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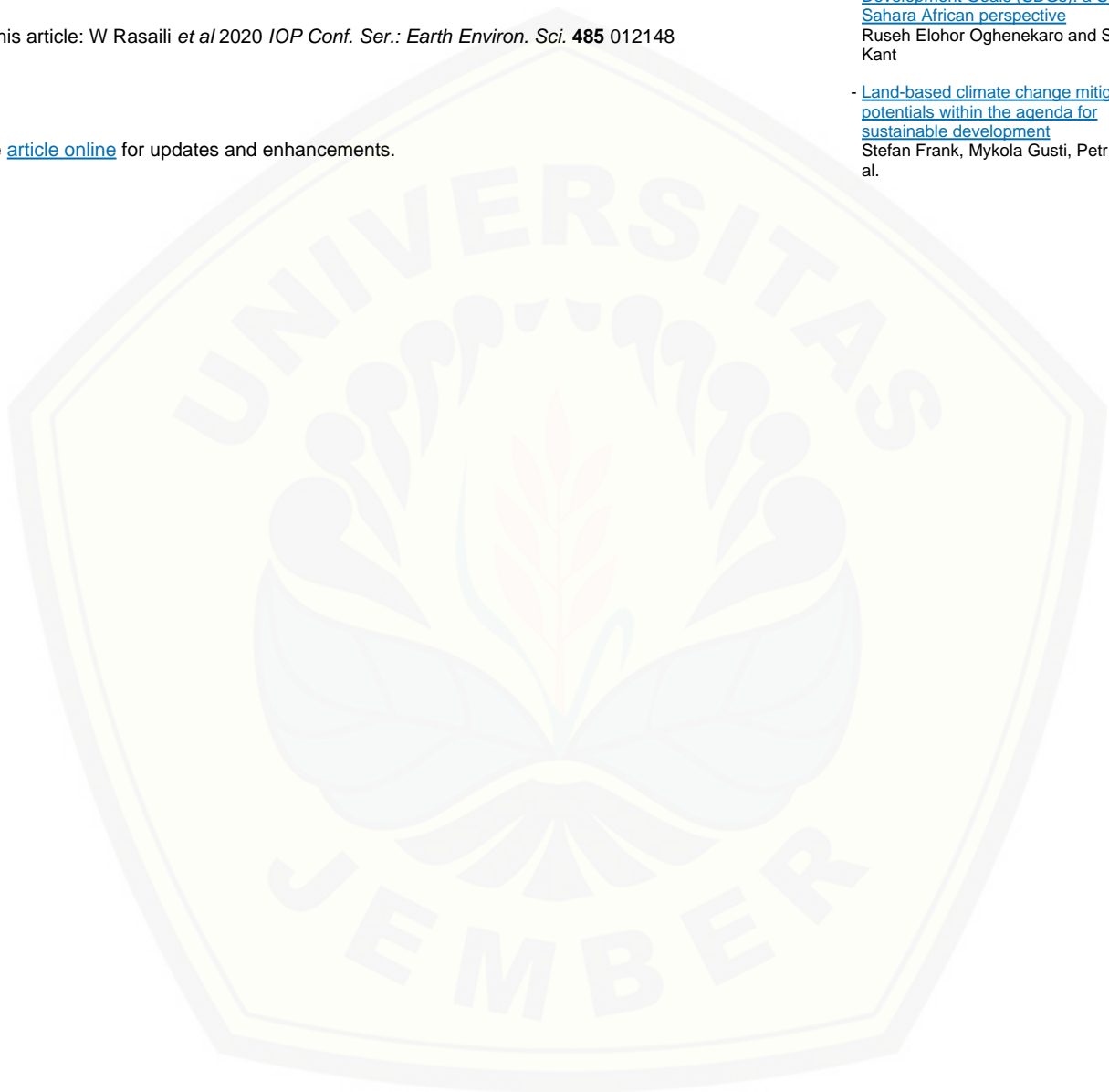
## On strengthening the local politics to the realization of rural quality education sustainable development goals

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## On strengthening the local politics to the realization of rural quality education sustainable development goals

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**Abstract.** The Sustainable development goals (SDGs) has been popular since 2015. SDG has a big agenda to elevate human dignity. SDGs has 17 strategic agendas where one of them is quality education. The quality education agenda must be comprehensive and fair to be realized for all people. Thus, this requires the central and regional government interference and the role of local politics to make it happen. This study aims to analyze the impact of local politics on the realization of SDGs in terms of quality of education. The study uses descriptive qualitative methods. The research findings show that the fulfillment of SDGs in the field of quality education in several villages in Sumenep district is still low. The role of government and local politics is not significant enough to encourage the realization of high SDGs in the field of quality education. The realization of SDGs in the field of quality education so far has not touched substantive aspects such as the quality of learning for students, the relevance of educational output, un-effective learning environment as well as the quality and quantity of educational facilities and infrastructure. Thus, the SDGs need to be revitalized in the field of quality education through strengthening local politics.

