



## Strengthening Services for Secondary Education (SPM) and Equivalent Education SPM to Accelerate Human Development Index Improvement in Central Kalimantan Province

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### Abstract

*This research is motivated by the still low Human Development Index (HDI) achievements of Central Kalimantan Province. Over the past five years, comparing it with the National HDI, Central Kalimantan's HDI remains below the National HDI. This indicates challenges that need to be addressed to improve the quality of life in the province to match the national average. The purpose of this research is to examine which policies could be options for the local government in Central Kalimantan to improve HDI achievements in their region. This study uses a quantitative method with a descriptive approach. The data used in this research are secondary data collected through literature studies, visiting official sites such as BPS or the Indonesian Ministry of Education and Culture, and visiting related agencies that are relevant data sources for the research. Based on the results of the study, it was found that one of the policies that can accelerate the improvement of the HDI in Central Kalimantan Province is through strengthening the implementation of Minimum Service Standards (MSS) in education, specifically the MSS for Secondary Education and the MSS for Equivalency Education*



## INTRODUCTION

A nation can become prosperous, intelligent, and competitive in globalization, as well as excel in technological innovation, depending on the quality of its human resources. This quality includes intelligence, mastery of knowledge, technology, and good character. Development without educational support will lead to low achievements due to skills gaps in human resources.

The development of a country cannot only be seen from physical achievements such as infrastructure and technology, but must also be viewed from a human perspective (Bangun, 2021). The United Nations Development Programme (UNDP) emphasizes the importance of human development as a key measure in assessing a country's progress. Human development encompasses aspects such as health, education, and economic well-being, all of which contribute to the quality of life of the population. Recognition of the importance of the human dimension in development shows that the welfare of the population is the primary goal of every development effort.

Simultaneous growth processes lead to three key principles for developing countries and advanced industries: focusing on all assets—physical, human, and natural; addressing distributive aspects over time; and emphasizing an institutional framework for good governance. Investments in physical and human capital together contribute to advances in technology and total factor productivity growth, thereby driving economic growth (Hasan et al., 2019).

Human resources are agents of development, implementing and determining the success of development (Hasan et al., 2019). Human resources are a factor of production in the development process, so the forms and systems in place are products of the human resources available. Competent human resources are assets in development. Problems arise when human resources are severely limited and of very low quality. In developing countries, human resources are generally abundant but of low quality, significantly hindering the development process.

According to Muhammad Hasan and Muhammad Azis (2019), the role of the population as a driving force in development can be explained as follows:

1. The population as a labor force. An increasing population means a potential increase in the workforce from year to year, making a larger population an asset in terms of labor supply.
2. The population as a market share. The population consumes the products of production. A large population represents a potential consumer base. Therefore, a larger population directly creates a market, which in turn expands existing markets.

Human Resource Development (HRD) is an essential process for enhancing the abilities of individuals and groups within a society. This process involves enhancing knowledge and skills aimed at increasing productivity (Bangun, 2021). With increased productivity, individuals can contribute more effectively to community prosperity and national economies. In the context of globalization and increasing competition, HRD is crucial for countries to compete internationally. The Human Development Index (HDI) is a macro indicator that depicts human development conditions in a region. It consists of three factors: Economic, Health, and Education factors.

Based on BPS data release, the Human Development Index (HDI) achievement in Central Kalimantan Province in 2023 was 72.2. Compared to the national HDI, Central Kalimantan Province is still below the national average, where the national HDI is 73.55.

In terms of the Education factor, one determinant component of the HDI is the Average Length of Schooling (ALS), an indicator that reflects the education level of the population in a region based on their average years of education. Education is one of the basic services provided by the state to its citizens. According to the 1945 Constitution Article 31 paragraph 4, "The State prioritizes education funding of at least twenty percent of state revenue and expenditures and from local government revenue and expenditure to meet the needs of national education administration." One can see the extent to which the state attaches great importance to improving the quality of education by spending a large amount of funds to improve it.

In accordance with Law 23 of 2014 concerning Regional Government, authority for the management of education is divided between the Provincial Government and the District/City Government. According to this Law, for matters of Early Childhood Education, Primary Education, and Non-Formal Education, it is the authority of the District/City Government, while the management of Secondary and Special Education falls under the authority of the Provincial Government.

Education matters in the Regional Government are Mandatory Affairs relating to Basic Services. According to Government Regulation number 2 of 2018, these educational services are included in the category of public services that must implement Minimum Service Standards. Minimum Service Standards (SPM) are provisions regarding the Types of Basic Services and the Quality of Basic Services that every citizen is entitled to at a minimum. Education is a public need, so the state as the provider of public services to meet the basic needs of its citizens must adhere to Minimum Service Standards. With the implementation of SPM Education, it is hoped that the rights of all citizens to receive education can be fulfilled.

