

Inequality of Middle Education Resources in Lampung Province

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Abstract

The government continues to make various efforts to improve the quality of education in Lampung Province, including its infrastructure, increasing competence and teacher welfare. Departing from this background, it is important to analyze the inequality in the distribution of educational capacity between regions in Lampung Province, in this research focused on the level of secondary education. This research was conducted using a mixed method method that combines qualitative and quantitative techniques with a qualitative paradigm. The quantitative data to be used include educational statistics from BPS, Dapodik and Education Balance, while the qualitative data to be used include interviews, observations and text analysis. The existence of private schools is dominant in Central Lampung, East Lampung, South Lampung and Bandar Lampung. This indicates if the area has an attractiveness for private schools to be involved in the provision of education. In addition, the social role of several private schools affiliated with community social organizations also reflects the efforts to be actively involved in the development of education in their area. Then, the availability of several types of space in schools in each district/city seems to vary.

Keywords:

education capacity; resources; generation 4.0

Introduction

Indonesia is a rich country, rich in natural resources, along with its natural beauty, culture, and many other things. Indonesia is also a country rich in human resources, ranking fourth in the world with the largest human population. However, the richness of the quality of every human being in Indonesia is still a question that continues to be questioned. Intellectual property is still not evenly distributed in Indonesia (Ali, 2017) . In order to maintain all the wealth owned by a nation and state, competent people are needed in each of their fields. In this case, the independence of a nation-state is also included in the scope that needs to be maintained, because independence is not only the responsibility of a few people and when considering the national struggle, the independence that was previously fought for, is now obligatory for us to defend (Akbar & Noviani, 2019) .

Today's competition is not only limited to regional and national scope, competition is increasing and very open, as is familiarly called "Global Competition," competition with such a wide scope makes every human being feel that they have a higher level of tightness in competing (Abidin, 2011). 2017). Education is the answer to the intense competition. Through education, every human being will be able to adapt to the environment and be able to face the things that will come. Through education, life will be in a more appropriate place with the purpose that has been designed in such a way. Equitable education needs to be an agenda that continues to be echoed and ensured realization. Education is evenly distributed, then the quality of humans will increase, no longer just the quantity that always increases, because the potential that already exists in every human being will be much more developed with education. If we remember the period of the "National Movement" in Indonesia, the main thing that played an important role in the emergence of the movement was education. Education became the foundation for the formation of many organizations that fought for Indonesian independence. The spread of education at that time shifted the "armed struggle," into an academic struggle, such as through diplomacy. The presence of education made people aware of the oppression and injustice they felt at that time so that they were also aware of the importance of uniting power with the natives to achieve independence, freedom from colonial shackles (Alhadi et al., 2018). On his journey, Budi Utomo really showed his existence by playing the role of paving the way for the formation of further national organizations that have a broad and noble goal, namely independence for Indonesia (Afala, 2017).

We can feel that spirit not only at one point, the impact of efforts to distribute education to all regions in Indonesia at that time gave the same spirit in each region. There are new organizations that share the same vision of being sovereign on their own feet. This time, the organizations that were based more on tribal identities, first fought for their tribal interests to be defended on Indonesian soil, then later had an equally important goal, namely to fight for the national interest. The spirit that has spread to all regions in Indonesia at its peak resulted in a shock for the colonial government, together they voiced for justice.

Thus, we can see that equal distribution of education is important and very meaningful for a nation-state. Not only education plays a role in enriching oneself, but education can change the fate of a nation-state in a much better direction. Seeing and learning a little from history, the existence of education in Indonesia at the beginning of the 20th century became a

separate force capable of destabilizing the position of the colonial government for so long in Indonesia. Education enlightens indigenous people from darkness, they are aware that what has happened in previous times is not something that should have happened (Arfani, 2018) . It becomes important when we look at the correlation between the time of the national struggle and the present, if in the past, equal distribution of education could raise the spirit to achieve independence, then at present, we can use education as a bulwark of independence.

The Lampung Provincial Government continues to strive to improve the education sector, including improving the management of the education system. The Lampung Provincial Government also continues to procure educational facilities and infrastructure, including the addition of honorarium for honorary teachers and the preparation of the education budget in accordance with applicable laws and regulations. The government continues to make various efforts to improve the quality of education in Lampung Province, including its infrastructure, increasing competence and teacher welfare. Departing from this background, it is important to analyze the inequality in the distribution of educational capacity between regions in Lampung Province, in this research focused on the level of secondary education.

