

Implementation of The Minimum Service Standard Policy for Elementary School Education in Underdriven, Frontline, and Outer-Limited Areas in Sungai Laur District, Ketapang Regency

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ABSTRACT: The title of this study is “The Implementation of the Minimum Service Standard (SPM) Policy for Primary Education in Disadvantaged, Frontier, and Outermost (3T) Areas in Sungai Laur District of Ketapang Regency.” This study aimed to describe and analyze the communication, disposition, resources, and bureaucratic structure factors in the implementation of the Minimum Service Standard policy for primary education in the 3T areas, specifically SDN 15 Sungai Laur District of Ketapang Regency. The results of this study revealed that the lack of effective communication between schools, the education office, and the community hindered the flow of essential information needed for policy implementation. The implementers' lack of proactive disposition and low motivation among some stakeholders negatively affected the quality of policy execution. Limited resources, including inadequate facilities, a shortage of teaching staff, and insufficient funding, remained the primary obstacles to meeting the minimum service standards. Furthermore, the inflexibility of bureaucratic structures and complex procedures delayed decision-making and hindered timely responses to emerging challenges. Therefore, the researcher suggests enhancing communication among stakeholders, providing training and incentives to boost implementers' motivation, increasing budget allocations and educational facilities, and simplifying bureaucratic structures to accelerate the implementation of the policy. Hopefully, the results of this study can provide insight for policymakers in improving the quality of education in 3T areas, especially at SDN 15, Sungai Laur District.

KEYWORDS: The Minimum Service Standard Policy, Elementary School Education, Underdriven, Frontline, and Outer Limited Areas, Sungai Laur District

INTRODUCTION

Regulation of the Minister of Education, Culture, Research, and Technology Number 32 of 2022 concerning Minimum Technical Service Standards for Education is a regulation issued by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbudristek). This policy governs minimum technical service standards in the education sector. This regulation aims to improve the quality of education in Indonesia by establishing standards that must be met by educational institutions at all levels of primary, secondary, and higher education.

Based on this Kemendikbudristek Regulation, in order to align local policies with existing national policies, the Decree of the Head of the Ketapang Regency Education Office Number 103/Desdik.A.000.8.3.2/2024 concerning the Establishment of Service Standards at the Ketapang Regency Education Office was issued as an effort to improve and enhance the quality of education services in Ketapang Regency. This decree reflects the local government's commitment to implementing education policies established by the central government, particularly those related to Minimum Service Standards (SPM) in education.

This decision was taken to improve the quality of education in Ketapang Regency, by ensuring that every educational unit (school/madrasah), especially elementary schools in disadvantaged, frontier and outermost (3T) areas, meets the minimum required service standards, such as the provision of adequate facilities and infrastructure, quality teaching, and support for an effective learning process. Such as establishing service parameters that must be met by each educational unit, such as standards for facilities and infrastructure (classrooms, libraries, laboratories), standards for the quality of teaching staff (teacher qualifications and competencies), and the expected learning process and at the same time a strategic step in realizing quality and equitable education.

Sungai Laur District Public Elementary School (SDN), one of the schools in Ketapang Regency, West Kalimantan, is a prime example of the challenges faced by educational institutions in the 3T (Underdeveloped, Third, and Transmigration) areas. This school operates in an environment with limitations in various aspects, such as educational facilities, the availability of qualified teaching staff, and support from the government and community. This results in low student motivation and limited opportunities to develop their potential.

Implementation of The Minimum Service Standard Policy for Elementary School Education in Underdriven, Frontline, and Outer-Limited Areas in Sungai Laur District, Ketapang Regency

To address these challenges, it is crucial for the local government to make maximum efforts to improve communication, foster a positive disposition from all parties, optimize resource allocation, and simplify bureaucracy so that these policies can be implemented effectively and positively impact the quality of education at elementary schools in the 3T (Underdeveloped, Third, and Transmigration) areas in Sungai Laur District, Ketapang Regency.