One of the goals of education SPM is to ensure the widest possible access to education services for all citizens of the Republic of Indonesia. The achievement of citizen participation rates in education becomes one of the benchmarks of the success of SPM education. This indicator is one of the SPM indicators used to measure the success of regions in providing Secondary Education. The mandated target for this Indicator every year is 100%. This is certainly a heavy but noble task. Achieving a 100% rate indicates that all school-age citizens have had their right to education fulfilled according to their level.

Based on BPS data release, the School Participation Rate in Central Kalimantan in 2023 for the population aged 7-12 years was 99.13%. For the age group 13-15 years, it was 95.21%. For the age group 16-18 years, it was 66.32%, and for the age group 19-24 years, it was 23.27%. Here, it can be seen that for the population aged 16 years and older, their participation rates in education are lower compared to those aged 7-15 years. It is evident that the participation rates in Basic Education (equivalent to primary and lower secondary education) are quite high, above 95%. However, as they progress to secondary and higher education levels, these participation rates decline.

Certainly, if we want to improve the quality of human resources, improving the Human Development Index cannot be separated from the Education factor. Therefore, increasing the Participation Rate of the population in education, especially at the secondary education level and above, is a necessity. By issuing various technical guidelines related to the

implementation of SPM in the region, it should assist Regional Governments in being more focused, effective, and efficient in implementing SPM Education in their areas. With the fulfillment of education SPM in the regions, the target of achieving high-quality Human Resource Development will be more quickly realized.

This research will examine the extent to which the success of the program and activities undertaken by Regional Governments in the field of Education are relevant to improving the HDI. Based on this study, policy strategy recommendations in the implementation of Education matters that can be pursued by Regional Governments, especially in Central Kalimantan Province, will be presented in order to accelerate the improvement of the Human Development Index in their region.

## METHODOLOGY

In this study, the author employs a Qualitative method. According to Sugiyono (2021), qualitative research is a method used to investigate natural object conditions, where the researcher acts as the key instrument, data collection techniques are conducted through triangulation (combination), data analysis is inductive, and qualitative research results emphasize meaning over generalization. The qualitative approach was chosen because the research aims to explore and understand the meanings within social phenomena present in the field.

This research utilizes secondary data, consisting of time series data on HDI achievements, Average Length of Schooling data, School Participation Rate data of the population in Central Kalimantan province, as well as data on activities and budget allocations for Education Management Programs in Central Kalimantan. Data collected includes visits to official sites such as BPS or the Ministry of Education and Culture of Indonesia, through literature studies, and visits to relevant institutions that serve as data sources related to the research. The gathered data, after analysis, is then described to facilitate understanding by others.

This study is a descriptive qualitative research focusing on providing an assessment of the extent to which the implementation success of educational programs and activities contributes to improving Macro Indicators such as HDI, ALS, and APS. Based on this assessment, policy recommendations will be formulated as alternatives for implementation by the Regional Government's Program Activities.

## RESULTS AND DISCUSSION

### A. ACHIEVEMENTS OF HDI, ALS, AND SCHOOL PARTICIPATION RATE IN CENTRAL KALIMANTAN PROVINCE

Based on the release from BPS Data, in 2023 the Human Development Index (HDI) of Central Kalimantan Province was 72.2. This figure is 1.35 points below the national HDI of 73.55. Nevertheless, there has been a consistent increase in the HDI in Central Kalimantan Province from year to year. This improvement indicates efforts and progress in various development sectors in the province, although it has not yet reached the national average.