### 1. Introduction

This research focuses on local politics on the quality of education as a strategic point of sustainable development goals (SDGs) with a locus of discussion in Sumenep district. In a political system and democratic government, local politics is an integral part of national politics which is influential in local development. Whereas SDGs is the concept of United Nations Development Programs (UNDP) which began in 2015 until 2030. The concept of SDGs is to invite various integrated actors to elevate human dignity [1], and to solve various problems faced by humans [2].

One of the SDGs agenda is education quality. Education quality and lifelong learning are efforts to improve human dignity. The purpose of the education quality agenda is based on the fact that in 2014, there were 2 out of 3 children participating in education at only pre-school and primary level. And there were 4 out of 10 children who attend school from the poorest countries. There were only 20 percent of households that have adequate education in some countries. Equal distribution of literacy access that is not comprehensive in rural children. Then, some schools were still not supported by adequate facilities for comfortable education. The SDGs-4 quality education agenda ensures that access to education can be enjoyed by all men and women, whatever their social and economic status. In addition SDGs also through the integration of factors encourage the quality of education, infrastructure, and convenience of services through free education and learning programs for up to 12 years.

The importance of the education quality agenda in the SDGs is because education is a key possibility for achieving another SDGs agenda. When humans get quality education, then the cycle of poverty will be broken. Education can also help achieve gender equality, tolerance and peace. Through education the SDGs ensure that people get better lives and jobs.

For democracy countries, the realization of SDGs needs to be supported by local government and local politics. Local government and local politics have the authority to manage their own households, which is then called decentralization or regional autonomy. Regional autonomy in Indonesia has an impact on the full control of the local elite and the emergence of a local ruling elite that dominates policy, economy and regional development. The regional autonomy system also established a local



political dynasty [3]. In addition, local politics are a resource of many strategic political outcomes as a representative of the dynamics of national politics and local politics can also lead to different problems between each locus [4] (Trounstone, 2009). In Indonesia, local politics also lead to an increase in community participation space for government accountability, as well as a transformation of the process of public service and social welfare [5].

## 2. Methods

This study uses descriptive qualitative research methods, to uncover the circumstances that occur and explore the meaning of a number of SDGs problems on the education quality agenda [6], with written data, narrative was generated from interviews, observations and observed behaviors [7]. Research subjects were the head of the education office, the principal of primary and secondary schools, the village head, and stakeholders related to education.

## 3. Urgency the quality of education in the SDGs agenda

Education is one of the strategic and most powerful instruments for sustainable development. Accessibility of education and equal opportunities to obtain quality education, justice and innovative primary and secondary infrastructure are the targets and goals of sustainable development in the education sector. The concept of SDGs which is the mission of UNESCO emphasizes that education can change and is at the heart of peace, eradicating poverty and encouraging sustainable development. All human beings have the opportunity to obtain quality education because education is a human right throughout life (Unesco 2017). All the interests of human life can be achieved with quality education. Education can provide an understanding of someone about the meaning of peace without violence, gender equality, health can improve the economy through the skills and skills carried out by educational institutions. Education is the process of facilitating or obtaining knowledge, skills, values, beliefs and habits.

The quality of education scheduled in the SDGs specifically covers the problem of education from an early and pre-school level, equal distribution of primary and secondary schools, skills, gender equality, provision of relevant school infrastructure, equipment, educational materials and resources, scholarships and teaching staff. SDGs encourage that education can begin at an early age and pre-school. All people are certain to get the same and equivalent education as the compulsory school system from 9 to 12 years. SDGs also ensure free fees for education. There are seven achievement targets of the SDGs quality education agenda (Unesco 2015), including;

- 1) Universal primary and secondary education. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- 2) Early childhood development and universal pre-primary education. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
- 3) Equal success to technical/vocational and higher education. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- 4) Relevant skills for decent work. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- 5) Gender equality and inclusion. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- 6) Universal youth literacy. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- 7) Citizenship education for sustainable development. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

