huda et al., 2021). Countries that invest more in education, especially primary and secondary education, tend to have lower poverty rates and lower unemployment rates (Widuri, 2021). This shows that education serves as a tool to empower individuals and communities, helping them to overcome various social and economic

challenges. Thus, inclusive and sustainable education policies are essential to create a prosperous society.

The government has implemented various education policies in Bongan District, but these policies have not been able to reduce the poverty rate which has reached 25% (BPS, 2022). This shows that existing education policies have not been able to address broader economic problems in society. The link between education and economic welfare has been proven in many studies, where quality education can open up better job opportunities and improve people's standard of living. However, in Bongan District, the economic challenges faced by the community seem to prevent them from making maximum use of education.

Conclusions and Recommendations

Based on the analysis that has been conducted, several recommendations can be proposed to improve education policy in Bongan District. First, it is important to increase transparency and accountability in the use of BOS funds. The local government needs to implement a stricter reporting system and involve the community in monitoring the use of funds. By involving the community, it is hoped that there will be an increase in trust and participation in existing education programs.

Second, teacher training must be carried out continuously and relevant to local needs. The local government can collaborate with higher education institutions to organize more effective training programs. For example, training programs that focus on innovative teaching methods and the use of technology in education can help teachers to be better prepared to face challenges in the classroom.

Third, there needs to be an effort to increase public awareness of the importance of education. Socialization programs that involve community leaders and local stakeholders can help change the public's view of education. Campaigns that emphasize the benefits of education for the future of children and family welfare can be an effective strategy.

Fourth, the government needs to improve education infrastructure, including internet access and school facilities. Investment in education infrastructure will be essential to support the implementation of education policies, especially in the context of distance education. With adequate infrastructure, it is expected that education programs can run more effectively and efficiently.

Finally, periodic evaluation of education policies needs to be carried out to ensure that the policies implemented remain relevant and effective. Research and surveys involving various parties, including students, teachers, and parents, can provide a more comprehensive picture of the impact of education policies. Thus, existing policies can continue to be improved and adjusted to the needs of the community.

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