

Inhibiting Factors and Educational Policy Efforts in Increasing Access to Education in Remote Areas

Retno Lintang¹, Argo Pambudi²

^{1,2} Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

Article Info

Keywords:

Education Policy
Increases
Access
Education
Remote area

ABSTRACT

Education policy plays an important role in increasing access to education in remote areas. This study explores various policy strategies that have been implemented to address challenges related to access to education in remote areas, with a focus on their effectiveness and impact. The research method uses descriptive analysis by collecting data from various sources related to education policy and evaluating the implementation of these policies. The research results show that the success of education policies to increase access in remote areas is strongly influenced by cross-sectoral coordination, local community participation and reasonable resource allocation. The importance of this research is the need for greater attention to designing inclusive and sustainable education policies to achieve the goal of equitable education in all regions, including remote areas.

This is an open access article under the [CC BY-SA](#) license.



Corresponding Author:

Retno Lintang
Universitas Negeri Yogyakarta, Yogyakarta, Indonesia
Colombo Street No. 1, Caturtunggal, Depok District, Sleman Regency,
Special Region of Yogyakarta 55281
Email: retnolintang.2021@student.uny.ac.id

1. INTRODUCTION

Equitable access to education in all regions, including remote areas, is a significant challenge in the global agenda for achieving sustainable development goals, especially in the context of Education for All and Sustainable Development Goal 4 (SDG 4) which targets inclusive education, equal quality for all.

Remote areas often face various obstacles that hinder access to education. Among them are difficult geographical accessibility due to long distances from urban centers, lack of adequate educational infrastructure such as schools and transportation facilities, as well as limited human and financial resources to provide quality educational services. This condition can result in educational disparities between remote areas and urban areas, which in turn can worsen social and economic inequality in society.

Various policies and initiatives have been designed and implemented in various countries to improve access to education in remote areas. However, evaluating the success and effectiveness of these policies still presents significant challenges. Several key factors influencing the success of education policies in remote areas include effective cross-sector collaboration between central government, regional government, local communities, and the private sector; active community participation in the planning and policy implementation process; and the use of information and communication technology to facilitate access to education.

This research aims to investigate and analyze various policy strategies that have been implemented in various contexts to overcome challenges in increasing access to education in remote areas. By collecting data from relevant literature, case studies as well as introduced policies and initiatives, this research will provide insight into the factors that influence the success of education policies in remote areas.

Apart from that, this research also aims to provide specific and applicable policy recommendations for policy planners, academics and practitioners in the education sector. It is hoped that these recommendations can support efforts to increase access to education in remote areas in a sustainable, comprehensive, measurable and results-oriented manner. Therefore, it is hoped that this research can make a significant contribution to efforts to achieve the goal of fair and quality education for everyone, without exception in remote areas.

2. LITERATUR REVIEW

Education is a determinant of the direction in which this nation will be taken. If the direction of education is correct and the process is straight and scientific, then the nation can be assured that it will be advanced, wise, just, prosperous and civilized (Alba, 2011). Education in Indonesia's frontier, outermost and disadvantaged regions (3T) is known to be unique with various complex problems (Yosada, 2017). Equitable access to education in all regions, including remote areas, is a significant challenge in the global agenda for achieving sustainable development goals, especially in the context of Education for All and Sustainable Development Goal 4 (SDG 4) which targets inclusive education, equal and quality for all. Education for sustainable development (hereinafter referred to as PuPB) plays an important role in achieving sustainable development goals (Listiwati, 2013).

Remote areas often face various obstacles that hinder access to education. Obstacles in the development of the world of education are due to; 1) inadequate educational facilities and infrastructure; 2) geographical conditions consisting of islands with long distances; 3) high cost of education; and 4) the number of teachers is small with low quality (Ginting, 2016). This condition can result in educational disparities between remote areas and urban areas, which in turn can worsen social and economic inequality in society.

Various policies and initiatives have been designed and implemented in various countries to improve access to education in remote areas. However, in reality, the government has not provided adequate and quality education to every citizen (Firdaus, 2018). Several key factors influencing the success of education policies in remote areas include effective cross-sector collaboration between central government, regional government, local communities, and the private sector; active community participation in the planning and policy implementation process; and the use of information and communication technology to facilitate access to education.