Policy implementation is a complex activity with numerous factors influencing its success. According to Edward III's theory (in Tachjan, 2015:56), there are four factors that influence policy implementation:

1. Communication, namely, the dissemination of policy content through a good communication process will influence policy implementation.
2. Resources, namely, their adequacy, which implies suitability and clarity; they are positioned as inputs within the organization with economic and technological implications.
3. Disposition/attitude of implementers, namely, the acceptance or rejection of policy implementing agents significantly influences the success or failure of public policy implementation.
4. Bureaucratic structure is a fundamental factor in assessing public policy implementation, both through Standard Operating Procedures (SOPs) and fragmentation.

The implementation of the policy based on Edward III's theory concerns actions that can be directly implemented or in the form of actions that require derivative products so that they can be implemented clearly by policy implementers at the lower level. In order for public policy to be implemented effectively, the implementation process must include communication, disposition, available resources and organizational structure. The influential factors according to Edward III are related to the implementation of the Minimum Service Standards for Elementary School Education in the 3T Region (Underdeveloped, Frontier and Outermost) in Sungai Laur District, Ketapang Regency as regulated in the Decree of the Head of the Ketapang Regency Education Office Number: 103 / Desdik. A.000.8.3.2 / 2024, Concerning the Determination of Service Standards at the Ketapang Regency Education Office.

METHOD

The type of research to be used is determined by the problem, nature, and objectives of the study. In this study, the appropriate type of research was descriptive. According to Faisal (2007:12), descriptive research is a problem-solving procedure investigated by describing the current state of the research subject/object based on apparent facts or as they exist.

The research location was SDN 15, Sungai Laur District, Ketapang Regency, considering that there were problems in the implementation of the Minimum Service Standards for Elementary School Education in the 3T Regions related to communication factors, disposition, resources, and bureaucratic structures that hampered the implementation of the Minimum Service Standards policy for elementary school education in the 3T Regions. Despite efforts to improve the quality of education and educational services, several factors hindered this process, such as lack of coordination, uneven commitment, and limited funding and infrastructure.

The subjects of this study were determined as follows: Head of the Ketapang Regency Education Office, Head of Elementary School Development Division, Principal of SDN 15 Sungai Laur, Educators (Teachers of SDN 15 Sungai Laur District), Parents of students. The technique of selecting research subjects used was a purposive technique, meaning that the determination of research subjects was taken from people who knew the problem or were directly involved in the problem being studied. Data collection techniques used in research regarding the implementation of the Minimum Service Standards for Elementary School Education in 3T Regions (Underdeveloped, Frontier and Outermost) in Sungai Laur District, Ketapang Regency, include: Observation, Interviews, and Documentation Studies, Data collection tools used include: Observation guidelines, interview guides, and documentation, namely in the form of cameras (cell phones) and photocopies.

The data validity technique (validity testing) used in qualitative research is a data collection technique using technical triangulation. This technique tests the credibility of the data by checking the data against the same source using different techniques. For example, data can be checked through interviews, observations, and documentation. If the data credibility testing technique produces different results, the researcher conducts further discussions with the relevant data sources to determine which data is considered correct.

The data analysis technique used in this study is qualitative analysis. Data analysis in qualitative research is the process of simplifying data into a form that is easier to read and interpret. Qualitative research views data as the product of the researcher's interpretation process, which already contains meaning that has references to values. The stages of the data analysis process according to Sugiyono (2016:89) include: Data assessment, data interpretation, and conclusions based on the results of data interpretation.

Implementation of The Minimum Service Standard Policy for Elementary School Education in Underdriven, Frontline, and Outer-Limited Areas in Sungai Laur District, Ketapang Regency

RESULT AND DISCUSSION

1. Communication Factors in Education Minimum Education Standards (MSS) Policy

Communication within the context of policy implementation is crucial to ensuring that policies are understood, accepted, and effectively implemented by all stakeholders. At SDN 15 in Sungai Laur District, located in the Disadvantaged, Frontier, and Outermost (3T) region, the communication process for the Minimum Education Standards (MSS) policy faces various unique conditions and dynamics.

