

Local Government Policy in Improving Human Development Index in the Education in Bone Regency

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ABSTRACT

This study aims to analyze local government policies in increasing the human development index in the education sector and to find out what factors are inhibiting and supporting the Education Office in increasing the human development index in Bone Regency. This research is descriptive in nature with a qualitative explanation. Data collection was carried out by interviewing observation and documentation, then data analysis was carried out through data reduction, data verification and drawing conclusions. The Bone Regency Education Office in increasing the education index number has carried out various things including the nine-year compulsory education program, non-formal education programs and programs to improve the quality of education staff and education staff. In its implementation, the Education Office has done everything possible and has shown good results, although there are still deficiencies.

Keywords: Policies;IPM;Education

INTRODUCTION

The Human Development Index (IPM) is an important indicator to measure success in efforts to build the quality of human life. IPM explains how residents can access development results in obtaining income, health, education, and so on (Ataey et al., 2020; García-Tizón Larroca et al., 2020; Yumashev et al., 2020). The HDI was introduced by UNDP in 1990 and the calculation method was revised in 2010, while the Central Bureau of Statistics adopted the new HDI calculation in 2014. HDI is an indicator used to see long-term development progress. To see the progress of human development, there are two aspects that need to be considered, namely the speed and status of achievement.

The Human Development Index (IPM) of Bone Regency is ranked 23 out of 24 Regencies/Cities in South Sulawesi. The HDI ranking for Bone Regency is only better than Jeneponto Regency. In 2020 Bone Regency has an average IPM of 66.06%, this figure grows 0.39% from 65.67% in 2019. The HDI value of Bone Regency is still far below the average HDI value of South Sulawesi, which is the HDI figure South Sulawesi 71.93% in 2020 and 71.66% in 2019. Especially the education index which is still very low when compared to other districts/cities. Even though education is a mandatory duty and authority of the local government, and education is one of the basic needs of the community that must be met and received serious attention.

This is a serious problem for the Bone Regency government, because what is expected is quality human resources, but in reality the existing human resources are of low quality when compared to other districts in South Sulawesi. To support human development in a region, the government as a stakeholder in the HDI development issues a policy to regulate it. According to William N. Dunn (Syafi'ie, 1997:107), public policy is a series of interconnected choices made

by government agencies or officials in areas related to governmental tasks, such as defense, energy, health, education, social welfare, crime, urban areas and others.

After the policy is established, it must then be implemented. The implementation of a policy can be measured/evaluated through several indicators to find out how far the implemented policy has reached its goals, including by using the effectiveness indicator. From the various main issues regarding the Human Development Index, this research is formulated into two questions, namely how are local government policies in increasing the Human Development Index in the field of education in Bone Regency and what are the supporting and inhibiting factors for the progress of the Human Development Index in the field of education in Bone Regency.

METHOD

According The type of research used in this study is a qualitative descriptive research method with a case study approach. Qualitative research is research using a natural setting, with the intention of interpreting phenomena and uncovering meaning and is carried out by involving various existing methods (Moeloeng, 2014). A case study research approach was used to find and unravel common threads and seek in-depth information about Human Development in the Education Sector by the Bone District Education Office. by analyzing Policy Strategy Strategies, and Analyzing the Effectiveness of Policies related to Human Development in the Education Sector. This research is interactive in nature between researchers and respondents, namely the Leaders of the Bone District Education Office, as Policy Strategy Formulators. In this research, the research instrument is the researcher himself. The research tool is the researcher himself. The role of the researcher as a key instrument in the qualitative research process (Sugiyono, 2013) Researchers make interview questions, conduct interviews, analyze, and interpret.

The location of the research to be carried out is in Bone Regency, South Sulawesi Province, to be precise at the Bone Regency Education Office. This research is planned to be carried out within a period of two months, from May 2022 to June 2022. The research object that will be studied and investigated in this study is the Human Development Index policy strategy in Bone Regency. In this study, the subjects of the study were the leaders of the Bone District Education Office.

