

## **Policy Implementation of 9 Years of Compulsory Learning Program and Eradication of Illiterate Illusion In Nabire District**

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### **ABSTRACT**

Education has an important role in the process of improving the quality of human resources. Improving the quality of education is an integrated process in the process of improving the quality of human resources. The role of education is very much needed and demands attention and participation from all parties. In Article 31 of the 1945 Constitution, education is a right for every citizen, the Government is well aware of the need to improve the quality of education as a tool to improve the quality of human resources. Through Law No. 20 of 2003 concerning the national education system and Presidential Instruction No. 5 of 2006 concerning the National Movement for the Acceleration of Completion of Compulsory Education for Nine Years of Basic Education and Eradication of Illiteracy. Therefore, there are still many children who drop out of school, especially in Nabire Regency. Most children drop out of school because of a lack of awareness of the importance of education and the role of parents in encouraging their children. In addition, the school environment that affects student learning includes classroom infrastructure, inadequate and inadequate building conditions. In this study using qualitative research methods, namely a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups. Qualitative research, data collection is carried out in natural conditions, primary data sources, and data collection techniques are mostly on instrumental observation, as well as in-depth interviews. This study concludes that the implementation of the 9-year compulsory education program policy in Nabire sub-district has not been implemented effectively due to inconsistency. Then policy implementers have not given a positive attitude which is marked by weak coordination in policy implementation.

**Keywords:** Education; Illiterate; Implementation; Nabire; Policy

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### **INTRODUCTION**

Education is the most important human need because education has the task of preparing human resources for the development of the nation and state (McGrath, 2012; Pala, 2011). In the context of human resources, education has an important role in the process of improving the quality of human resources. Improving the quality of education is an integrated process in the process of improving the quality of human resources (One & Two, 2014; Snell et al., 2015). The role of education is needed and demands attention and participation from all parties (Griffin et

al., 2012; Liñán et al., 2011). The government plays an important role in providing quality education (Botituhe et al., n.d.; Sunusi et al., 2014). So far, the government, together with elements of society, have continued to strive to realize education through various efforts to develop higher quality education, including through the development and improvement of the curriculum and evaluation system, improvement of educational facilities, development and procurement of teaching materials, as well as training for teachers and other education personnel (Jain et al., 2011; Teeroovengadum et al., 2016). Learning is a process or effort made by each individual to obtain a change in certain good behavior. Based on research conducted by Amir Chalis Andriyansyah explained that one of the important sectors that directly contributes the largest in developing the quality of Human Resources (HR) is the education sector. Various policies and strategies have been and continue to be implemented so that they are expected to touch the very challenging and complex issues in the completion of the program. This is proven by the launching of various programs and activities in that direction. For example, the BOS program, BOS Buku, the one-roof junior high school program, the socialization program, the Fair KKN and many other programs. The School Operational Assistance Program (BOS) is a funding assistance provided by the Ministry of Education and Culture (Kemendikbud) to schools that can be used for various school operational costs (Bahri et al., 2019; Sulistyaningrum, 2016). The BOS program itself has been running since 2005 (Martin & Olson, 2015; Smith et al., 2021).

The government is well aware of the need to improve the quality of education as a tool to improve the quality of human resources. In addition, education is a right for every citizen as stated in Article 31 of the 1945 Constitution. Then, in 1994 the government through Presidential Instruction Number 1 of 1994 concerning Guidelines for the Implementation of Compulsory Basic Education. This policy was quite successful in increasing community participation in education. The Nine-year Basic Education Program is a government effort to equip children with basic skills (Sulistyaningrum, 2016).

In line with the implementation of regional autonomy as regulated in Law Number 23 of 2014, the regional government has the authority to manage all affairs in its territory, including the management in the field of education (Bahri et al., 2019). The granting of autonomy or authority to local governments in the administration of education is expected to be able to become independent of the regions (Krishnaveni & Meenakumari, 2010; Masry-Herzallah, 2021). The idea of regional autonomy is intended to accelerate the realization of people's welfare through improving services, empowerment and participation of the community itself. This includes the roles and responsibilities of local governments in education matters, as mandated by Law Number 23 of 2014, which relies on the ability of local resources based on efficiency, effectiveness, accountability, responsibility, and transparency, in order to realize quality services. As the following statement "Learning is the accumulated knowledge acquired from the experiences of individuals". The problem faced is that the education system in Indonesia even though the constitution already has a strong foundation, in reality it has not been implemented as expected (Rahardja et al., 2019). This problem was encountered, there are still several obstacles faced in the implementation of education in Indonesia, including; not all Indonesian people can receive education as mandated in the law. "The nature, form and social context of these significant learning experiences are examined, with a particular focus on empowerment and transformation (Radsch & Khamis, 2013).

In accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 35 of 2006 concerning Guidelines for the Acceleration of Completion of Compulsory Education for Nine Years of Basic Education and Eradication of Illiteracy, that in the context of implementing Presidential Instruction Number 5 of 2006 concerning the National Movement for the Acceleration of Completion of Compulsory Education for Nine Years of Basic Education and the Eradication of Illiteracy, it is necessary to stipulate Regulation of the Minister

of National Education concerning Guidelines for the Implementation of the National Movement for the Acceleration of Completion of Compulsory Education for Nine Years of Basic Education and Eradication of Illiteracy, with the first objective of accelerating the expansion of access for children aged 7-15 years in SD/MI/equivalent education in the context of support the completion of 9 years of basic education by the end of 2008. Second, accelerate the increase in the literacy rate of the population aged 15 years and over by reducing the number of illiterate people 15 years and over (BPS 2004 data, as many as 15,414,311 people or 10.21%) to 5% pad at the end of 2009.

Thus, the formation of Indonesian human qualities is simultaneously needed to carry out development, both at the local, national and global levels. Through education, we can also improve a person's standard of living, where a person's standard of living will change when their level of education is higher, and that will automatically spur someone to change a low standard of living for the better. One of the foundations for the formation of human quality is the education system, because through the education process, this nation and state will be able to face and answer all forms of present and future challenges. "In a world where knowledge has become a key resource, governments have realized about the importance of developing the intellectual capital of their citizens".

After the crisis in 1998, the government again issued a policy of compulsory education for nine years of basic education. Through Law Number 20 of 2003 concerning the National Education System, then it was revealed to Presidential Regulation Number 19 of 2006 concerning the 2007 Government Work Plan and Presidential Instruction Number 5 of 2006 concerning the National Movement for the Acceleration of Completion of Compulsory Education for Nine Years of Basic Education and the Eradication of Illiteracy.

However, government policies have not been significant in improving the quality of education. One of the indicators of this lack of success is shown, among others, by the lack of public awareness of the importance of education as an effort to increase human resources, especially in rural areas, except in big cities, although the numbers are relatively small. The phenomena that appear in rural areas include the high cost of education, the long distance between student homes and the school location, and even concerns the capacity and competence of the parties who should be responsible for the education system in order to improve the quality of human resources. This means that the system and managers of the education system that are not yet qualified will find it difficult to produce quality students (students). In addition, another goal is to improve the quality of the Indonesian population in supporting economic growth and the nation's competitiveness, improving socio-political life and social welfare.

The school environment that affects student learning achievement includes learning infrastructure in the classroom, the state of the school building, and other school physical environments. School attention to the completeness of student learning in the classroom is one of the factors that affect children's learning conditions. The problem of implementing the 9-year compulsory education policy for basic education mostly occurs in rural areas. Another problem is the condition of school facilities and infrastructure. Until 2009, there were many classrooms which were in bad condition and had to be renovated immediately. Therefore, there are still many children who drop out of school, especially in Nabire Regency. Most of the out-of-school children work as farm laborers or migrate to the city to work, as is the case in remote areas of Nabire Regency. Meanwhile, the Nabire district still needs a lot of educators. In Nabire district there are still schools which are managed only by the principal and a teacher (Legewie & DiPrete, 2014).

More specifically, the reality of the challenges that exist in Kalibobo Subdistrict, Nabire Regency, based on the pre-survey include: First, the community prefers to have certain skills or expertise, with which they can look for scripts: as farm laborers, fishermen workers, mining workers, instead of going to school. Such a situation affects children who should be included in

the school age category, in particular having to follow the Nine Years Compulsory Education. Children who are included in the age of compulsory education are led by situations and conditions to prioritize skills rather than joining the Nine-Year Compulsory Education program. On the other hand, those who need workers, whether in the mining, agriculture, or fishery sectors, have special expertise or skills. As a result, most of these compulsory school age children become casual workers.

Based on this description, a research phenomenon can be drawn that the policy of the 9-year compulsory education program and the eradication of illiteracy have been implemented in the Kalibobo District, Nabire Regency, but the implementation of the policy is still faced with the problem of low public interest (students and parents) in accessing the compulsory program. learn it. The implementation of education development in Kalibobo Subdistrict, Nabire Regency, which one of the agendas is the completion of the nine-year compulsory education, is a very interesting matter if studied more deeply. Based on this, this research takes the title "Implementation of the 9-year Compulsory Education Program Policy in Kalibobo District, Nabire Regency". One of the benchmarks for the success of a policy lies in the implementation process. Therefore, it is not an exaggeration to say that policy implementation is an important aspect of the entire policy process. Even so, it does not mean that policy implementation is separate from its formulation, but the success of a policy is highly dependent on the policy structure (macro policy and micro policy). Implementation, according to Frederich in saying that: policy is an action that leads to goals proposed by a person, group or government in a certain environment in connection with certain obstacles while looking for opportunities to achieve goals or realize desired goals.

