

SISTEM KELAS TUNTAS BERKELANJUTAN (SKTB) IN GOWA REGENCY; DETERMINATION SOLUTIONS ON STUDENTS DROPOUT

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ABSTRACT

Education is an effort to improve the quality of human resources. Therefore, improving the quality of education must receive more serious attention. For this reason, it is only natural that policy issues related to improving the quality of education in Indonesia are the main concern of the central and regional governments. Even the foundation of the contextual implementation of education is based on the commitment and policies of the local government and the active role of the community. This research aims to find out how the *Sistem Kelas Tuntas Berkelanjutan* (SKTB) in Gowa Regency is a solution for completing school dropouts. This study uses evaluation with a qualitative approach with research instruments using interviews, observation and documentation. Sources of data in this study include the Head of Education, Principals, Teachers and Communities. Data analysis using analytical techniques from Miles and Huberman. The results of the study show that with the existence of a policy of a sustainable class system can increase the interest of interest to go to school and continue to a higher level and students can develop competencies according to their interests and abilities. This shows that this policy is certainly one of the alternative solutions in cutting off the school dropout chain because this policy does not recognize the class living system, but instead replaces it with remedial aspects that need to be improved. This is very helpful for parents in motivating children who are educated.

Keywords: Completed Class, Solution, Students Dropout

INTRODUCTION

Education is an effort to improve the quality of human resources towards an era of globalization that is full of challenges. Therefore, improving the quality of education must receive more serious attention in an era of increasingly fierce competition. For this reason, it is only natural that policy issues relating to improving the quality of education in Indonesia are a major concern both by the central and regional governments. This is in line with Riant Nugroho's statement that the superiority of a country is determined by the country's ability to develop superior public policies (Riant, 2009).

Autonomy in the management of education is one of the educational policies that are in line with the principles of implementing education as stipulated in the National Education System Law Number 20 of 2003, article 11 paragraph 2. 15 years (Indonesia, 2003). Based on this principle, it can be interpreted that the responsibility of administering to education quality control is not solely on the government but rather becomes a joint responsibility between the central government, the region and the community, even the contextual implementation of education is based on local government commitment and policy and the active role of the community.

Local governments have great authority to plan, implement and evaluate policies and work programs that are in accordance with community needs. UU, 23:2014 year which was later revised in Government Regulation Number 2: 2015 which was subsequently enacted - in UU 9 : 2015 concerning Regional Government in Article 12 affirms the obligatory functions of regional governments covering education, health, public works and spatial planning, public housing and residential areas, peace, public order, and community and social protection are the responsibility of the regions that must take care of them (Yustisia, 2015).

One of the mandatory objectives of the regional government is education. This is very influential in making development policies in an area. Through this education sector regions can develop, advance, be competitive and prosperous when they can make a policy that is in accordance with local conditions and needs. Education policy can be used as a priority scale in

the development of a region that will be able to print quality human resources. Quality human resources are able to bring their regions into an era of competition in national and global levels. So it is very important for an educational policy innovation in an area to face the times.

Rifai argues that the limitation of authority in the field of education can be seen from the role of the central government in the formulation of national planning and control, the arrangement of teachers, the implementation of special schools, the stipulation of educational calendar and various other educational standards and requirements (Rifai, 2011). Furthermore, Arifuddin said that regional autonomy has implications for all sectors of life more broadly, not only on regional authority to regulate self-government, but also touches on real aspects of people's lives including education (Arifudin, 2014).

In general, the main problems of education in Indonesia involve four aspects, namely equity, quality, efficiency, relevance. The problem of equitable education is the problem of how the education system can provide the widest opportunity for all citizens to obtain education. There are still many national education quality problems in this country, including education management, teacher quality, funding, and infrastructure. Facts in Indonesia, according to data from the United Nations Children's Fund (UNICEF), there are still 2.5 million Indonesian children who cannot enjoy further education, namely as many as 600 thousand elementary school age and 1.9 million junior high school students (Indonesia, 2016a).

Referring the data from the Ministry of Education and Culture (Kemendikbud), in 2015-2016 there were 946,013 students graduating from elementary school who were apparently unable to continue to secondary level (SMP). This was made worse by the data of 51,541 people, the number of students who continued their education to junior high school did not pass. This means that there are 997,445 people, Indonesian children who only have an elementary school certificate from 2015 to 2016. Economically children from poor families have the potential to be four times more likely to drop out compared to children from rich families (Indonesia Kemendikbud, 2016).

The basis of the progress of a nation is how the level of education of the nation itself, as explained by the United Nations Development Programs (UNDP) about the Human Development Index (HDI) or Human Development Index (HDI). HDI has three things in measuring the level of progress or development of a nation, namely the level of education, health and the variety of economic purchasing power (Akbar, 2017). Based on BPS data of South Sulawesi HDI in 2011 were 66.65 and Gowa district was 71.29 and in 2015 South Sulawesi was 69.15 and Gowa District 66.87 ranked 13th out of 24 regencies in South Sulawesi this figure was included in medium category in the HDI classification scale.