The main data sources in qualitative research are actions and words, the rest is additional data such as documents and others (Sugiyono, 2014). In this study, the type of data based on the source is divided into two, namely Primary and Secondary Data. Primary data sources are data obtained directly from the first source, through an interview process with the leadership of the Bone District Education Office as respondents, both data and information considered related to the object of research. The secondary data used in this research is in the form of regulations or regulations and other documents related to the object of research.

In this study the data collection techniques used were interactive data collection techniques in the form of observation and in-depth interviews and non-interactive data collection techniques in the form of document analysis. The data analysis used in this research is the Miles and Hubberman model analysis. In this analysis model it is explained that data analysis in qualitative research is carried out continuously until complete, so that the data is saturated (Sugiyono, 2014). The qualitative data analysis of this model consists of three activities, namely: data reduction, data display, conclusion drawing/verification.

RESULT AND DISCUSSION

Regional Government Policy in Increasing the Human Development Index in the Education Sector

Education is the pillar of the nation; It is through education that the nation will be able to uphold its dignity. In Law 20/2003 concerning the National Education System, Article 3, it is stated "National education functions to develop capabilities and form dignified national character and civilization in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty." Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen.

The Old School Expectancy Rate is defined as the formal education used by the population in the number of years. The calculated population coverage is aged 25 years and over. While the expected length of schooling is defined as the length of schooling (years) that is expected to be experienced by children of a certain age in the future. Expected length of schooling is calculated for residents aged 7 years to 25 years.

The Long School Expectancy (HLS) measures a citizen's educational opportunities starting at the age of seven. In simple terms, HLS can be defined as the school enrollment rate according to a single age. HLS is an indicator that describes the length of schooling (in years) that is expected to be experienced by children at a certain age in the future. This figure is obtained by dividing the number of people attending school at age a in year t by the number of people attending school at age a in year. As a note, this indicator is considered sensitive in describing variations between provinces.

The Old School Expectancy Rate indicates the higher the level of education attained by the community in an area. The higher the expected number of years of schooling means the higher the level of education undertaken. The generally accepted assumption is that the higher a person's level of education, the higher a person's quality, both mindset and action patterns.

The average length of schooling is the average number of years spent by residents aged 15 years and over to pursue all types of formal education they have attended. The maximum limit for the average length of schooling is 15 years and the minimum limit of 36 is 0 years (UNDP standard). The maximum limit of 15 years indicates the maximum level of education targeted is equivalent to Senior High School (SMA).

Table 1.

Bone Regency education index from year to year

Years	Long School Hope	Average School Years	Education Index
2017	6,77	6,77	57,09
2018	6,97	6,97	58,43
2019	6,98	6,98	58.80
2020	7,15	7,15	59,61
2021	7,23	7,23	60,16

Source: BPS Bone Regency in 2021

Looking at the education index data for Bone Regency from year to year it always grows, even though the growth rate is small, this is because growing HLS and RLS takes a long time, the impact of this year's program is not necessarily felt right away. As stated by the Head of the Bone District Education Office Program.

"Education has a very strategic and important role in development to achieve an independent, competitive and prosperous Bone society. Therefore, the Bone Regency government, in this case the Bone Regency education office, is making serious efforts to continuously improve quality and fair education services for all levels of Bone society. So it's no longer only people with a middle and upper economy who can go to school, but people with a middle and lower economy can also experience education. We strive that the cost of education is free. (Interview with ST. Fatimah 18 may 2022)

Based on the interview with the Head of the Education Office's Program Subdivision, in accordance with Article 31 paragraph 1 of the 1945 Constitution it reads that every citizen has the right to education. The importance of education makes basic education not only a right of citizens, but also an obligation of the state. The 1945 Constitution through Article 31 Paragraph 2 even obliges the government to finance basic education.

Apart from that, one of the missions of the Regent and Deputy Regent of Bone for the 2018 – 2023 period is to improve access, equity and quality of health, education and other basic social services. This mission is carried out through programs to increase and equalize educational facilities and infrastructure as well as to improve the quality and equity of teaching staff and to apply innovations in education based on local wisdom.