This research aims to investigate and analyze various policy strategies that have been implemented in various contexts to overcome challenges in increasing access to education in remote areas. By collecting data from related literature, case studies, as well as policies and initiatives that have been launched, this research will provide in-depth insight into the factors that influence the success of education policies in remote areas.

Apart from that, this research also aims to provide concrete and applicable policy recommendations for policy makers, academics and practitioners in the education sector. It is hoped that these recommendations will support efforts to increase access to education in remote areas in a sustainable, inclusive and measurable results-oriented manner. Thus, it is hoped that this research can make a significant contribution to efforts to achieve the goal of equitable and quality education for all individuals, without exception in remote areas.

3. METHODS

The research method applied in this article uses literary methods as the main basis. This approach was chosen to summarize and harmonize findings from various sources, including scientific articles, journals, books and previous articles. Digging deeper, this article aims to provide a comprehensive overview supported by an in-depth understanding of the concepts that have been developed in the relevant literature.

Document methods also provide an analytical basis for evaluating and interpreting the information collected. This makes this article more meaningful and contextual in the field of knowledge explored. By using this method, the author can collect many different views and findings from previous researchers, thus providing a strong basis for developing the article's argument.

The choice of this research method is in line with the article's aim to provide insight. in-depth understanding of how technology can be a catalyst for positive change in the world of education. By detailing specific steps that have been taken to improve education in remote areas through the use of technology, the literary method is considered a suitable approach to summarize and harmonize various related concepts and findings of literary scholars.

4. RESULT

There is a fairly large gap regarding the quality of education between schools in cities and remote areas. In general, schools in urban areas are better than schools in rural areas. We often see directly or through reports on television and newspapers that the conditions of schools in rural and remote areas are very inadequate.

The gaps that occur in the education area are caused by various factors, namely as follows.

First, the human resources factor. Currently, there is a quite striking competency gap among teachers in disadvantaged areas. The shortage of human resources in the education sector, especially trained and experienced teachers, is still a significant problem (Maulido, 2024). Teachers who teach in remote areas usually teach in an unstructured manner and ignore effective learning theories. This phenomenon is reasonable because increasing teacher competency has not been a priority in educational development. They have not had the opportunity to receive training or efforts to improve teacher quality, even though this is related to their teaching ability in schools (Syafii, 2018).

Second, the infrastructure factor. Educational facilities and infrastructure are the main factors that influence the success of education implementation. Apart from the facilities and infrastructure referred to is the number and condition of school buildings, but also access to the educational place is in the form of roads. This is important because if it is not paid attention to, it will hamper the distribution of assistance to regional governments that are difficult to reach (Syafii, 2018). The large number of damaged and inadequate educational facilities is one of the causes of the low quality of education. Of the 1.3 million classrooms, 769 thousand are in usable condition (59%), 299 thousand are heavily damaged (23%) and 242 thousand are slightly damaged (18%). In 2012, 22 thousand classrooms were repaired (Triatmojo, 2013). A lack of schools, overcrowded classes, and inadequate physical conditions of buildings are the general picture. This has a direct impact on the quality and accessibility of education for local communities (Maulido, 2024). In general, schools in rural and remote areas are still constrained by educational facilities and infrastructure, such as classrooms, libraries and laboratories.

Third, teacher performance and welfare factors are not yet optimal. Teacher performance and welfare are two things that are very closely related. Good performance is positively correlated with teacher welfare. However, on the other hand, teacher performance is not positively correlated with welfare (Syafii, 2018). A small number of teachers is an indicator of gaps in the problem of teacher distribution. This inadequate number of teachers often occurs in rural, remote and border areas, where there are only around 3-4 teachers. Meanwhile, in urban areas where facilities and infrastructure are adequate, there is a buildup of teachers (Sam, 2011). Therefore, until now, schools that are advanced in urban areas can continue to survive with their progress, while schools that lack teachers in rural/remote areas are increasingly isolated and getting worse.

Fourth, the learning process factor is still conventional. Currently, most schools provide education with all existing limitations. This is influenced by the availability of infrastructure, funds, and the ability of teachers to develop effective and enjoyable learning models (Syafii, 2018).