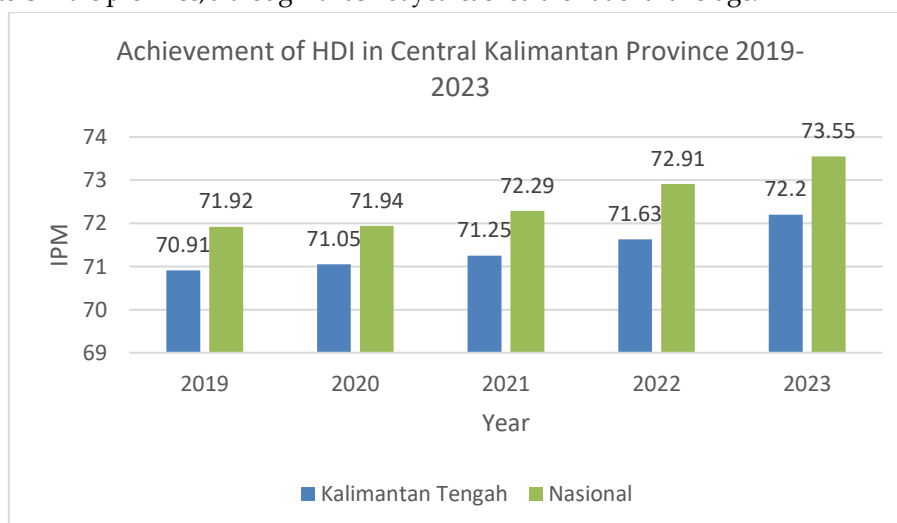


Fig. 1 IPM Achievement of Central Kalimantan Province 2019-2023 (Source: BPS)

If we observe the HDI achievements of Central Kalimantan Province over the past five years and compare them with the national HDI, it can be seen that Central Kalimantan Province has never been above the national average. This consistently places Central Kalimantan Province below the national HDI. This indicates challenges that need to be addressed to improve the quality of life for the province's residents to match the national average.

In the HDI graph comparing Central Kalimantan Province and the national HDI for this year, the difference in achievement reaches 1.35 points. While not substantial, this difference shows that Central Kalimantan Province still has homework in various aspects of human development to catch up with the national average. Compared to the achievement in 2020, this difference is relatively high. In 2020, the difference in HDI achievement between Central Kalimantan Province and the national HDI was only 0.89 points.

The Average Length of Schooling (RLS) indicator in Central Kalimantan Province reached 8.73 years in 2023. This figure is only 0.04 years below the national average of 8.77 years. This very slight difference indicates that Central Kalimantan Province is nearly on par with the national average in terms of the length of education pursued by its residents.

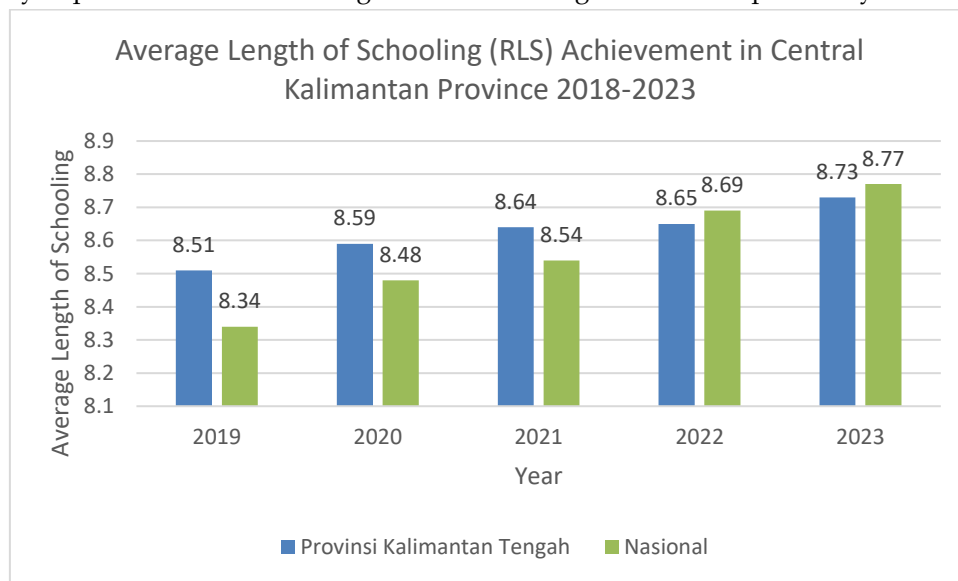


Fig. 2 Average Length of Schooling (RLS) Achievement of Central Kalimantan Province 2019-2023 (Source: BPS)

However, looking at the achievements over the past five years, there has been an interesting dynamic. In 2022, Central Kalimantan Province began to fall below the national average in Average Length of Schooling (RLS). This marks a shift in trends from previous years when the province managed to achieve higher RLS than the national average.

During the period from 2019 to 2021, the RLS achievement for Central Kalimantan Province consistently exceeded the national average. This indicates that during those years, the residents of Central Kalimantan tended to have a longer duration of education compared to the average population across Indonesia. This success may be attributed to various factors, including effective educational policies and better access to educational facilities.

The School Participation Rate (APS) achievement in Central Kalimantan Province for children aged 7-12 years and 13-15 years has reached quite high figures. Since 2009, the APS for children aged 7-12 years has reached 98.5%, and as of 2023, it stands at 99.13%. This indicates that nearly all children within this age range are participating in formal education, reflecting the success of compulsory education programs and effective educational policies implemented in the province.