The policy transmission process from the central government to regional governments, and subsequently to educational units, has not been fully effective. This is due to several factors, including limited access to information, limited human resource capacity, weak inter-agency coordination, and difficult geographic access. Understanding and implementation of the MSS at the elementary school level can be optimal. With the right approach, such as strengthening training, ongoing outreach, and contextual technical assistance, policy transmission can be improved, resulting in more equitable and high-quality MSS implementation. The success of policy transmission is determined not only by the completeness of regulations, but also by the ability of regions to translate and adapt them to local needs.

The lack of clarity in the form of technical instructions, operational guidelines, and coordination flows means that the MSS policy is often only understood normatively, without concrete implementation that meets standards. In 3T areas like Sungai Laur, this situation is exacerbated by minimal socialization, limited access to information, and low human resource capacity to interpret the policy accurately.

This lack of consistency is also evident in aspects of funding, distribution of facilities and infrastructure assistance, and the irregular implementation of teacher training. As a result, schools in the Sungai Laur region tend to experience gaps in meeting basic education service standards, across input, process, and output. Therefore, commitment and continuity in the implementation of the MSS policy are necessary, from the central government, regional governments, and down to the educational unit level. Consistent enforcement of standards, accompanied by periodic evaluation and an incentive system, are strategic steps to ensure that the policy is implemented sustainably and not sporadically.

2. Resource Factors in the Minimum Service Standards (SPM) Policy for Elementary Schools

Human resources (HR) play a central role in the implementation of the Minimum Service Standards (SPM) policy for Elementary Schools, particularly in underserved areas such as Sungai Laur District, Ketapang Regency. The availability, competence, and commitment of HR are crucial for successfully achieving the educational service standards set by the government.

Human Resource Provision: At SDN 15 in Sungai Laur District, the number of teaching staff does not meet the minimum standards. The school only has four full-time teachers, while ideally a complete elementary school requires at least six teachers. This shortage impacts the implementation of learning hours and the fulfillment of subjects in accordance with the SPM requirements. Furthermore, some teachers currently on duty already have a bachelor's degree, and access to training or competency improvement is very limited due to the difficult geographic location and the lack of supporting facilities such as internet signal and face-to-face training.

Budget constraints remain a major obstacle to the implementation of MSS in this region. Several issues identified include budget allocations that are not based on actual needs, delays in fund distribution to educational units, and low regional financial planning and management capacity. Furthermore, dependence on central government funding without a corresponding strengthening of regional funding also weakens the independence of policy implementation. As a result of these budget constraints, many elementary schools in Sungai Laur District are unable to meet minimum standards for educational services, including infrastructure, learning quality, and teacher welfare. This hampers efforts to equalize access and quality of education in underdeveloped areas.

Limited equipment resources are one of the main obstacles in the implementation of the MSS policy in Sungai Laur District. Therefore, planned and sustainable intervention is needed from the government, both central and regional, to ensure the fulfillment of basic education facilities and infrastructure evenly, including in the 3T region. If the condition of equipment resources is not optimal, it will result in the failure to achieve the MSS targets as a whole. This has a direct impact on: The quality of the learning process, which becomes less effective. Low student learning motivation and teacher teaching enthusiasm. Delays in the fulfillment of MSS indicators, such as the number of study hours, availability of learning media, and completeness of sanitation facilities.

3. Dispositional Factors of the Minimum Service Standards (MSS) Policy in Education

Dispositional factors significantly influence the successful implementation of the Minimum Service Standards (MSS) policy at SDN 15, Sungai Laur District, Ketapang Regency. A positive disposition from teachers, principals, parents, and the local community will facilitate the implementation of this policy, while a negative or less supportive disposition can be an obstacle. Therefore, it is important to understand the attitudes and commitments of each party to this policy and strive to build a supportive disposition, both through better socialization, training, and more open communication at the school and community levels. According to Edward III, the dispositional factors/or attitudes of implementers that need to be considered in policy implementation are: bureaucratic appointments and incentives.

Implementation of The Minimum Service Standard Policy for Elementary School Education in Underdriven, Frontline, and Outer-Limited Areas in Sungai Laur District, Ketapang Regency

Bureaucratic appointments, in the context of implementing the MSS policy for basic education, play a crucial role in determining the effectiveness of policy implementation at the local level. In Sungai Laur District, Ketapang Regency, the quality and pattern of bureaucratic appointments—especially to strategic positions in the Education Office and school principals—have a significant impact on the success of MSS implementation in the 3T (frontier and outermost) areas.