Fifth, the number and quality of books is inadequate. Number and availability of books The availability of books in urban areas and remote areas and borders there is a gap both in terms of the number of availability and quality of books quoted from Nasution in the Journal of the Faculty of Ushuluddin and Da'wah IAIN Ambon. The availability of quality books is an important prerequisite to support the success of the educational process. As stated in PP number 19 of 2005 concerning SNP in article 42 concerning facilities and infrastructure standards, it is stated that every educational unit is required to have facilities which include equipment, educational media, books and other learning resources. Apart from that, consumable materials and other equipment needed to support the learning process are also needed (Syafii, 2018).

Sixth, Access and Mobility challenges. Geographical factors and difficult transportation conditions are serious obstacles in providing equitable access to education in remote areas. The long distance between where you live and educational institutions can affect student attendance and parental involvement in their children's education (Maulido, 2024). Quoted from JurnalPost. com that road access is difficult to navigate because without easy road access both students, workers, or even the government will certainly experience difficulties, of course this has an impact on teaching staff. The number of teaching staff is very minimal in remote areas. The very long distance and poor road access can certainly be compared to schools in urban areas.

Seventh, budget limitations. The availability of a budget greatly influences the continuity of education implementation. Education budget provisions are contained in Law number 20 of 2003 concerning the national education system in article 49 concerning the allocation of education funds (Syafii, 2018). Nationally, the government has made several efforts to create equal distribution of education in Indonesia. These include allocating an education budget of 20% of the State Revenue and Expenditure Budget (APBN), freeing up fees for elementary schools (SD), creating a School Operational Assistance Fund (BOS) program, for Junior High Schools (SMP) and Public High Schools (SMU).) get assistance for underprivileged students. On the other hand, it must be acknowledged that the government's efforts have not been optimal. This is indicated by the high school dropout rate that occurs in society, especially from junior high school to high school level, and it does not rule out the possibility that there will also be a high school dropout rate from elementary school to junior high school

level. Even though the government has declared Twelve Year Compulsory Education (WAJAR 12 Years) which was previously nine year Compulsory Education (Hakim, 2016).

Eighth, education that is not yet based on community and regional potential. The community and living environment are an integrated part of students as learners. Ki Hajar Dewantoro, in his theory of the Tri Center for Education, said that there are three spaces that influence the development of students, namely family, school and community (Syafii, 2018). Awareness, responsibility and joint participation regarding the benefits of education for students is still minimal. This is something that needs to be realized and become a common concern. School development will not move forward if the community relinquishes responsibility only to the local government. Governance will not work as it should if it is not supported by community participation. It is common knowledge that The community considers the care and education of their children to be the sole concern of the school and the education department (Alfasisromarakap, 2021).

Ninth, the weak capacity of the national education system. The national education system does not yet have sufficient capacity to provide the best service to the community. The system is unclear, the supporting culture is also unclear, and inconsistencies in statutory regulations are still possible. The anecdote even emerged "change minister change curriculum" (Syafii, 2018). Lasmawan in Suyahman, (2016), stated that the curriculum as a form of operational policy, basically contains a number of very democratic formulations and discourses for regional actors, but unfortunately they are unable to translate the meaning and spirit of the curriculum well (Alfasisromarakap, 2021).

Tenth, Limitations of Technology and Digital Access Even though technological developments provide positive potential, limited digital access is still a reality in remote areas. Limited telecommunications infrastructure and a lack of technological devices hinder the implementation of digital-based learning methods, leaving a significant digital gap (Maulido, 2024).

Education Policy Efforts to Increase Access to Education in Remote Areas that can be carried out are: First, increasing human resources. Providing training and further education for teachers in remote areas to improve their competence and expertise. Encourage teacher participation in exchange of experiences and good practices between schools. Improving the quality of human resources (HR) is one of the main focuses in efforts to improve education in Indonesia. The following is a detailed explanation regarding. Teachers play a key role in education. Therefore, continuous training and development is needed to improve teaching skills, mastery of material, and application of innovative learning methods. Quality Recruitment: The recruitment process must ensure the selection of teachers who are qualified and committed to effective learning.