**4. Development the quality of education**

**4.1. Accessibility of Primary and Secondary Education**

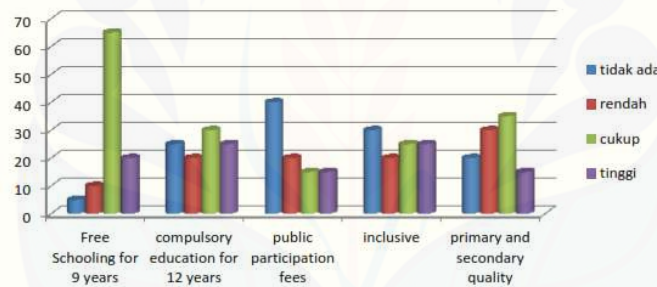
The existence of primary and secondary schools in Sumenep Regency totals 2,021, with details, Elementary School (SD / MI) has been total 1,205, Junior High School (SMP / MTs) has been total 512, Senior High School (SMA / MA) levels has been total 238, and Vocational High School (SMK) has been total 66. From that it spread to 27 districts, 296 villages and 38 villages (Jatim.bps 2016). Then the average each village and political district administered by a village hief has been 3.5 SD / MI, the SMP / MTs level have been 1.4%, the SMA / MA level have been 0.6%, and the SMK level has been 0.19%. So there are several villages that have no SMA / MA or SMK. Specifically as the table below.

**Table 1.** Number of education (schools) in Sumenep Regency

No	The total of village	SD			SMP			SMA/MA			SMK			Total
		N	S	Jml	N	S	Jml	N	S	Jml	N	S	Jml	
1	296/38	586	621	1,205	46	466	512	13	225	238	3	63	66	2,021

Source: *Data preferensi kementerian pendidikan dan kebudayaan.*  
<http://referensi.data.kemdikbud.go.id/index11.php?kode=052800&level=2>

Besides the existence of PD / PM as described above, there are 4 aspects that will be explained in this sub-section. 1) free schooling for 9 years , 2) compulsory education for 12 years, 3) public participation fees, 4) inclusive, and 4) primary and secondary quality. The column below shows the specifics.



**Figure 1.** Public Participation

Free schooling for elementary and junior high schools has been implemented since 2005, while the new high school level is effectively implemented in the 2013/2014 school year. School financing is realized through the school operational assistance fund (BOS) and poor student assistance (BSM) programs. In accordance with Minister of Education and Culture Decree Number. 1 of 2018 regarding BOS technical instructions that in general BOS funds are used for school operational needs including teacher salaries. The purpose of BOS funds is to not burden financing for students except for non-personnel needs. Even for the new registration, the government also eliminates the cost of admission of new students (PPDB) which is applied to elementary and junior high schools, while high school schools are allowed to collect fees. The cost of public participation is very low even does not exist, only 10-15% there is a cost of participation that is for private schools in rural areas.

The compulsory education policy of 12 years has not been maximized and was not realized nationally, since 2015, the Constitutional Court through the decision of the Constitutional Court No. 92 / PUU-XII / 2014 rejected the compulsory education program, so that according to PP No 47 of 2008 article 7 paragraphs 4 and 5, compulsory education 12 can be regulated by local regulations according to the readiness of the regional government. However, there is an opportunity to implement compulsory education 12 with the existence of the Smart Indonesia Program (PIP) with the Minister of

Education and Culture Decree Number. 19 of 2016 article 2 of letter a that the age of compulsory education is 6 years to 21 years, which requires 12 years of compulsory education. In Sumenep district, the compulsory education program is only up to 9 years (LKIP, Dispendik, 2017: 9). The Regional Government of Sumenep Regency has not implemented explicitly through the Regional Regulation regarding 12 years compulsory education. The Sumenep district government through the education office only applies the decision of the head of the education office number: 188/1393 / 435,101.1 / 2017, namely: 1) maximizing access to education cheap, equitable and affordable education services throughout the Sumenep district, and 2) improving educational facilities and infrastructure in seek community demands for quality education services (LKIP, Dispendik, 2017: 6).

**4.2. The education existence of PAUD and pre-school**

The availability of pre-school institutions in Sumenep Regency is 1,590. So on average there are 4.7 pre-school institutions per village in each village in Sumenep district. The details of the classification of pre-school forms are as in the table below.