APS	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
7-12	98,5	98,7	98,12	98,62	99,05	99,46	99,54	99,49	99,5	99,66	99,66	99,49	99,55	99,2	99,13
13-15	86,64	86,83	85,53	85,68	86,14	92,94	93,13	93,25	93,37	93,87	94,09	94,86	95,21	94,61	95,21
16-18	53,65	54,5	55,75	55,06	59,18	65,84	66	66,12	66,62	66,95	66,95	66,92	66,7	66,32	66,32

Table 1 School Participation Rate in Central Kalimantan Province 2009-2023 (Source: BPS)

Meanwhile, the School Participation Rate (APS) for the age group of 13-15 years also shows a positive trend. Since 2014, APS for this age group has been above 90%, and in 2023, it reached 95.21%. This achievement indicates that the majority of teenagers in Central Kalimantan continue their education into lower secondary school. High participation in this age group is crucial to ensure that children receive adequate basic education before advancing to higher levels.

However, for the APS of the age group 16-18 years, Central Kalimantan Province reached only 66.32% in 2023. This achievement is still relatively low compared to the APS for ages 7-12 years and 13-15 years. This significant difference indicates there are greater challenges in maintaining school participation at the upper secondary education level. Factors such as economic conditions, accessibility to upper secondary schools, and motivation to continue education may influence the lower participation rate in this age group.

Nevertheless, there is an annual increase observed in APS achievement for the age group 16-18 years. Compared to 2009, where the APS for ages 16-18 years was only 53.65%, there has been an increase of 12.67 percentage points to reach 66.32% in 2023.

## B. DISCUSSION

The Human Development Index (HDI) is influenced by various factors, one of which is the Average Years of Schooling (RLS) indicator. RLS reflects the average number of years spent by the population of a region in formal education. Low School Participation Rates (APS) directly affect RLS. Low APS indicates that many children and adolescents do not continue their education to higher levels, which in turn has a negative impact on RLS.

For a population group currently aged 16-18 years who do not participate in upper secondary education, their highest education level is only at the lower secondary school level. This means they do not continue their education to higher levels such as upper secondary school or higher education. When they only have education up to lower secondary school, their ability to improve their quality of life and participate in economic development becomes limited. Secondary education is a crucial stage that equips individuals with deeper skills and knowledge needed in an increasingly competitive job market.

If in the coming years this population group does not take action to improve their education levels, such as participating in non-formal education programs like equivalency education, then in seven to nine years, this population group will contribute to the calculation of future Average Years of Schooling. By then, this group will be part of the population counted in RLS, and due to their relatively low education, they will lower the average value.

This group will push RLS further away from the ideal target of 12 years towards a lower figure, for example, 9 years. This will have a negative impact on the overall HDI, as one of the main components in calculating HDI is the education dimension, which includes the RLS indicator. Lower education implies limited abilities to secure good jobs, low productivity, and ultimately, a lower quality of life. Additionally, low RLS also reflects an imbalance in the education system, where not all children have equal opportunities to complete their education to higher levels.

Therefore, it is important to address the issue of low APS, especially among the population aged 16-18 years. By ensuring more adolescents complete their secondary education, we can improve RLS and, ultimately, HDI.

One of the key strategies to improve RLS achievement is to encourage an increase in School Participation Rates (APS) among the population aged 16-18 years towards 100%. Increasing APS is crucial because the age group of 16-18 years forms the foundation for upper secondary education and vocational skills. Currently, there are still challenges in ensuring that all teenagers in Central Kalimantan continue their education to upper secondary levels. Therefore, there is a need for more intensive and integrated efforts to achieve full participation in secondary education.

One concrete step that can be taken to promote increased APS is the implementation of Minimum Service Standards (SPM) in Education. According to Regulation No. 59 of 2021 regarding the implementation of Minimum Service Standards, one of the indicators used to measure the success of SPM is the number of citizens aged 16-18 years participating in upper secondary education. This aligns with the definition of the School Participation Rate indicator for the population aged 16-18 years. The regulation states that the target achievement for this indicator is set at 100% annually. Setting this target of 100% implies the state's obligation to ensure the rights of its citizens to receive education. Increasing APS among the population aged 16-18 years towards 100% will be a key pillar in improving RLS. With strong commitment and effective cooperation, Central Kalimantan Province can build an inclusive and quality education system that will provide long-term benefits to all its residents.