Methods

This research was conducted using a mixed method method that combines qualitative and quantitative techniques with a qualitative paradigm. The quantitative data to be used include educational statistics from BPS, Dapodik and Education Balance, while the qualitative data to be used include interviews, observations and text analysis (Nazir, 1999) . The results of this study are relevant for researchers and education policy makers, and can be a reference for the preparation of more effective programs to improve harmonization of educational policies and institutions. Secondary data analysis was carried out by tracking relevant data in the education statistics database, then combined with in-depth interviews and observations of several key informants on the research topic. Quantitative analysis was carried out using descriptive statistics or regression, while qualitative analysis was carried out using an interactive model assisted by triangulation tables.

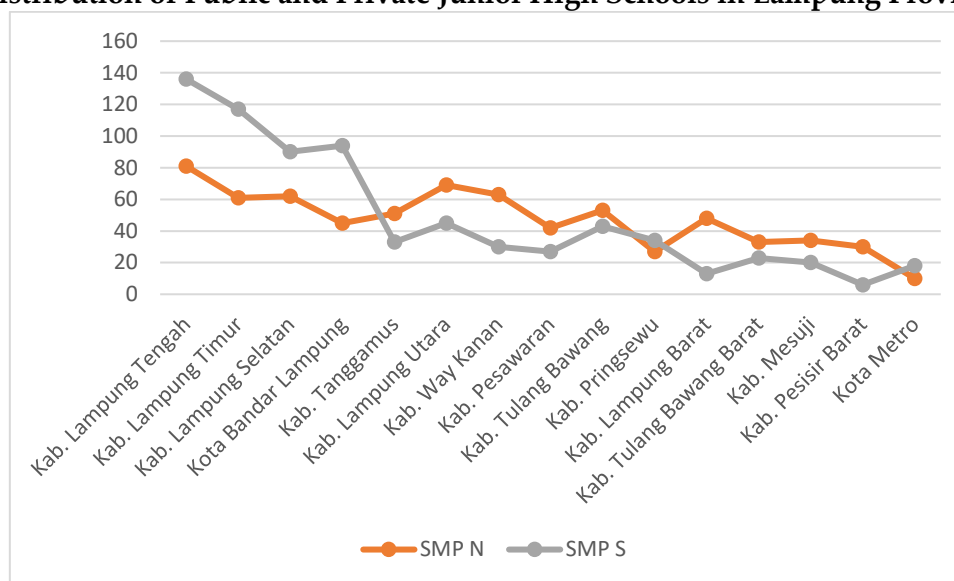
Results and Discussion

Distribution of Public Schools and Private Schools at Junior High Level

Schools in Indonesia are run by the government or the private sector. Some private schools even refer to themselves as 'national plus schools,' meaning that their curriculum goes beyond the requirements set by the Ministry of Education, such as the use of English as the language of instruction or by having an internationally based curriculum rather than a national one.

According to World Bank data, there are more than 250,000 schools in the archipelago, but private schools do play an important role. While only 7 percent of primary schools are private, this figure has risen to 56 percent at the junior secondary level and 67 percent at the senior secondary level. The National Education Law (No.20/2003) and the Third Amendment Constitution affirm that all Indonesian citizens have the right to education. The government is obliged to finance basic education at no charge, and as a result, the government is mandated to allocate 20 percent of its expenditure to education. The country has also recently implemented the Smart Indonesia Card program, which allows poor students to study in free public schools up to high school. This makes the quality of public education in Indonesia very poor (Aziz et al., 2020) . In other words, although public schools in DKI Jakarta may be of good quality, the same is not true for schools in rural Sulawesi. On the other hand, the existence of these private schools can support the fulfillment of education in areas that have not been entered by public schools. This can be seen in the distribution of data on the distribution of junior high schools in Lampung Province below:

Picture 1.
Distribution of Public and Private Junior High Schools in Lampung Province