"When talking about HDI, it talks about health, education and the economy, especially in the education sector. There are 2 benchmarks, namely the average length of schooling which is calculated at the age of 25 and over, and the expected length of schooling which is calculated at the age of 7 years to 25 years. So this HDI takes a long time to grow, education really targets all citizens, not just elementary and junior high schools but up to tertiary institutions or colleges it is still included in the HDI count, so when it comes to responsibility, this is not only the responsibility of the Department Education in Bone Regency but the responsibility of all education stakeholders in the Bone district area, especially now that the Bone District education office only oversees or oversees elementary and junior high schools, for SMA was taken over by the provincial government, it's separate now, SMA is now located under the auspices of the regional education office branch III Bone and Sinjai" (interview A. Fajaruddin, 20 May 2022)

Based on the statement from the Head of the Education Office that the educational institutions currently under the auspices of the Bone Regency education office are only for the Elementary School and Junior High School levels, therefore in this study researchers will discuss the policies of the Bone Regency Government in this case the District Education Office Bone in increasing the Education Index, limited to the Elementary and Junior High School Levels.

Even though the high school and tertiary levels are no longer the authority of the Bone District Education Office, their role in terms of building students' interest in learning here is very important. And it is the duty of the Bone Regency Education Office to continue to build motivation and education so that students who graduate from elementary school can go to junior

high school and students who graduate from junior high school can go to high school level, and so on, thus the education index in Bone Regency will increase from year to year.

Based on document analysis on the education office's strategic plan for 2018 – 2023, researchers found several programs that are directly related to the human development index in the education sector.

Nine-Year Compulsory Basic Education Program

The progress of a nation is largely determined by the quality of Human Resources (HR). Smart and competent people can accelerate the growth rate of a country. One way to produce intelligent and competent young people is to improve the quality of education. The Indonesian government has long established the Nine-Year Compulsory Education program. The program is intended so that Indonesian people receive proper education, namely 6 years of education in elementary school (SD) and 3 years of education in junior high school (SMP). This program designed by the government is actually very beneficial for the community because education is a way to gain broad insights. In addition, education can lead us to achieve our goals. Education can also develop our way of thinking to be more advanced and open, so that we can face challenges and competition in the world of work.

The Nine Year Compulsory Education Program aims to ensure that all Indonesian people have an equal educational base. Armed with education at least junior high school level, Indonesian people can work properly. The quality or work competence of an educated person is certainly higher than that of an uneducated person. This means that primary and secondary education can improve the quality of Human Resources (HR) in Indonesia. Without realizing it, we are participating in the growth of the Indonesian nation by implementing the Nine Year Compulsory Education.

The Nine-Year Compulsory Basic Education Program consists of 24 (twenty four) activities, which is a unit in deciding program performance targets that have been set in supporting the fulfillment of the Realization of Gross Enrollment Rates, Elementary School Dropout Rates, Elementary School Net Enrollment Rates and Junior High Schools. These activities are allocated in order to meet the number of classrooms, number of teacher rooms, practical tools and student visual aids, procurement of furniture, construction of school facilities and infrastructure, rehabilitation of classrooms, rehabilitation of school facilities and infrastructure, provision of enrichment guide reference books for educators, school operational financing activities SD and SMP through BOS Funds, Fostering students' interests, talents and creativity (SD/MI MIPA Olympiads), Art Festivals and Competitions (FLS2N) District Level, Monitoring, Evaluation and Reporting (UAN/UAS SD/MI).

Following are the management activities of primary and secondary education in order to support the nine-year compulsory education program in Bone Regency; Elementary school education management activities, this activity is to increase the percentage of gross enrollment rates in elementary school education while junior high school education management activities, this activity aims to increase the percentage of gross enrollment rates in junior high school education,

If you look at the programs and activities as well as the persistence that has been carried out by the Bone Regency Education Office, researchers are optimistic that the world of education in Bone Regency will continue to progress and develop and be able to create students who are competitive and not inferior to the quality of students in big cities.