The study revealed weaknesses in the process of appointing policy-implementing bureaucrats, which are often not fully based on competence, professionalism, and understanding of the technical tasks of basic education. The lack of bureaucratic capacity in managing programs, designing implementation strategies, and providing guidance to schools is one of the factors hindering the equitable achievement of minimum service standards.

Incentives are a crucial instrument in supporting policy implementation, including the Minimum Service Standards (MSS) for Elementary School Education in 3T areas such as Sungai Laur District, Ketapang Regency. Incentives, both financial and nonfinancial, serve as motivators for policy implementers, particularly educators and education officials in remote areas facing various limitations. However, in its implementation, incentives in Sungai Laur need to be optimized in terms of quantity, targeting accuracy, and sustainability. Many teachers and principals working in this area do not receive compensation commensurate with their workload and the geographical challenges they face. This has resulted in a decline in the enthusiasm, loyalty, and performance of policy implementers, ultimately impacting the success of MSS implementation.

4. Bureaucratic Structure Factors in the Minimum Service Standards (MSS) Education Policy

Bureaucratic structure has a significant influence on the implementation of the Minimum Service Standards (MSS) policy at SDN 15, Sungai Laur District, Ketapang Regency. An efficient, clear, and open bureaucracy facilitates the flow of information, coordination between parties, and informed decision-making in implementing the policy. However, a bureaucracy that is multilayered, inflexible, or slow in decision-making can hinder the smooth implementation of the MSS policy. Therefore, it is important to establish a bureaucratic structure that is responsive to local conditions, facilitates budget and facility submissions, and expedites communication and decision-making, supporting the implementation of education policies in the 3T (frontier and remote) areas. According to Edwards III, there are two fundamental characteristics of bureaucracy: Standard Operating Procedures (SOPs) and Fragmentation.

While bureaucratic structure provides clarity and order, several obstacles in the form of complex administration and inefficient communication still hinder the speed of response to school needs in implementing the MSS policy. Simplifying processes and improving communication are expected to improve this situation. Because clarity in procedures and administrative processes Lengthy and multi-layered processes sometimes slow down the response to school needs. This process makes it difficult for schools to quickly obtain necessary resources, particularly when submitting budgets and assistance.

The fragmentation in the implementation of the Minimum Service Standards (MSS) policy for basic education in Sungai Laur District demonstrates the still-weak integration between institutions, programs, and policy implementers. This results in the implementation of the MSS not being effective, efficient, and comprehensive in areas categorized as underdeveloped, frontier, and outermost. The lack of strong coordination between local governments, education offices, school principals, and other relevant agencies leads to overlapping tasks, differing understandings of policies, and program discontinuity across levels of government. Furthermore, limited access to information and weak communication systems between policy actors exacerbate this fragmentation.

CONCLUSIONS

The implementation of the Minimum Service Standards (SPM) Policy for Elementary School Education in the underdeveloped, frontier, and outermost (3T) areas of Sungai Laur District, Ketapang Regency is influenced by four main factors, namely communication, resources, disposition of implementers, and bureaucratic structure. Communication of the SPM policy has not been implemented optimally between bureaucratic levels, resulting in policy messages not being fully understood by implementers in the field. Limited human resources, infrastructure, and budget support also become obstacles in meeting basic education service standards. In addition, the varying attitudes and commitments of implementers and the seemingly rigid bureaucratic structure slow down the coordination process for policy implementation. Therefore, it is recommended that the Ketapang Regency government needs to strengthen cross-sector communication mechanisms, increase the capacity and welfare of educators, improve the incentive system for implementers, and simplify the bureaucratic structure so that the implementation of SPM for elementary education in the 3T area can run more effectively and sustainably.

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Implementation of The Minimum Service Standard Policy for Elementary School Education in Underdriven, Frontline, and Outer-Limited Areas in Sungai Laur District, Ketapang Regency

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