Source: Ministry of Education and Culture Education Balance, 2020

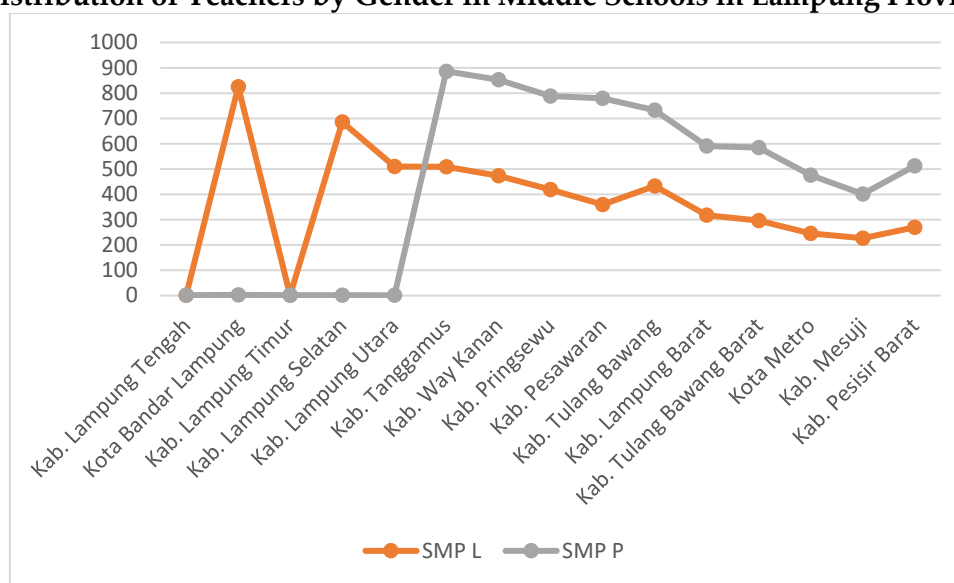
From the picture above, it can be seen that there are dominant private schools in Central Lampung, East Lampung, South Lampung and Bandar Lampung. This indicates if the area has an attractiveness for private schools to be involved in the provision of education. In addition, the social role of several private schools affiliated with community social organizations also reflects the efforts to be actively involved in the development of education in their area. Different things happen in some areas where the role of public schools is dominated, where the attractiveness for the private sector to enter and develop is still limited by obstacles such as infrastructure and others.

Distribution of Teachers by Gender

The low level of education for women can be caused by various things. However, the implication that can be felt is the lack of women who can take part in the public sector compared to men because of their lack of ability. The problem of the low level of education also leads to further problems concerning women's lives. Women, in the concept of gender roles by nature, anatomical structures allow them to carry out reproductive functions that cannot be performed by men. Based on the theory of social reconstruction, this reproductive function is extended to domestic tasks in the household, such as raising children, washing and cooking. This social construction has given rise to symptoms of discrimination against women which causes them to be less empowered in the public domain. As a result, women become

the economically less productive segment of society. Furthermore, it will result in a lower quality of life for women, which in turn will result in the low quality of children and the future of society (Ace Suryadi, 2004:11). In the education sector, the attractiveness of this sector seems to be more towards the female group, where the majority of teachers actually come from the female gender group (Lorensius & Ping, 2021) . This also occurs in the distribution of junior high school teachers in Lampung Province, which can be observed from the figure below:

Picture 2.
Distribution of Teachers by Gender in Middle Schools in Lampung Province



Source: Ministry of Education and Culture Education Balance, 2020

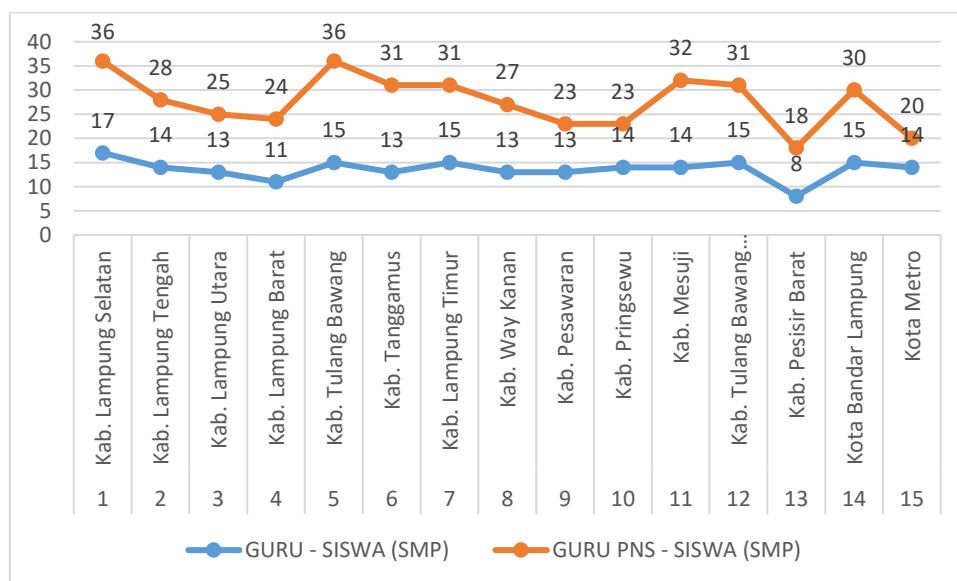
Based on this figure, it can be observed that the dominance of female teachers in almost all areas in Lampung Province can be observed. There are only a few areas with a dominant composition of male teachers, including Bandar Lampung, South Lampung and North Lampung. This shows that the orientation of being a teacher seems to be more owned by the female group.