Local governments must ensure that Education Minimum Service Standards are well integrated into regional planning documents. This integration means that all activities supporting the achievement of SPM must be explicitly stated in the Medium-Term Regional Development Plan (RPJMD) and the Local Government Work Plan (RKPD). With this

integration, these activities will receive priority in budget allocations, ensuring they are not merely rhetorical but also have certainty in implementation.

With strong commitment and integrated strategies, the implementation of Upper Secondary Education Minimum Service Standards in Central Kalimantan can proceed effectively. Increasing APS among the population aged 16-18 years towards the desired target will become more realistic, which in turn will enhance the Human Development Index (HDI) and the quality of life for residents in the province.

### **Strengthening Services for Secondary Education SPM**

In order to achieve the SPM targets, especially regarding achieving 100% participation rate for the School Participation Rate Indicator of residents aged 16-18 years old, policies that can be implemented in managing Secondary Education Management activities include:

#### **1. Expansion of Access to Secondary Education and Increasing Capacity of Secondary Education Services**

To expand access to secondary education and increase the capacity of secondary education services, a strategic step taken is through the construction of new units of secondary education schools. This development is crucial, especially for areas that currently lack access to secondary education due to the absence of secondary education units in those regions.

However, before the construction of new school units can proceed, a comprehensive feasibility study is required. This feasibility study covers various important aspects that need to be considered to ensure that the development is effective and sustainable. One key aspect is the analysis of the number of junior high school students who will become new students in these new schools. Additionally, a study on the feasibility of the location for the new school construction is necessary. Schools built too far from residential areas will make it difficult for students to reach them, especially in areas that may lack adequate public transportation.

Another equally important factor in considering the construction of New Schools is the availability of educators and education managers who will oversee the education services in these new schools. The availability of adequate educators also ensures that students receive the attention and guidance they need to develop academically and socially.

In addition to the construction of new school units, steps that can be taken to increase the capacity of secondary education include increasing the number of classrooms in existing schools. In addition, rehabilitation of classrooms that are in moderate or severe conditions of disrepair also needs to be carried out. Adequate and comfortable classrooms are essential in creating a conducive learning environment that supports effective learning processes.

#### **2. Provision of Education Financing Assistance, especially for students who are vulnerable to dropping out of school.**

In order to increase the school participation rate for residents aged 16-18 years old, one strategy implemented is through providing assistance. This assistance is designed to overcome financial barriers, which are often the main reasons why students in this age group do not continue their education. By reducing the economic burden borne by families, it is hoped that more adolescents will be able to continue their education to the secondary level.

This assistance can take various forms of support, such as financial aid/scholarships or provision of educational supplies. The educational supplies include books, stationery, school uniforms, and even technological devices such as computers or tablets, which are increasingly important in the digital age. Providing these educational supplies greatly assists students in the teaching and learning process, especially those who cannot afford to buy these supplies themselves.

The primary target of providing this assistance is students from poor families. This is because students from poor families are often the most vulnerable to dropping out of school. Poor families often face economic pressures that force them to choose between meeting basic daily needs and funding their children's education. In such situations, education often becomes a neglected priority, making children from poor families more likely to drop out of school.

Targeted assistance to students from poor families is expected to reduce the dropout rate. With financial support and adequate educational supplies, students can continue their education without worrying about costs. This not only increases school participation rates but also provides opportunities for students from less fortunate economic backgrounds to achieve a better future through education.

Moreover, this assistance program must be accompanied by effective monitoring and evaluation mechanisms. Government and relevant parties need to ensure that the assistance reaches those who need it and is used for its

intended purposes. Regular evaluations are also important to assess the effectiveness of the program and make adjustments if necessary. Thus, the assistance program can run smoothly and have a significant positive impact on increasing school participation rates for residents aged 16-18 years old.

The Central Kalimantan Provincial Government, through the Provincial Education Office, has established programs and activities related to the implementation of Secondary Education SPM. The Education Office integrates SPM into Regional Planning Documents, specifically during the preparation of the Regional Medium-Term Development Plan (RKPD) for the year 2024, based on the Ministry of Education and Culture of the Republic of Indonesia's Letter Number 5676/MPK.A/PR.07.05/2023 dated February 18, 2023 regarding Performance Indicators of Education Affairs in Provinces and Districts/Cities. Referring to the mapping of activities in that letter, sub-activities that support the implementation of SPM in the province are identified. Sub-activities included in the Central Kalimantan Provincial Education Office's RKPD for 2024, particularly those correlated with efforts to increase school participation rates for residents aged 16-18 years old, include the construction of new classrooms, moderate/severe rehabilitation of classroom spaces, construction of student practice rooms, and provision of student participant personnel costs.