Meanwhile, based on responses from a resident of Maduri Village (Samir, 46 years old) who works as a farmer every day and also as a student's parent, the researcher randomly selected them to be asked about their current level of education.

"In my opinion, the current government is paying more attention to what is called education. Prior to this, when we were still in school, the schools had a lot of leaky roofs, many of the walls were weathered, because they were made of wood that had been aged, now this is possible. There are still schools like that, but I think it's not that much anymore, if we look at the schools now, all the schools are beautiful, they have walls, even some schools that have two floors. That's the government's thumbs up. Then now there is no such thing as tuition payments. I have 2 children who are still in school, 1 is in 2nd grade of junior high school, then his younger brother is in 5th grade, we are greatly helped as a small community with assistance from the government. (interview samir June 15, 2022.)

Apart from that, Samir's opinion is in line with the opinion of Hamsa (48 years), a resident of Melle Village. He also explained that education nowadays is not too burdensome for students' parents.

"I have 3 children who are still at school, some are in grade 4 elementary school, and some are in junior high school grades 1 and 2. So far, the school fees I have spent on these children have been too much, mi, only for personal equipment, mi, people In the past, there were many who did not go to school because, first, they rarely went to school, sometimes 1 sub-district only had 2 schools. Now, maybe almost every village already has a school. Then the second is that school fees are expensive before, you still pay tuition fees every month, now there's no tuition fees, so it's light on your burden as parents of students, and in my opinion if there are children who don't go to school now it means they are lazy. There's no fee anyway, free noodles. sometimes students even get scholarships. (Hamsa Interview 15 June 2022)

Judging from the opinions of the residents above, it can be seen that the Community Education Office's Programs have had a direct impact, especially for the distribution of educational facilities and the availability of School Operational Assistance (BOS Fund) funds for schools.

Non-Formal Education Program

Apart from the nine-year compulsory education program or programs in formal education, the Bone District Education Office also programs non-formal education, which includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training. , equality education, as well as other education aimed at developing students' abilities. 1) Equality Program; Equivalence Program, Equality Education is one of the educational units in the non-formal education pathway which includes learning groups (pursuit) Package A Program equivalent to SD/MI, Package B Program equivalent to SMP/MTs, and Package C Program equivalent to SMA/MA which can be held through Studios Learning Activities (SKB), Center for Community Learning Activities (PKBM), or other similar units. In Law No. 20 of 2003 concerning the National education system, it is stated that the educational pathways consist of formal, non-formal and informal education which can complement and replace each other; 2)

Literacy Program, Literacy education as one of the non-formal education services to teach illiterate citizens, and as a learning approach, is a way to develop one's ability to master and use the skills of reading, writing, arithmetic, observing and analyzing, life-oriented every day and take advantage of the potential that exists in the surrounding environment; 3) Youth Program, Youth are the nation's next generation and human resources who continue the nation's ideals. So that a youth organization is formed, namely an institution that gathers all the potential of young people, both students and school children who fall into the youth category, even those who are not educated. Youth organizations stand together with the vision and structure of leadership, culture and actualization of ideas and models; 4) Women's Empowerment Program, women's Empowerment Program, Women's issues are still often discussed. Society's view of the position of women as lower than men is still attached and becomes an obstacle in the welfare of women. So that the Women's Empowerment Education Program exists to elevate the dignity of women aged 15 and over, through efforts to increase knowledge, skills, and attitudes that are useful in creating a better life so that women can play an active role in the process of developing the family, community and nation; 5) Early Childhood Education Program (PAUD), PAUD (Early Childhood Education) Program, Early Childhood Education (PAUD) is a level of education prior to basic education which is a coaching effort aimed at children from birth up to the age of six which is carried out through the provision of educational stimuli to help growth and development physically and spiritually so that children are ready to enter further education; 6) Continuing Education Program, Continuing Education Program, Continuing education is a learning opportunity for adults to improve their abilities after they carry out an activity or a voluntary work in the community; 7) Life Skills Education Program, Life Skills Education Program, namely education that provides personal skills, social skills, intellectual skills to work, try and or live independently. That is the ability possessed by a person to have the courage to face the problems of life and life naturally without feeling pressured, then proactively and creatively seek and find solutions, so that they are finally able to overcome them. It consists of 4 types, namely personal skills, social skills, academic skills, and vocational skills; 8) Course and Training Programs, Course and training education is a form of non-formal education unit organized for people who need the provision of knowledge, skills, life skills and attitudes to develop themselves, develop their profession, work independently, or continue their education to a higher level. Aims to improve the quality, relevance and competitiveness of students so that they have professional knowledge, skills, skills and work attitudes that can be used for work or entrepreneurship.