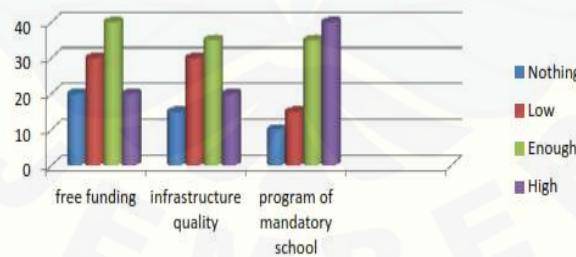
**Table 2.** Total of village

No	The total of village	TK/RA			KB			TPA			SPS			Total
		N	S	total	N	S	total	N	S	total	N	S	total	
1	296/38	2	1,006	1,008	0	556	556	0	8	8	0	18	18	1,590

Source: Referensi data kementerian pendidikan dan budaya.

<http://referensi.data.kemdikbud.go.id/index21.php?kode=052800&level=2>

Of the total number of pre-school institutions in the Sumenep Regency, the status of the majority is private. There are only 2 that have state status, namely Kindergarten of country (TKN) Pembina located in the kolor village and Kindergarten (TK) Pembina in the village of Pakamban Laok. The status of schools certainly also affects two aspects, namely free financing and the quality of infrastructure, while the mandatory pre-school program will be seen in government regulations and acceptance at the elementary level. The classification of funding and the availability of infrastructure in Sumenep district pre-school institutions can be seen in the column below.



**Figure 2.** funding and the availability of infrastructure

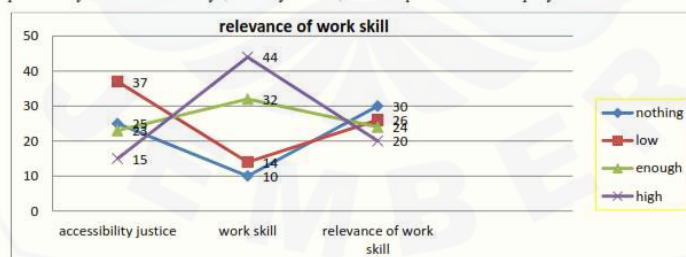
From the above column, it can be explained, there are 40% of pre-school institutions that are not funded. Funding is related to donation for educational guidance (SPP), uniforms, building costs, practice fees, and extracurricular activities. As for 32% the cost is quite low from the range of Rp. 5,000. To Rp. 25,000., every month. While 19% of the cost is sufficient with the amount of Rp. 26,000 to Rp. 100,000, then was added a practice fee of Rp.50,000. As for the high cost of SPP Rp. 100,000 to Rp. 300,000 and be added with first cost of Rp. 500,000 to Rp 1,500,000 the total is 9%. Institutions that do not charge fees for status are in the village and some are still new. Free funding to

avoid the impression of the community / guardians of students besides that they want to attract the sympathy of the community to enter the institution. Some institutional needs such as honorary teacher salaries, books and uniforms can be financed by a special allocation fund for operational assistance (DAK-BOP) in the amount of Rp. 600,000 a student every year and donations from teacher certification recipients. DAK-BOP can be allocated for a temporary salary of 30%. Whereas the development and maintenance of school buildings through village assistance through Fund Village (DD) program and central government grants. Low-cost schools, on average, schools that have been established for a long time and have complete facilities but are still in a village position. The existence of financing every month is used to help honorarium salaries and completeness of practice facilities.

There are also institutions with sufficient and high funding. The sufficient funds are located in the middle of the sub-district and urban areas, the use of fees is also for completing the practice and feasibility of honorary teacher allowances. There are 9% have a high enough cost, financing does not only cover donation for educational guidance (SPP) every month but money list of school. High-cost institutions are located in urban areas and have developed and complete categories, such as Play Group (KB) / Kindergarten (TK) El-Fath and Play Group (KB) / Kindergarten (TK) Mandiri in the middle of the city. These institutions have complete facilities and services as well as the achievements of their students in various competitions both at district and propensity levels.

**4.3. The relevance of education to work skills**

Training and founding skill can be seen at the level of Senior High School (SMA), vocational high school (SMK) and Labor Center (BLK) under the ministry of manpower. As the data points above SMA total 238, SMK 66 and BLK 1. But for SMA specifically it does not teach work skills but general knowledge such as Natural Sciences, Social Sciences, and Languages. So what is relevant for work skills is only SMK and BLK. At Sumenep BLK, there are 5 programs, 1) motorbike automotive, 2) basic sewing, 3) advanced sewing, 4) computer technicians, and 5) graphic design, in addition there are also make up and photography programs. The regional government in the 2015-2020 period also created a program of 5000 young entrepreneurs managed by the Incubator, in each year a minimum of 1000 young entrepreneurs will be printed. In young entrepreneurship training there are 24 training programs which include; welding and painting (car paint, welding tralis), automotive service, CNC furniture routers and iron carvings, various concrete, dynamo and electro services, design and screen printing, advertising, book offset and calendars, hat making, bag and wallet making, sewing, batik, oyster mushroom cultivation, footwear manufacturing, frozen food, baking cakes and cakes, various drinks, snack various, honey bees, fruit breeding, fruit catching, crab catching, grouper capture, catching octopus, catching shrimp, catching octopus. From the description of the availability of institutions and job training above, it will be specifically seen in three ways, namely access, skill acquisition and employment.