## **METHOD**

In accordance with the problem formulation and research focus described in the Introduction, the research method that will be used by researchers is a qualitative research method which is also called a naturalistic descriptive research method because according to the situation in the research field it is natural, reasonable, or as it is (natural setting), without being manipulated and not controlled by experiments or tests (Jamshed, 2014).

Based on research conducted by Muhammad Mulyadi explained that qualitative research emphasizes more on the use of the researcher himself as an instrument. Meanwhile, according to Sugiyono, qualitative data is data expressed in the form of words, sentences, and pictures. The selection of qualitative methods with the consideration that the implementation of the 9-year compulsory education program policy is an experience in the context of the compulsory education program policy that occurred in Nabire Regency. For this reason, in order to obtain the complete meaning of the Policy Implementation of the 9-Year Compulsory Education Program in Nabire Regency (Khan, 2014).

## **RESULT AND DISCUSSION**

In the context of this research, the implementation of the 9-year Compulsory Education Program Policy in Kalibobo District will discuss the efforts and steps that have been taken by the Nabire Regency Government in the context of implementing the 9-Year Compulsory Education Program Policy. The focus of the district government is how to raise the Gross Enrollment Rate (APK) for the junior high school level which in 2009 reached 76.03%.

During 2009, Nabire Subdistrict was considered to have the lowest achievement in Papua on the GER index at the junior high school level. That way, the Nabire District government pays special attention to educational issues. The success of the implementation of the 9-year Compulsory Education Program policy in Nabire District is assessed how far the Nabire District

Government implements the 9-Year Compulsory Education Program runs according to and complies with the mandate of existing regulations. Compulsory education is a minimum education program that must be followed by Indonesian citizens on the responsibility of the Government and local governments. For this reason, the performance assessment of the implementation of the 9-year compulsory education program is assessed from the accessibility of education services to the community, the increase in the number of continuing schools, and the increase in the age group participation rate in continuing education, especially the 9-year compulsory education program. The Head of the Nabire District Education and Culture Office, explained that the APK and NER of Nabire District were low at the elementary level which was issued by the official website of the Nabire district government. The central government is committed to fixing the problem.

The description of the results of the research on a number of cases below may perhaps be used as an illustration to illustrate how the contribution of the implementation of non-formal education in helping to ease the burden on children from poor families in accessing the 9-year compulsory education program which is their right. To determine the subjects in this study, the author uses a purposive technique, namely a technique to determine informants based on the goals or needs set by the researcher himself. In this study, the authors used two informants, consisting of: Middle school students and high school students.

Kalep Mote, (18 years old), the 1st of 6 children born to parents who only work as farmers, is one of the lucky children. Not only because he has succeeded in completing an education equivalent to junior high school in 2021. Due to his high motivation, plus because there are no fees that burden his parents, at this time he has also almost succeeded in completing an education equivalent to high school in one of the villages in the Nabire sub-district.

“I want to be smart, have a diploma and work. In fact, I want to be a civil servant like everyone else, he said when asked about the reasons that prompted him to join the education program. At that time, `in 2017, I also followed the education route through the dormitory route, considering that there were no costs that parents had to pay, besides the location was not far from where he lived in Nabire District. He also added, following the boarding school education. Sanap (48), because the child can do it while helping with the work in the dormitory.”

Almost the same thing is also experienced by a child named Jepona (21) who is now sitting in class 3 of the Package B program at PKBM, Nabire District. The day-to-day work only as a farm laborer admitted that he was proud that he could attend an education equivalent to a junior high school while being able to attend an education not far from where he lived.

## CONCLUSION

Based on the results of research and data analysis, this study concludes that the implementation of the 9-year compulsory education program policy in Nabire District has not been implemented effectively due to the inconsistent implementation of the 9-year compulsory education program for free which still finds fees from schools, then policy implementers have not given a positive attitude towards the implementation of the 9-year compulsory education program policy in Nabire District, which is marked by weak coordination in policy implementation.

Although the implementation of the Compulsory Education Program Policy has been carried out with adequate internal conditions and a fairly good external environment, the implementation of this policy has not been able to be implemented effectively due to the consistency factor of implementation and the attitude of policy implementers based on the conclusions above.

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