These eight things, starting from equality programs, literacy programs, youth, women's empowerment, early childhood education, Continuing Education Programs, Life Skills Education and course or training programs, are also government efforts to increase HDI through non-formal education.

According to the secretary of the bone district education office who was met by researchers on May 19, 2022.

"The Non-Formal Education Program is established in terms of supporting the fulfillment of the Participation Level of citizens aged 7-18 years who have not completed primary and secondary education who participate in equality education. These activities are allocated to meet Non-Formal Education Facilities and Infrastructure, currently what the community is participating in is equality education to pursue packages A, B and/or

package C. for residents who are still illiterate or unable to read” (Interview with Nursalam 19 May 2022).

One of the residents who the researchers interviewed regarding the benefits of the equality program or packages A, B and C, was Muhlis (26 years old) he had dropped out of school and did not go to high school because when he graduated from junior high school his parents invited him to go gardening in Palopo and did not continue his school.

"In the past, after graduating from junior high school, I joined my parents in gardening in Palopo, so I didn't go on to high school, because we lived there in the garden, access to get out of the plantation site was also difficult, the high school there was the closest to my garden, about 15 KM , so I did not continue high school. Then after about 5 years of gardening there, I returned to bone, I heard that there was a package C program open at bone, I finally joined the program, thank God now I have the package C diploma, and plan if there is good luck I want to continue my studies ”.(interview interview June 2, 2022)

Based on the above, it can be seen that apart from formal education, non-formal education also has an important role in terms of increasing the education index. Such as the Equality Program or Packages A, B, and C. Students who previously dropped out of school with this equality program can continue their education at a higher level. So that in an indirect way the education index number will continue to grow.

Quality Improvement Program for Educators and Education Personnel

Educators or who are familiarly called teachers, play a key role in efforts to improve the quality of education, because they are the ones who directly deal with students. They are agents of change that make students go from not knowing to knowing, from not being able to being able to, and from not understanding to understanding. Educating requires an appropriate technique in an effort to influence students to get good behavior and attitudes.

Meanwhile teaching is also a managerial process carried out by the teacher with full consideration. This process requires a good planning starting from preparing to make a lesson plan, choosing the right material, organizing the class, exercising control in the form of giving tests as an evaluation tool for the success of students in receiving lessons in accordance with the achievement of the planned goals.

It is clear that a teacher acts as a manager who plans, organizes and supervises the implementation of a predetermined learning program. Of course the teacher as a human resource in improving the quality of education must carry out self-competence improvements so that they are able to bring big changes to the development of students.

With regard to learning activities in the classroom, the current trend is that teachers generally still use conventional systems, meaning that the use of various models or approaches in the learning process cannot be applied optimally. This can be caused by factors within the teacher himself, limited knowledge, learning facilities or interest in improving self-competence, thus affecting the low performance of teachers in providing services to students. If this is neglected, success in improving the quality of education will be hampered.