**Figure 3.** Relevance of works skill

From the above line it can be explained that access to justice is still low and does not exist, the figure reaches 25-37. The lack of access is because the number of SMK is still small, BLK that is not trainee and incubator training is limited. Existing society and remote information that is not difficult to attend training. Whereas the level of work skills is high enough. Work skills can be seen from the 2018 Vocational High School UN scores that on average are above 55 there is an increase from 2017.

While the mastery of skills in the BLK and Incubator is quite high and satisfying as said by the coordinator, Hasan Albanna, that participants can understand and master easily every incubator training.

However, the high mastery of skills does not have a significant impact on the relevance of work or occupation occupied. Nearly 50 % of students do not pursue work as the training was followed. They mostly work not in accordance with the acquired skills, who work in accordance with the skills only those who have previously worked and come to work with others such as in the office and in the company.

#### 4.4. Equality and gender inclusion

The object in this point is the teacher / teaching staff and students. Equality and involvement are seen in teachers / teaching staff and students in Sumenep Regency. Gender equality to become a teacher in Sumenep district is quite high, the government and the community do not differentiate between women and men to have the same opportunity to become teaching staff. Total data on teaching staff from 10,522, shows that there are 4,276 female teachers, and 6,246 male teachers, even in some sub-districts such as, sub-district of town, kalianget, batuan, there are more female teachers than male teachers (Dikdasmi, Kemendikbud. , 2018). While equality in students is also high enough, out of a total of 93,796 students, the number of female students reached 44.9%. A total of 49,875 male students, and 43,921 female students (Dikdasmen.Kem shortbud. 2018).

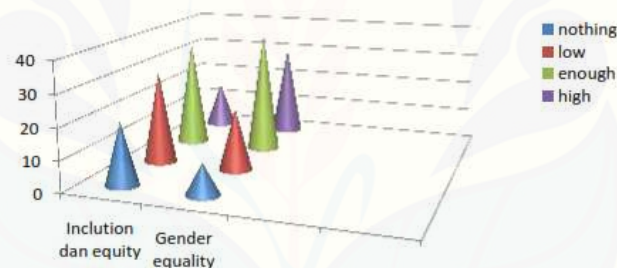


Figure 4. Equality and gender inclusion

In general gender equality and opportunities in education viewed from teachers and students in Sumenep district are quite high. Opportunities for learning and teaching for women are quite high. At the elementary and junior high school levels there are no differences in opportunities between women and men. Which is quite low at the upper middle level (high school-equivalent), there are women who do not have the same opportunities because of early marriage. Early marriage in the regency of Sumenep is not solely due to the encouragement of family and culture but the will of children due to the close relationship of fellow partners.

#### 6. Universality youth literacy.

SDGs quality education on the agenda of 6 is the equal distribution of male and female youth literacy levels. SDGs target literacy rates to increase so that by the end of the program in 2030 there will be no illiterate community. Even in literacy is not only alleviation of illiteracy but the quality of youth understanding in reading and contributing to life. This point will explain youth literacy through literacy and illiteracy.

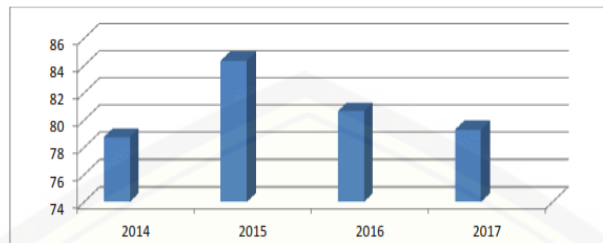


Figure 4. Literacy

The percentage score of literacy is seen from the entire population of Sumenep district which reaches 1 million 72 thousand people. Literacy indicators are seen from all communities with categories of age 10 years and over. From the description of the data above it can be explained that during the last 3 years there was a decrease in literacy. The decline is in the range of 1-5%. The decrease shows that the level of literacy in Sumenep district is still low even continues to decline. Literacy data shows reverse numbers in illiterate data. In 2017 the illiteracy rate reached 20.69%.