Student Ratio in Junior High School

The ratio between the number of students and teachers to measure the quality of education in Indonesia is actually quite sufficient. However, the problem is related to the quality and distribution of educators who are not evenly distributed in each region. If referring to the Regulation of the Minister of Education and Culture Number 23 of 2013 concerning Minimum Service Standards for Basic Education, in every elementary school (SD),

schools must prepare at least 1 teacher for every 32 students. In fact, if you look at data from the World Bank and also the Central Statistics Agency (BPS), in the last 11 years, between 2010-2020, the comparison of the number of students and teachers in Indonesia can be said to be sufficient starting from the elementary school (SD), junior high school level. (SMP), to high school (SMA). That is, with an average of 15-20 students per 1 teacher. Although there is an increase, the number of comparisons between students and teachers is quite sufficient. However, it is estimated that the distribution is not evenly distributed in each region. Where the ratio data is not recorded to the district level or even smaller in scope. In the context of Lampung Province, the distribution can be seen comparatively between the availability of permanent teachers (PNS) and teachers in other categories. In detail, the data can be seen from the image below:

Picture 4.
Teacher and Student Ratio in Junior High Schools in Lampung Province



Source: Ministry of Education and Culture Education Balance, 2020

The equitable distribution and quality of teachers throughout Indonesia is a challenge for development in the education sector. Inequality of teachers, both in terms of distribution and quality, will lead to inequality in the quality of education between regions in Indonesia. The number of teachers in Indonesia basically continues to increase from year to year. This increase has occurred especially since the implementation of regional autonomy. However, the increase in the number of teachers during this period was not proportional to the growth in the number of students. This is reflected in the relatively small teacher-student ratio. The

teacher-student ratio is one indicator to see the distribution of educational facilities and infrastructure. The teacher-student ratio is defined as the ratio between the number of students and the number of teachers at a certain level of education. Teacher-student ratio that is too high will reduce the effectiveness of the learning process. On the other hand, a teacher-student ratio that is too low indicates that the teaching and learning process is not efficient, because one teacher teaches a few students. According to the Ministry of Education and Culture, the ideal teacher-student ratio for Indonesia is 1:29 for elementary education, 1:24 for junior high school, and 1:20 for high school.

The teacher-student ratio is relatively small, so the use of teachers becomes inefficient. One of the reasons for this is the lack of appropriate macro policies in an area. This macro policy is to build educational facilities (schools) without considering the potential of students and predictions for the future. This prediction is especially related to the population growth rate which tends to be more controlled, so that the number of people attending education is decreasing. In addition, the relatively small teacher-student ratio is also caused by the uneven distribution of teachers between regions in Indonesia.

Condition of junior secondary education infrastructure

In the education system, there are many components that affect the operation of a system, both from managed inputs, goals, processes, feedback obtained, control mechanisms carried out and outputs that are the result of the ongoing educational process. Here students or students are inputs that must be educated through a learning process and must be adapted to the goals of national education, in the course of the process there are a lot of supports that will play a role, both from educators and education staff, curriculum and learning materials, motivation to learn from the environment. outside as well as the facilities and infrastructure of an educational unit. Educational facilities and infrastructure are of course needed by every educational institution, but in today's life, the distribution of infrastructure is still very lacking, not only equality, sometimes standardization is also not paid attention to (Achadah, 2019) . In the context of the implementation of formal education in Indonesia, infrastructure facilities will be related to the availability of several types of space with special designations in schools. The more available space, the better the management of education at the school concerned.

The distribution of the condition of the availability of these facilities at the junior high school level in Lampung Province can be seen from the following table:

Table 1.
Distribution of Infrastructure Facilities in Junior High Schools in Lampung Province
(Year 2020)

No	Region	Number of Schools	R. Class	R. Library	R. Laboratory	R. Practice
1	Regency. West Lampung	494	2808	268	169	3
2	Regency. South Lampung	1.495	8037	617	478	9
3	Regency. central Lampung	1.905	10992	769	679	14
4	Regency. East Lampung	1,774	9212	682	567	4
5	Regency. North Lampung	1.033	5737	457	383	9
6	Regency. Mesuji	418	2161	220	114	0
7	Regency. Offer	775	3733	356	182	1
8	Regency. West Coast	303	1588	140	92	1
9	Regency. Pringsewu	652	4162	348	260	5
10	Regency. Tanggamus	1.06	5265	400	224	2
11	Regency. Onion Bones	683	3636	245	207	6
12	Regency. West Onion Bone	468	2671	248	176	1
13	Regency. Right Way	824	4565	444	325	6
14	Bandar Lampung	1.159	8108	631	883	4
15	Metro City	280	2281	186	229	3
	Total	13,318	74.956	6.011	4.968	68