All of these sub-activities are part of the Education Management Program and are divided into Senior High School Education Management and Vocational High School Education Management.

Support for the implementation of Secondary Education SPM, especially related to financial assistance for student education costs, is not only provided through Programs, Activities, and Sub-Activities directly listed in the Central Kalimantan Provincial Budget APBD, but also through a Central Government Program named the Smart Indonesia Program (PIP). The PIP program is financial aid from the Central Government in the form of cash, expanded access, and learning opportunities provided to students and learners from poor or vulnerable poor families to finance their education.

### **Strengthening Services for Secondary Education Equality SPM**

Another group of people that needs government intervention is the School-Age Population who are not participating in Formal Education. The population in this category is divided into:

1. People who do not continue to higher levels, or those who continue to higher levels but drop out during their education.
2. People who have never attended any form of education at all.
3. As mentioned earlier, the cumulative impact of this group in the coming years will result in a low increase in the Human Development Index (HDI).

According to Law 23 of 2014 concerning Regional Government, the management of Non-Formal Education (including Equality Education within it) is the authority of the District/City Regional Government. In Government Regulation No. 2 of 2018 concerning Minimum Service Standards, recipients of SPM for Basic Equality Education Services are aged 7 (seven) to 18 (eighteen) years. The age group of 16-18 years is a group in which authority overlaps between the Provincial Government and the District/City Government.

In the Planning Document at the District Government, in the Education Management Program there are Four Activities, namely:

1. Management of Elementary School Education.
2. Management of Junior High School Education.
3. Management of Early Childhood Education; and
4. Non-Formal/Equality Education Management.

By analyzing the budget allocation stated in the 2023 Regional Work Plan Change Document at the Central Kalimantan District/Regional Government, it can be seen that in the composition of the budget for each activity, generally the largest budget share is allocated to the Elementary School Education and Junior High School Education Management Activities. The budget allocated for these two educational levels is quite significant compared to other educational levels. After that, for Early Childhood Education (PAUD), and lastly, the smallest budget allocation is given to Equality Education, which focuses on non-formal education for individuals who did not get the opportunity to complete their formal education.

This occurs because many educational infrastructure developments in districts are mostly aimed at the Elementary School (SD) and Junior High School (SMP) levels. The construction and rehabilitation of educational facilities at the Elementary School and Junior High School levels are considered very important because these two levels are the foundation of the formal education system.

The Elementary School and Junior High School levels still dominate the focus of educational affairs at the district/city level. In planning forums such as Development Plan Deliberations (Musrenbang) at the sub-district and district/city levels, almost all proposals from the community revolve around the construction or rehabilitation of educational infrastructure facilities for Elementary Schools and Junior High Schools. The community generally believes that improving the quality and quantity of educational facilities at these two levels will have a significant impact on overall education quality in their area. Therefore, the priority for the construction and improvement of educational facilities at the Elementary School and Junior High School levels continues to be the main focus in planning and budgeting at the regional level.

Government interventions that can be carried out for the 16-18 year old population who are not participating in Secondary Education include Equality Education. Equality Education is designed to provide opportunities for those who cannot continue their formal education to still obtain equivalent education and enhance their skills and knowledge. To ensure the effectiveness of the Equality Education program, strong synergy between the Provincial Government and the District/City Government is required. Collaboration between these two levels of government is crucial in serving the educational rights of citizens aged 16-18 years. The Provincial Government has the authority in managing formal Secondary Education, which includes Senior High Schools (SMA) and Vocational High Schools (SMK), while the District/City Government has authority in the field of non-formal education, including Equality Education.

One indicator in assessing the success of equality education is the Equality Education Participation Rate. The operational definition of this Indicator is the number of citizens aged 7-15 years participating in Equality Education divided by the number of 7-15 year olds who should receive equality education services. Based on Data Release in the Education Report, the APS for Equality Education in Central Kalimantan Province in 2023 is as follows :