**7. Citizenship education for sustainable development**

Quality education is not only seen from the improvement of public education but the community's understanding of sustainable development. The SDGs at point 7 mandate at least 4 (four) thematic points that need to be understood by the community, 1) knowledge of SDGs, 2) understanding of human rights, 3) knowledge of gender equality, and 4) knowledge of culture and peace. The specific classification of the achievement of SDGs knowledge can be seen in the figure below.

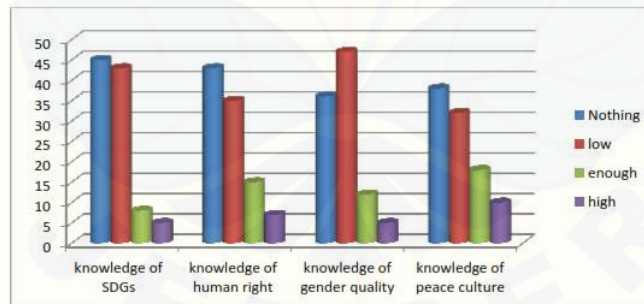


Figure 5. SDGs Knowledge

From the picture above explains that the four points are still very low taught and understood by the public. Even educational institutions from the middle to the tertiary level in Sumenep Regency have not taught specifically about SDGs, human rights, gender, culture and peace education. In educational institutions such knowledge is only taught in several majors and is taught in extra-curricular education such as studies, seminars, informal discussions for students. In addition, SDGs were only scheduled for 2015 so that it is the new something in community understanding.

**5. The role of local politics in improving the quality of education**

**5.1. Commitment of local elites in education**

Among local government elites commitment to improving the quality of education tends to be normative and static. Efforts to improve education by local governments are not driven by the



innovation of the education system that provides learning convenience for students both in the education curriculum and learning environment. The education curriculum which contains the concept of sustainable development in several lessons is still relatively weak [8]. The optimal accessibility of money education institutions is not supported by educational facilities that support the creativity and quality of student learning. There are many schools that do not provide library facilities, learning laboratories, technology facilities, and guidance on improving the quality of teaching staff. Sustainable development in the quality of education requires self-reflection of policy makers to reach their own goals [9]. The SDGs agenda provides space and respect for local governments in the policy development process.

The commitment of the regional government in education can also be seen in the meritocracy system in appointing teachers as both State civil servants (ASN) and honorariums, and the transfer of school principals. Honorary teacher appointment system and placement of school principals are not done transparently related to the needs and integrity. Indicators carried out indicate the politicization of the bureaucracy. Principals have the potential to be transferred if they do not have political loyalty to political momentum or with a safe choice of being neutral but risking slow career advancement. In another aspect the appointment of honorary teachers proposed by the school principal is also not based on a strong meritocracy system.

### 5.2. Local participation in education

Participation in education in the concept of SDGs is the participation of the community in improving education both in the form of funding for educational activities and efforts to encourage students to improve education and literacy culture. Local participation is quite high in encouraging educated students. The community still thinks children need to have a minimum education to senior high school (SMA) graduates. Then, the participation of funding and literacy culture at the local level is very low. Education funding managed by schools is almost entirely funded by the State. Local participation in financing is quite high in private institutions based on islam school. The community participates in self-help when the rural community needs funding for educational development. Local literacy culture for youth as a weakness in efforts to improve the quality of education. Children's reading culture and access to and availability of literature as a factor in the low participation of students' literacy. The majority of students suspend their knowledge on the learning system at school without being balanced with the literal culture of the school environment or outside of school.

### 6. Conclusion

The SDGs realization on the quality education agenda in rural Sumenep district is still not running optimally and is quite low. In quality education there are 7 strategic focuses that must be realized. From the 7 agendas / focus there are only 2 with a high percentage, namely, 1) accessibility of primary and secondary schools, and 2) early and pre-school education. Whereas in 5 of them such as, 1) the same success between education, 2) the relevance of work skills, 3) gender equality and inclusion, 4) equal distribution of youth literacy, 5) public education about SDGs, the percentage is quite low. The description of the realization of quality education also shows the role of local government that is not too maximal. The Sumenep district government only carries out the policies of the Ministry of Education and Culture and other relevant ministries without strategic innovations to encourage and accelerate the goals of the SDGs. Integrated local politics in the role of local elites and regional governments is also not optimal and consistent in improving the quality of education.

### Acknowledgements

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