One of the efforts to address the phenomenon mentioned above, requires an action progress that is able to increase teacher motivation and creativity in carrying out the learning

process in class. In this case, it is necessary to have an applicative training program or workshop. This training program is not focused on the theoretical side, but puts more emphasis on the practical side that occurs in the field, so that with this training various efforts to improve the quality of education can be further improved. To be honest, there have been many similar activities such as; teacher seminars, upgrading or counseling which are almost certain to be all theoretical.

Teacher quality improvement aims to provide opportunities for teachers to develop and express themselves in accordance with the needs, talents and interests of each individual in accordance with the conditions required at school. In addition, it also aims to meet physiological needs, security, social guarantees, recognition and appreciation, opportunities for self-development,

Methods and strategies that can be used to improve teacher quality are through: (1) Formal Education; (2) Education and training; (3) Superior guidance; (4) Peer guidance; (5) Workshops, workshops, seminars, and program outreach; (6) Apprenticeship, labor exchange in the form of cooperation; and (7) comparative studies, outbound, and/or recreation.

Among these methods and strategies, education and training are part of the teacher quality improvement strategy. Training programs are always related to values, norms, and individual and group behavior. Education and training programs are planned for purposes such as personal development, professional development, problem solving, remedial action, motivation, increasing mobility, and safety of organizational members.

The main purpose of Teacher Education and Training is to acquire the special skills needed by the Teacher in the context of carrying out school assignments. Education and training is a process that will produce a change in behavior. In real terms, the change in behavior takes the form of increasing the quality of the capabilities of the target education and training.

The Quality Improvement Program for Educators and Education Personnel consists of 2 (two) activities which are a unit in deciding program performance targets that have been set in supporting the fulfillment of the Realization of D-IV/S1 Qualifications and Certified Teachers. These activities are allocated in order to fulfill the needs of the Implementation of Educator Certification, namely the number of PTK that receive professional allowances and additional income per quarter and the number of PTK PNS and non-PNS in TK, SD and SMP in remote areas receive special allowances per quarter

"As teachers, we really appreciate this program, with this quality improvement program, it has made us even more insightful and new knowledge, especially in terms of the right way to deal with children, especially I am an elementary school teacher, which students should not be abused, various character here, especially when students are students sometimes we say A, he works B. Isn't that how it is with elementary school children. Then we are also grateful because we as teachers have been cared for by the government, we have received certification, and other allowances. But not all teachers get this facility, some of our friends who are still honor staff are not clear how much they get monthly, so I think the issue of teaching staff for honorary teachers also needs to get more attention from the government. (Interview with Musmiati, 14 June 2022)

Judging from the interview above, in fact for teachers who are civil servants or get certification with the government's attention they are good enough with all the facilities and allowances received every month or quarter. However, the problem is teachers or education staff whose status is still honorary, they do not get proper facilities or salary.

In addition, based on the results of discussions by researchers with employees and staff of the district education office, there are several factors that influence the success of achieving the target for the Percentage of Qualified Educators and Education Personnel D-IV, S1 and Certified, including: 1) There is a policy of the Ministry of Education and Culture which requires that the minimum qualification of Educators must be S-1 which is followed up by the Education Office by instructing all schools to accept educators, especially non-PNS must have D-IV-S1 qualifications; 2) Increased motivation of teaching staff to continue their education at the D-IV-S1 level due to policies that require D-IV-S1 qualifications such as the provision of educator and education staff unit numbers (NUPTK), educator incentives, etc; 3) The quota for the Teacher Professional Education Program by the Ministry of Education and Culture has increased, which has made it possible for the number of teachers to be certified educators to also increase; 4) Acceptance of government employees with contract agreements (PPPK) for non ASN teachers.

The nine-year compulsory education program, the non-formal education program and the program to improve the quality of educators and education staff are one policy unit that cannot be separated from one another, but in terms of direct contribution to the education index it is the Nine-Year Compulsory Education Program, while the non-formal education program and improving the quality of education is the support of the program.