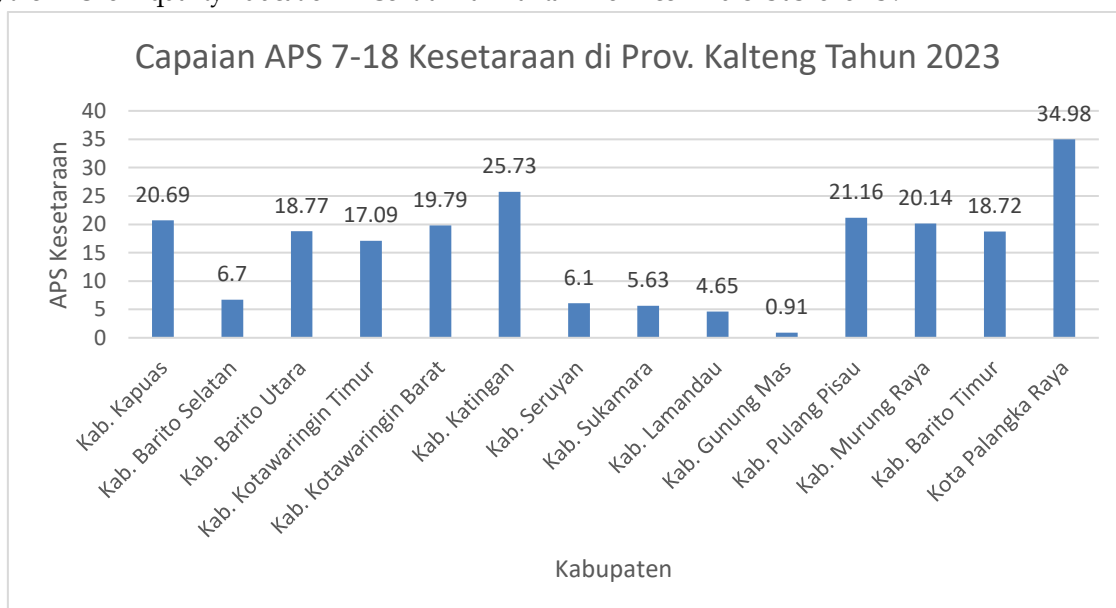


Fig. 3 Achievement of APS 7-18 Equality in Central Kalimantan Province (source: Ministry of Education and Culture)

It appears that the achievement of School Participation Rate (APS) in Equivalency Education in Central Kalimantan Province, calculated for each district/municipality, is still relatively low. The low APS in Equivalency Education is a matter of concern for both the Provincial Government and the District/City Governments in Central Kalimantan. This condition indicates that there are still many school-aged individuals who do not participate in formal or non-formal education. Therefore, synergy and close collaboration between the provincial and district/city governments are necessary to improve the APS in Equivalency Education.

To achieve an increase in APS in Equivalency Education, several strategic steps can be taken. First, the government needs to enhance socialization and advocacy regarding the importance of Equivalency Education, especially in areas with

low achievement rates. Accurate information and easy accessibility will encourage more people to participate in these programs. Second, the government needs to ensure the availability of adequate facilities and resources to support the implementation of Equivalency Education programs, such as providing quality instructors and relevant learning materials.

Currently, Equivalency Education services in Central Kalimantan Province are largely provided by the community through Community Learning Centers (PKBM) organized by communities or private entities. Presently, there are 114 PKBMs in Central Kalimantan Province. These PKBMs play a crucial role in providing educational access to those unable to attend formal education, offering programs equivalent to formal education curricula and helping communities acquire essential life skills.

On the other hand, governmental-managed educational units include only 9 Learning Activity Studios (SKB) spread across nine districts/cities. SKBs are non-formal education institutions directly managed by local governments, serving as learning centers offering various equivalency education and skill development programs to the community. The presence of SKBs is critical as they provide officially recognized educational alternatives supported by the government.

Out of the total 14 districts/cities in Central Kalimantan Province, only nine have SKBs managed by local governments. This means five districts still lack SKBs as state educational units offering equivalency education. These districts are Sukamara, Seruyan, Gunung Mas, Murung Raya, and Barito Timur. The absence of SKBs in these five districts highlights disparities in access to government-managed equivalency education.

To address this issue, it is crucial for the provincial government to collaborate with districts/cities lacking SKBs to establish these institutions. Establishing new SKBs, particularly in districts/cities without them, will strengthen capacity-building efforts for equivalency education and ensure equal educational access, especially for remote areas. Moreover, increasing the number of SKBs will bolster government efforts to provide inclusive and quality education for all residents.

Furthermore, the role of PKBMs managed by communities and private entities should not be overlooked. The government can support these PKBMs through various assistance and cooperation programs, enhancing their capacity-building efforts and providing necessary infrastructure like standardized learning spaces. Adequate support will enable PKBMs to continue developing and significantly contribute to improving the quality of equivalency education in Central Kalimantan.