It is very interesting to look deeper because there has been a decline even though in determining HDI influenced by various aspects, with the education policy that has been carried out by the Gowa government including Sistem Kelas Tuntas Berkelanjutan (SKTB) it has not been able to increase HDI but this is the government's seriousness in preparing resources quality human. Furthermore, when we look at APK and APM based on the 2016 Ministry of Education and Culture's data center, Gowa Regency for SD APK = 110, 21 APM = 96.17 at the SLTP level, namely APK = 99.11 APM = 79.14. This shows that there has been an improvement in the quality of education services even though it has not been fully achieved.

Based on data from the Education Office of Gowa Regency that the School Duration Rate (HLS) in 2016 is 13.03, it means that a child aged 6 & above is expected to be educated for 13.03 years, or at least until the first semester of college. This figure increased compared to the previous year which only amounted to 12.74, or at least graduated from high school. While the average length of school (RLS) of Gowa Regency in 2016 was 7.26 years, an increase compared to 7.24 in the previous year 2015. The RLS figure of 7.52 years illustrates that the average population of Gowa Regency only completes education up to grade 7 (grade 1 junior high school) or dropping out of school when grade 8 (grade 2 junior high school) thus the SKTB policy is suspected of not showing good results even though the education costs have been subsidized.

SKTB is a concept composed of multidimensional theoretical frameworks. On the one hand the Continuous Completed Class System is considered an instrument born as a logical consequence of the decentralized system of government, so the relationship of the theoretical framework leads to a system of governance and public service. On the other hand SKTB is one of the educational quality assurance instruments, so the basic concept relates to service quality

and equitable access to education. So the relation with management with SKTB relates to the quality of service delivery and equitable access to education.

SKTB is a policy adopted by the regional government of Gowa Regency, South Sulawesi, which emphasizes on comprehensive education services, complete and continues to the needs, especially for students, placing students as subjects in learning. Watson, & Lum believes that some children entering elementary school have difficulty adjusting successfully to formal schools, for example in terms of working independently, fulfilling skills at school, the main purpose of the collaboration process between pre and elementary schools refers to providing support for children to improve successful success (Smidt, 2018). The presence of educational organizations has an important role in the process of improving the quality of education services. For this reason, the focus of the research in this article is to discuss the quality of education services with the SKTB Policy in Gowa Regency as a solution in completing school dropouts. The implementation of education in educational institutions is at least able to achieve the meaning of education itself, although it is not easy to achieve all the components set out in the National Education System (Sisdiknas), but formal institutions can at least contribute to realizing quality students which are expected.

METHOD

The research method used in this study is a qualitative research method with emphasis on detailed and in-depth studies, seeking data, searching and finding meaning. Emphasize more on the process than the results and use the logic of inductive thinking, the reason is that the approach can be used to understand the symptoms as a whole, deeply, and as they are and in accordance with the thoughts of the people in them (Spradley James, 1980). This study evaluates the implementation of a complete class system policy by evaluating the linkages between existing gaps and actual reality. The model used is the content evaluation model, there are two basic activities in the evaluation, namely description and agreement on three stages of analysis, namely antecedent (context), transaction (process), and outcomes (impact). Data analysis used uses techniques for data reduction, data presentation, and conclusion (Hubberman & Miles, 1994).

RESULTS AND DISCUSSION

SKTB began to be socialized in 2011. The first step in 2012, SKTB was implemented in several pilot schools to be exact 50 schools for elementary, junior high and high school / vocational schools in Gowa Regency. In 2013 this system was truly implemented at all levels of elementary and high school in Gowa Regency without exception of both public and private schools.

The SKTB policy in its implementation uses the System Automatic Promotion, which is a system that does not recognize class living for students who do not succeed in completing competencies according to the available time allocation. In SKTB there is also what is called remedial learning, remedial learning in question is some competencies that have not been completed can be repeated without having to repeat all the competencies that have been completed. Remedial learning is an educational service provided to students to improve their learning achievement so as to achieve the specified completeness criteria. Remedial learning developed is an ongoing remedial learning that is intended to help students who have difficulty learning from the beginning. Every teacher is required to always observe each student who has difficulty learning from the beginning, so that they can determine the anticipatory steps before the test is done.

This is also reinforced by the statement from the Manager and Responsible Agency for SKTB, Syarifuddin, S.Pd., M.Pd.