Based on the results of interviews with the secretary of the Bone Regency Education Office that;

"All of the Education Office's programs are indeed designed to lead to an increase in the education index such as the elementary and secondary school management program which is the agenda of the nine-year compulsory education. Another example is the procurement and improvement of educational infrastructure facilities which are also carried out to improve the quality of education. the activities of the education office that contribute to the increase in HDI, we have written all of these activities and programs in the Bone Regency Education Office's strategic plan or strategic plan for 2018-2023. All of our work plans are in the strategic plan, you can see there what we will and have done to improve the quality of education in Bone" (Nursalam interview, 19 May 2020)

In increasing the education index, all efforts have been made by the Bone Regency Education Office, especially with the current policy refocusing, namely separating those in charge of managing elementary, junior high and senior secondary education, where senior secondary education is the responsibility of the provincial government, so Of course Of course, the Education Office also has to communicate with the Provincial Education Office Branch.

"When it comes to program implementation, of course we have carried out everything, even though in this implementation there have been deficiencies, for example what we cannot deny is the limited funding and education budget as well as limited human resources, then we as education stakeholders in Bone will continue to improve, and do our best to improve the quality of our education, we still continue to strive to do the best we can, we also continue to establish communication and coordination with related parties, both the government and the private sector, we also does not close the door for people who want to collaborate with us." (Interview with Muh.Ali Head of Middle School, 19 May 2022)

Supporting and inhibiting factors in increasing HDI in the Education Sector in Bone Regency

Based on the results of an analysis of the problems faced and the programs that have been carried out by the Bone District Education Office, several factors can be found that are inhibiting and supporting the implementation of the Bone District Education Office Government program.

Supporting factors

One of the Missions of the Regent and Deputy Regent of Bone district for the 2018 – 2023 period is to improve access, equity and quality of health, education and other basic social services. This mission is carried out through programs to increase and equalize educational facilities and infrastructure as well as to improve the quality and equity of teaching staff and to apply innovations in education based on local wisdom. This will support the development of learning patterns in the world of education in Bone district. Contemporary learning supports the continuation of fun learning for students. (Hezron, 2020)

The regent's vision and mission later became the basis for all activities and program activities of the Bone Regency Education Office in terms of improving the quality of education and increasing the education index score. The Education Sector received special attention from the Regent of Bone and became a priority program for Bone Regency. Several other things that support the implementation of the Bone District Education Office programs include: 1) The achievement of GER/APM at the SD/equivalent and SMP/equivalent levels based on the results of the internal evaluation by the Education Office is above the average national and provincial achievements; 2) There is an increase in the academic qualifications of PTK, both at the early childhood education and elementary and secondary education levels; 3) Provision of educational building infrastructure for capacity and provision of other facilities to support the learning process; 4) Provision of incentives to increase the affordability of equitable and quality education services; 5) Providing services and funding assistance to educators and educational staff to improve qualifications and competence; 6) Training for Compilation of Local Content for Life Skills Education at the elementary and junior high school levels; 7) Requirements for submitting the establishment of schools managed by the community are simplified.

Obstacle factor

Based on the results of the analysis and interviews with the leaders of the Education Office as well as observing the Education Office's Strategic Plan Documents and the Education Office's Performance Report, the researchers found several factors inhibiting the running of the Bone Regency Education Office's program to the fullest.

"One of the biggest problems in education in Bone Regency is the mindset of some people who always think that what is the point of going to high school if you can work straight away and get money right away, and luckily the attention of the Bone Regency government to the development of education in Bone Regency is quite high which is marked with the budget ceiling of the Department of Education that continues to increase, then Bone is the district with the largest area in South Sulawesi, therefore this is also a big homework for us, especially for the outermost region of Bone, we have to think about how so that they also get proper facilities, if we need to build a new school, or if it

can still be repaired we will renovate the old one. We will maximize this in the future” (Interview with A.Fajaruiddin 20 May 2022)

This is in line with what was conveyed by the Secretary of the Bone Regency Education Office;

"Some of our people think that education is only focused on work and money without seeing the positive impacts, such as useful knowledge, behavior and personality, regarding the central government budget still providing DAK (Special Allocation Fund) for regional development which is then allocated for education funds, then in my opinion the current obstacle is that the education budget is limited, while there are still our areas that need to build new schools, or at least repair buildings, so that they are suitable for use so that students can also study in peace, besides that our obstacle is that we don't have clarity about the fate of honorary teachers, while more and more civil servant teachers are retiring." (Interview with Nur salam May 20, 2022).