Second, improve infrastructure access. Improving the construction and maintenance of school buildings so that they meet safety and comfort standards. With comfort and security, the learning process will continue to run smoothly. Ensure the availability of adequate learning facilities, such as libraries, laboratories and multimedia rooms. The expansion of education places more emphasis on how the government makes efforts to provide educational facilities and infrastructure, then the provision of these facilities and infrastructure reaches all corners of the archipelago or remote areas. Equal distribution of education has a meaning that emphasizes the efforts made by the government so that all people can obtain the same rights in accessing education. In other words, there is no difference between the poor and the rich, nor is there a difference between urban and rural communities (Hakim, 2016).

Third, the government must make breakthroughs in developing and improving the welfare of educators. This means that there must be equality and quality of teachers in Indonesia. Perhaps this can be overcome with the existence of regional autonomy laws. Apart from that, both central and regional governments must create programs that can stimulate teachers who want to serve in the regions, especially in remote areas. For example, there is a special allowance for teachers who want to devote themselves to areas/villages that are categorized as remote so that there is a measure of costs and benefits for teachers from a rational perspective and social demands. Regarding teacher quality, it should also be a priority in order to prepare teachers who are competent, have high skills/abilities. The government is expected to allocate funds to improve the quality of teachers, because it cannot be denied that teachers are the spearhead for educational success. This is in line with what is stated in the teacher and lecturer law Chapter V Article 10 (Abd, 2011).

Fourth, prepare educational sessions according to field needs. Increasing teacher competency needs to be improved as an inherent part of the demands of the profession to prepare a capable future for students. What is no less important, vocational education for majors that are in line with contemporary (current) work demands also needs to be prepared. For example, carpentry, workshops and other industries that have the potential to create their own jobs and/or open job vacancies outside the government sector (Alfasisromarakap, 2021).

Fifth, increasing access to books in the educational sphere. Subsidy or Assistance Program, namely the Government can provide subsidies or assistance to libraries, schools or communities to purchase new books. Development of Regional Libraries by Establishing and developing public libraries in every remote area with adequate book collections.

Sixth, Providing special transportation services for students from remote areas to the nearest school or place of education so that they can access education more easily and improve roads and means of transportation. The government can prioritize the construction and improvement of main roads and access roads to schools in remote areas to ensure better accessibility for students, teachers and the community.

Seventh, the Government can prioritize budget allocations for education in remote areas, focusing on urgent needs such as building school infrastructure, improving the quality of teaching, and assistance with education costs for students from disadvantaged families.

Eighth, a program to increase community participation through district forums involving school principals, district heads and village heads. This is important because parental support for education, if any, has shifted a lot. When Papua entered the Republic of Indonesia, students seemed to be spoiled by government regulations. When children are whipped with rattan, for example, parents come to the school, scold the teacher or perhaps complain to the police. Now parents rarely support their children in studying at home, especially in rural areas. Things may be different from areas in urban areas. In schools in urban areas, there is support from the school and school committee. Schools that have not been accredited are still waiting for the results of accreditation and visitation (Alfasisromarakap, 2021).

Ninth, Regional Potential Based Curriculum Development, namely that the educational curriculum must be combined between the national curriculum and regional values, such as cultural values, natural resources, potential and ideas that can be preserved through formal education. This Relevant Curriculum Development Adapts the curriculum with local needs and incorporate elements of local wisdom to make it relevant to the local community context. Encourage the use of innovative teaching methods and utilize technology according to regional conditions.

Tenth, Improve technology infrastructure in schools to ensure maximum access and use. Technology Use Training, Provide training to teachers and education personnel in the use of technology in the learning process. Apart from that, adjusting the curriculum to the needs of the times and latest developments, including the application of technology in learning.

5. CONCLUSION

Education should receive special attention by every nation because it allows us to see the progress and setbacks of a nation. Based on the factors mentioned in the article, the main conclusion is that there are significant gaps in access to education in remote areas. Factors such as limited human resources, inadequate infrastructure, less than optimal teacher performance and welfare, conventional learning processes, limited quantity and quality of books are big challenges. Apart from that, poor access to mobility, limited and non-communal budgets, and the low capacity of the national education system also play an important role. Policy efforts are needed to overcome these problems, including improving educational infrastructure, updating curriculum and technology, and developing human resources to support education in remote areas.