"One of the SKTB Substances is that there are no more students living in class through the empowerment of all education providers both in terms of policy based on regulation No. 10 of 2013. All of them are optimized for financing and teacher work and all stakeholders so that no students stay class again. The meaning of the teaching and learning process, the teacher is maximally by relying on remedial activities continuously so that no child is not eligible to stay in class, so that at the end of the year all are eligible for class. " (Interview, 18 October 2018)

Conceptually, SKTB is an educational approach that pays attention to efforts to help students achieve learning completeness. The completeness is carried out in the learning process from the beginning of the semester and the end of the semester or the beginning of the year until the end of the semester / year, and at each meeting. At the end of the year so that students do not stay in class. As said by the headmaster of the Samata Gowa Elementary School in Gowa Regency:

"The SKTB implementation has been carried out in our school, in this case SKTB no longer recognizes the class stay for students, provided that all learning materials for students must be completed, so the school conducts remedials continuously until students can complete and go up to class." (Interview, October 22, 2018)

The same thing is related to the implementation of the SKTB, the vice headmaster of Handayani Middle School said:

"In the implementation of the SKTB, students no longer know the class lives, when students do not complete the test, they are given a remedial so students achieve completeness". (Interview, 9 November 2018).

In the implementation of this SKTB the role of each stakeholder involved in it, both the regional government, in this case the education and sports service of Gowa Regency, the school committee, the education council and the teacher is crucial in achieving the objectives in this policy. Based on the Gowa district regulation on SKTB in article 18 points (1) and (2) which are the rights and obligations of regional governments are:

- 1) The regional government has the right to direct, guide, assist, and supervise the implementation of the Completely Completed Class System;
- 2) The regional government in accordance with its authority has the right and obligation to regulate, plan, implement, and evaluate each implementation of education.

This was justified by the SKTB Manager and Person in Charge Syarifuddin, S.Pd, M.Pd, who stated that:

"The role of the government in the implementation of the SKTB is as a policy maker, namely an extension of the regional government through the Education and Sports Agency of Gowa Regency, then monitoring and evaluating the implementation of SKTB" (Interview, 18 October 2018).

Meanwhile, according to the Educator Staff Development Section and education Dra. Djohar, M.Si stated:

"Form the role of the government, namely by disseminating this SKTB from the district level, the District Technical Implementation Unit (UPTD) to the schools. In addition, the strategy implemented in SKTB was in the form of workshops, training, socialization, assistance through the SKTB development team which was escorted by the 11 team also accompanied by the SKTB Education expert council members from various universities and the ministry directorate as a rare synergy. The supervision is carried out by school supervisors. Monitoring or monitoring of evaluations is also carried out by a special team formed by Gowa Regency. The form of evaluation in the implementation of SKTB is determined in accordance with the results of monitoring of each education unit, the results of monitoring are analyzed as a result of evaluation to be used as a reference in determining the next action or effort" (Interview, October 23, 2018)

The success of this SKTB policy in its implementation is actually largely determined by the role of the principal, moreover a teacher, because they are directly involved in implementing this policy. Teachers and principals have a very close attachment and interdependence because it requires good cooperation between the two in achieving success. In the end it will affect the success and success of students in the class. In addition to having a good relationship with the teacher and students, the principal must also establish communication with the parents of students. Parents can be a good partner for school success. Support and encouragement for school programs can be obtained from parents.

The condition before the SKTB in Gowa Regency, namely this area still adheres to the prevailing educational model in many regions, which is still familiar with students who live in class, but after the SKTB for Gowa district there is no longer any class residence for students. When there is learning that is not complete in the previous class, the student does not have to repeat all the subjects in the class, but the student is going up the class and only doing remedial on the incomplete subject.

After the SKTB shows an increase in government attention to education with the new innovation of education programs as outlined in regional regulation No.10 of 2013 concerning SKTB, in addition with the enactment of SKTB teachers are working harder because they are required to pay more attention or care more about giving learning to students. Other things with the SKTB students can study according to the normal time, even students can accelerate their education. The thing that gives a significant change is the presence of SKTB, namely the student graduation rate reaches 100%. From the findings obtained, it can be said that the SKTB program is one of the policies that has an important role in completing school dropouts in Gowa Regency.

CONCLUSION

The SKTB policy in Gowa Regency has been a solution that was solution in completing school dropouts in Gowa Regency. The growth of students' interest in learning and the motivational factors of parents in getting an education to continue their education is higher, one of the factors supporting this SKTB program can run optimally. Nevertheless, the implementation of the SKTB is currently not optimally implemented, influenced by various factors, especially the facilities and infrastructure in some schools are inadequate and there is still a varied understanding of this policy. But on the other hand the implementation of SKTB uses the System Automatic Promotion and remedial, with this policy the motivation to learn is good. When there is learning that has not been completed by students, it is carried out remedial continuously until the students reach completeness and interest in continuing school increases

The government needs to make improvements in the provision of supporting facilities and infrastructure in learning in schools. The government in the implementation of this SKTB policy was further enhanced in its field supervision so that in addition to providing a high level of graduation but also continuing to pay attention to quality and socialization efforts needed to increase to provide an understanding of the actual system, so there would be no more mistakes in understanding this policy system.

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