Source: Dapodik Kemdikbud, 2020

From the table above, it can be observed that the availability of several types of space in schools in each district/city seems to vary. The availability of classrooms is almost adequately fulfilled in all regions and there are some areas which are very large compared to the availability of schools in the area, such as Central Lampung, East Lampung and Bandar Lampung City. However, there were also areas that were still minimal in the provision of classrooms, for example Pesisir Barat and Mesuji. Meanwhile, in the library room, similar conditions can be observed, where in areas that have a large number of schools they have a library space that is also equivalent, although it does not cover the entire school. The availability of laboratory space appears to be in a similar condition, where in areas with a dominant number of schools tend to have comparable laboratory rooms, although it does not cover the entire school. However, almost all schools still have a minimal quantity of practice space.

The facilities and infrastructure owned by an educational institution will of course have a lot of influence in several ways. First, facilities and infrastructure affect the achievement of accreditation for an educational institution. It should be noted that the facilities and infrastructure of an education have an influence on the achievement of school institution accreditation, which can be achieved if the management of the facilities and infrastructure provided, regulated and used in accordance with their functions so that learning runs effectively and efficiently so that it can support the course of education and show satisfactory results. Accreditation is an assessment of the feasibility and performance of a school based on criteria (standards) set and carried out by the School Accreditation Board together with the government, the results of which are manifested in the form of acknowledgment of ratings given to the school concerned aimed at improving the quality of education. So with the fulfillment of all the facilities will support the success of the school in the implementation of the learning and education process.

Second, educational facilities and infrastructure affect student learning outcomes. This can happen because basically learning facilities are absolute media that can support interest in learning, the lack or absence of learning facilities directly has created conditions for children to be lazy to study. It can be concluded that if students are lazy to study, it will have a negative impact on the learning outcomes obtained by students. In the world of education, facilities and infrastructure are very important because they act as a driving force for education. Educational facilities and infrastructure can be useful to support the implementation of the teaching and learning process, either directly or indirectly in an institution in order to achieve educational goals. The minimum criteria for facilities according to Permendiknas No. 24 of 2007 are to consist of furniture, educational equipment, educational media, books and other learning resources, information and communication technology, as well as other equipment that must be owned by schools. Meanwhile, the minimum criteria for learning infrastructure according to Permendiknas No.24 of 2007 consist of land, buildings, spaces, and power and service installations that must be owned by every school.

Third, educational facilities and infrastructure have an effect on student satisfaction. It should be noted beforehand that effective learning is learning in which students acquire specific skills, knowledge and attitudes and are learning that students enjoy. To achieve effective learning, it is necessary to manage school facilities and infrastructure. The

importance of facilities and infrastructure to support the educational process is regulated by Law of the Republic of Indonesia No. 20 of 2003 concerning the National education system "Every formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of physical potential, intellectual intelligence , social, emotional, and obligations of learners". Service quality is a level of measure of the good or bad of a service provided by the school to students who are expected to be in accordance with the wishes of the students, especially in the field of facilities and infrastructure.

Fourth, school facilities and infrastructure affect the performance of teachers. Facilities. Educational infrastructure as one of the supports for the success of education, which refers to the standard of facilities and infrastructure developed by BSNP and stipulated by a Ministerial Regulation. The problem of facilities and infrastructure is very important to be handled more seriously, because it is very influential in the smooth teaching and learning process, because in addition to being more comfortable, it is also a learning medium with equipment that must be adjusted, including the provision of facilities that absolutely must be met, all of which must be in accordance with the requirements. with the needs and development of science and knowledge. For some schools that have fulfilled their facilities and infrastructure will improve them to be even better, this is natural as an effort to improve the quality of the teaching and learning process which aims to improve the quality of education itself.

Conclusion

The existence of private schools is dominant in Central Lampung, East Lampung, South Lampung and Bandar Lampung. This indicates if the area has an attractiveness for private schools to be involved in the provision of education. In addition, the social role of several private schools affiliated with community social organizations also reflects the efforts to be actively involved in the development of education in their area. Different things happen in some areas where the role of public schools is dominated, where the attractiveness for the private sector to enter and develop is still limited by obstacles such as infrastructure and others. Meanwhile, the dominance of female teachers in almost all areas in Lampung Province. There are only a few areas with a dominant composition of male teachers, including

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