Regarding this performance barrier, the Head of Elementary Schools at the Bone Regency Education Office also provided additional information that was more or less the same as what was submitted by the Head of Service and Secretary;

"When talking about these obstacles, what hinders our performance is that our educational facilities and infrastructure are still lacking, especially those in remote areas. There are still students who find it difficult to achieve access to education, we also do not yet have adequate educational facilities and infrastructure to support the implementation of Inclusive Education. . There is still much that we have to fix together, the education office does not just sit idly by but also takes action on the ground to give the best, some of the things we do are seeking to issue regulations regarding the handling of children who are not in school, which will have a direct effect on the average school years and school years expectations, make improvements/complement school facilities/means, make improvements to the quality of learning through the use of existing resources where this has a direct effect on school long expectations” (interview with Drs. Rahmat 21 may 2022)

Based on the results of these interviews, the researcher summarizes the factors that are inhibiting the performance of increasing the human development index in the field of education in Bone Regency, as follows: 1) Unequal distribution of educational facilities; Bone Regency has 27 sub-districts and 372 villages and sub-districts. This makes the work area of the Bone Regency Education Office very broad, so that because of this area, educational facilities and infrastructure in Bone Regency are not evenly distributed. Based on the report from the Bone Regency Education Office for 2021, the number of educational facilities starting at the SD/MI, SMP/MTS, SMA/SMK, MA levels spread across Bone Regency is 1108 schools. With 767 SD/MI levels, 226 SMP/MTS levels and 115 SMA/SMK/MA levels Judging from the data on the distribution of schools in Bone, Tellulimpoe, Patimpeng and Tonra districts, there are three districts with the smallest number of educational facilities; 2) There is still a high number of classrooms in damaged condition; 3) The availability, affordability, quality and services of secondary education are still inadequate; The availability and affordability of junior and senior secondary schools in Bone Regency is still small. The average number of junior high schools in each sub-district is 4 schools, and there are only 2 high school levels in each sub-district. This is also one of the reasons for the high dropout rate; 4) Literacy education services are not fully

able to reach the non-literate population; 5) Adequate educational facilities and infrastructure are not yet available to support the implementation of Inclusive Education; 6) There is no comprehensive, integrated and sustainable concept of coaching and career development that is not well organized; 7) There is no certainty yet that can be accounted for for thousands of honorary teachers to be appointed as civil servants, while the number of civil servants entering retirement continues to grow.

CONCLUSION

Based on the results of data analysis and discussion in the previous chapter, the researchers drew conclusions regarding the policies for increasing the education index at the Bone District Education Office, as follows: 1) In increasing the education index, the Bone Regency Education Office has carried out various program activities, namely (1) the 9-year compulsory education program which in its implementation is divided into 2 activity programs, namely management of elementary schools and management of junior high schools, (2) Non-formal education programs which includes equality programs, youth literacy etc., and (3) Programs to improve the quality of educators and education staff. Then, based on the policy evaluation that had been carried out by the Bone Regency Education Office by taking into account the increase in the education index, it was concluded that the strategies and policy steps set had succeeded in achieving the goals and objectives. The education index in Bone Regency has increased every year. Although in the implementation of the program there are still deficiencies that can still be maximized again; 2) The factors that support the performance of the district Education Office in general are the support from the Regent and Deputy Regent of Bone to continue to support the improvement and advancement of education. Improving the quality of education is one of the main missions of the Regent of Bone for the 2018-2023 period. While the inhibiting factor is due to the large area of Bone Regency so that educational facilities and infrastructure are not evenly distributed and in some areas it is still difficult to access so that it becomes one of the reasons for a child dropping out of school.

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