### **C. POLICY RECOMMENDATIONS**

To accelerate Human Development Index (HDI) improvement in Central Kalimantan Province, strategic policies are necessary, especially in education through Strengthening Equivalency Education. Policy recommendations for enhancing HDI in Central Kalimantan Province through strengthening Equivalency Education include:

#### **1. Strengthening coordination to accelerate the improvement of APS in Equivalency Education in Central Kalimantan Province**

Considering that the authority for managing Equivalency Education lies with the District/City Governments, strong synergy between the Provincial Government and District/City Governments is necessary in implementing the Minimum Service Standards (SPM) for Equivalency Education. This synergy is crucial to ensure that equivalency education programs can be effectively and efficiently implemented across Central Kalimantan Province. The Central Kalimantan Provincial Government can form a specialized team to coordinate and monitor the implementation of Equivalency Education in all districts/cities within the province. This team can also be part of the existing SPM implementation team. With this specialized team, it is hoped that coordination between the Provincial Government and District/City Governments can be strengthened. The areas of coordination between these local governments include several crucial stages. First, accurate and comprehensive data collection regarding the population aged 16-18 years, who are the target beneficiaries of Equivalency Education under SPM. Second, synchronization of program activities between the Provincial Government and District/City Governments related to increasing School Participation Rates (APS) among the population aged 16-18 years and APS in Equivalency Education. Additionally, this team is responsible for monitoring and evaluating the participation rates of the population aged 16-18 years in education in Central Kalimantan Province. Regular and systematic monitoring and evaluation will help identify challenges faced in program implementation and find effective solutions to overcome them. Thus, equivalency education programs can be continually improved and adapted to local conditions.

## 2. Support from the Provincial Government to District/City Governments in Strengthening Equivalency Education

The implementers of the Minimum Service Standards (SPM) for Equivalency Education are the District/City Governments. Therefore, the budget required for implementing SPM for Equivalency Education comes from the Regional Revenue and Expenditure Budget (APBD) of the District/City Governments. However, it should be noted that nearly all funding sources in the APBD of District/City Governments in Central Kalimantan still heavily rely on transfers from the Central Government. This dependency creates limitations in budget flexibility that can be used for various programs, including Equivalency Education. To effectively strengthen Equivalency Education, there is a need for different budget availability from the Business As Usual (BAU) approach. This means that the provided budget must be sufficient and directed, ensuring that Equivalency Education programs can be well-implemented and achieve the expected targets. Therefore, contributions from the Provincial Government are crucial. One step that the Central Kalimantan Provincial

Government can take is to provide financial assistance to help organize Equivalency Education at the district/city level. To ensure that this financial assistance is targeted correctly, it should be accompanied by clear Technical Implementation Guidelines (Juknis), specifying that the budget is used to support the organization of Equivalency Education in Districts/Cities. These guidelines will serve as a reference for District/City Governments in the use of the budget, ensuring that the funds allocated are genuinely used to support Equivalency Education. With detailed guidelines, fund management becomes more transparent and accountable, thus minimizing the risk of budget misuse. Regarding the mechanisms for allocation, distribution, and evaluation of this financial assistance, it is necessary to adhere to relevant rules governing local financial management. These rules cover various aspects, from budget planning, the process of fund submission and distribution, to reporting and evaluation of budget utilization. Compliance with these rules is crucial to ensure that the assistance funds are used effectively and efficiently, and can be accounted for.

## CONCLUSION

Based on the discussion above, it leads to the conclusion that in order to accelerate the improvement of the Human Development Index (HDI) in Central Kalimantan, breakthrough policy strategies involving collaborative roles between the Provincial Government and District/City Governments are necessary.

One of the influential factors in increasing HDI is through improving the Gross Enrollment Ratio (GER), achieved by increasing the School Participation Rate (APS). Despite the implementation of ongoing programs and activities, it appears that they have not been fully effective in increasing School Participation Rates, which are closely linked to improving GER and HDI. The primary target group for increasing APS is the population aged 16-18 years, especially those not participating in secondary education. According to the release from the Ministry of Education and Culture (Kemendikbud), the achievement of APS in equivalency education in Central Kalimantan remains low. Meanwhile, in terms of the intervention by district/city governments through the Management of Equivalency Education, budget allocation remains lower compared to the Management of Primary Education (SD) and Lower Secondary Education (SMP). This is due to the fact that most of the education infrastructure development in districts is aimed at the primary and lower secondary levels, which are considered foundational in the formal education system.

Policies that can be adopted to enhance the Human Development Index (HDI) in Central Kalimantan Province include strengthening the implementation of Minimum Service Standards (SPM) for Education. This can be achieved by enhancing coordination to accelerate the improvement of APS in Equivalency Education in Central Kalimantan Province. Additionally, there is a need for support from the Provincial Government to district/city governments in terms of financial assistance to help organize Equivalency Education at the district/city level.

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