This process of equalizing education is of course not only carried out by the government or state. This process of equitable access to education must be implemented comprehensively by all stakeholders of the Indonesian nation. Apart from the government, civil society is a force that can also encourage equal access. Existing community organizations and NGOs also play an important role in this process. Equal access to education will not be successful without good cooperation between all parties, including increasing community awareness in remote areas. Therefore, if equal access to education can be achieved, then this will be an important driving force for the development of the Indonesian nation in the future.

The basic elements of educational development are influenced by aspects of leadership or government, both at the central and regional levels. The implementation of educational decentralization in turn empowers and develops Indonesian society through education. Therefore, leaders' policies must be evenly distributed in each region so that disparities do not occur again. This responsibility is not only the responsibility of the government but is an obligation shared by all stakeholders in society: to ensure that every child has the opportunity to receive a fair and equitable education..

REFERENCES

- [1] Abd Rahman Getteng, *Menuju Guru Profesional dan Ber-Etika*, (Yogyakarta: graha Guru, 2011), h. 99.
- [2] Alba, Cecep (2011), *Strategi Peningkatan Mutu Pendidikan di Perguruan Tinggi*. Journal of Sociotechnology Edition 24.
- [3] Alfasisromarakap., dkk. (2021). *Hambatan dan Tantangan Dalam Penyelenggaraan Pendidikan Dasar di Kabupaten Biak Numfor Provinsi Papua di Era Otonomi Khusus Papua*. Journal of Education and Teaching Review, Vol. 4, no. 1.
- [4] Bambang Triatmodjo, *Menuju Kejayaan Indonesia*, (Yogyakarta: Beta Offset, 2013), h. 141.
- [5] Firdaus., Sulfasyah., Hanis, N. (2018). *Diskriminasi Pendidikan Masyarakat Terpencil*. Journal of Sociology of Education, Vol. 6, No. 1.
- [6] Ginting, A. M. (2016). *Kendala pembangunan provinsi daerah kepulauan: Studi kasus Provinsi Kepulauan Riau*. Jurnal Politika Dinamika Masalah Politik Dalam Negeri dan Hubungan Internasional, 4(1).

- [7] Hakim, L. (2016). *Pemerataan Akses Pendidikan bagi Rakyat Sesuai dengan Amanat Undang-Undang nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. EduTech Journal, Vol. 2, No. 1.
- [8] JurnalPost. (2023). *Buruknya Akses Pendidikan di Indonesia*. Retrieved June 16, 2024, from <https://jurnalpost.com/buruknya-akses-pendidikan-di-indonesia/49951/>.
- [9] Listiawati, N. (2013). *Pelaksanaan Pendidikan untuk Pembangunan Berkelanjutan Oleh Beberapa Lembaga*. Journal of Education and Culture, Vol. 19, No. 3, 430-450.
- [10] Maulido, S., Popi, K., Vinanda, R. (2024). *Upaya Meningkatkan Pendidikan Masyarakat Di Daerah Terpencil*. Sadewa Journal: Publication of Education, Learning and Social Sciences, Vol. 2, No.1.
- [11] Nasution, E. (Tanpa Tahun). *Problematika Pendidikan di Indonesia*. Journal of the Faculty of Ushuluddin and Da'wah IAIN Ambon.
- [12] Sam M. Chan, Tuti T. Sam, *Analisis SWOT: Kebijakan Pendidikan Era Otonomi Daerah*, (Jakarta: Rajawali Press, 2011) h.58.
- [13] Syafii. A. (2018). *Perluasan dan Pemerataan Akses Kependidikan Daerah 3T (Terdepan, Terluar, Tertinggal)*. Journal of Management and Islamic Education, Vol. 4, No. 2.
- [14] Yosada, K. R. (2017). *Pendidikan di Beranda Terdepan Negara Perbatasan Entikong*. Proceedings of the National Seminar: Strengthening the Relationship between Skills Development, Education and Employment of the Young Generation (pp. 192-201).