

Implementation of Public Policy for Expanding Access to Basic Education as an effort to Increase School Enrollment Rates

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Abstract

This research is intended to capture the meaning behind the phenomena that exist at the research location. In relation to the policy of expanding access to basic education in an effort to increase school participation rates, participation is the main element so that the school dropout rate can be reduced. The problem of educational equality is at least caused by various elements such as. Economic factors differences in socio-economic levels of society Differences in educational facilities The cost of entering school is quite high, due to cultural factors, environmental and geographical factors. Educational development is a process of overhauling civilization, structural overhaul of administrative sub-systems relating to educational processing and operational sub-systems relating to educational management and implementation of teaching and learning activities in each educational unit in order to achieve levels of participation, efficiency, effectiveness, and the relevance of education (Prasodjo, 2016). The approach to this research uses a qualitative descriptive approach while the determination of informants in this research was purposive sampling using criteria base selection. Result and discussion: Fundamental problem in Nangapanda District is the economic problem which makes many children unable to continue their education. That people with farming backgrounds whose farming patterns still use traditional or conventional farming systems. Researcher findings related with problem low APS has an impact on not achieving Compulsory Education.

Keywords: Expanding Access Education, School Participation, Public Policy, Implementation.

INTRODUCTION

Education is a process of activity by all components of the nation to make the nation's life more intelligent, therefore the process must be focused on achieving its goals (Syafaruddin, 2012). Quality of educational process reflected in two aspects, namely component quality and management quality. Quality components include students, parents, teachers/educators, community leaders and religious figures. This component is inherent in the main instrument of the education process in Indonesia. The following is the quality of management. Conceptually, it is translated as a way of serving, in educational institutions, of course it is carried out by the principal, teachers, students and other resources involved in learning activities at school. These two aspects are interconnected with each other (Hidayat & Machali, 2012).

Likewise, if management is good but conditions are lacking, it will result in suboptimal results, because achieving educational goals is the main goal and ideals of the Indonesian nation as mandated in the 1945 Constitution (Pasaribu, 2017). Every Indonesian citizen has the right to obtain quality education in accordance with their interests and talents regardless of social status, race, ethnicity, religion and gender (Ismail, 2016).

The development of the world of education in Indonesia is currently experiencing many changes and advances, of course the process of change and progress is influenced by several factors. One of the main factors influencing change is the educational foundation used (Martin MS Manurung et al., 2021). Without a foundation, education will not have a strong footing to support the development of educational activities.

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Another factor that influences the educational foundation that must be considered in developing educational activities is the policy foundation (Hasanah et al., 2021).

The policy foundation in education is guidelines and instructions for education implementers in carrying out educational activities. Therefore, this basis is usually closely related to the statutory regulations or laws that apply in a country, which are then determined and issued by people who have authority in that field at that time. Policies made and stipulated by the government, especially in the field of education, must have a strong basis for improving the quality of education in Indonesia, taking into account considerations of community needs balanced with the progress and development of science and technology (Agustino, 2008).

Education policy is of course a system; therefore, it must have a clear systematic regarding all aspects that it wants to regulate. This systematic system is also required to have high effectiveness, efficiency and sustainability so that education policies are not pragmatic, discriminatory and then have a fragile structure due to a series of factors that conflict with each other. This must be considered carefully so that its implementation does not cause legal defects. Then, externally, education policies must be integrated with other policies; political policy; economic, social and cultural policies.

National education for developing countries like Indonesia is a large program, which presents its own challenges. This is because the population is extraordinary and its position is spread across various islands. In addition, Indonesia is a multi-ethnic and very pluralistic society, with diverse socio-economic levels. This requires a complex national education system, so that it is able to meet the needs of all people, especially education for elementary school students.

Such an education system is impossible to fulfill without a reliable national education plan. This planning is also not ordinary planning, but a form of planning that is able to address changes in needs and demands that can occur due to changes in the global environment. Globalization that reaches all parts of the earth means that Indonesia cannot be isolated. The development of telecommunications and information technology means that everything that happens in the international world also influences Indonesia.

Equal distribution of education can be seen in the growth of community participation (stakeholders), especially those who are capable and care about educational issues. The implication is the granting of greater authority to districts and cities to manage primary and secondary education in accordance with their regional potential and needs. There are several main pillars including; 1) School Management includes, a) School principals and school communities are required to implement transparent, accountable and participatory school management. b). School principals and staff are encouraged to innovate and improvise in order to be creative and take initiative. c) The principal and school community make the school a place of change. 2) Active, Creative, Effective and Fun Learning, including: a) School principals and teachers must understand the concept of learning and how children learn and view children as unique individuals who have different abilities. b) The learning process is designed by utilizing class organization so that teachers and students become active and creative which supports the creation of effective but still enjoyable learning (PAKEM). 3) . Community Participation, including: a. Explore community initiatives, initiatives, support and contributions to school education. b) The community is involved and feels ownership of the school. c) The schools that are most successful and in demand by the community are schools where the principal, teachers and community work together to actively develop the school.

With the process of education, development and building children's intelligence can be developed to the point where critical and creative awareness can be carried out to create the nation's successors who will build an Indonesian society which is "economically prosperous, politically democratic and socially just". The conditions that support this process are absolutely necessary prerequisites because children's thinking abilities during the development period will experience a passive period if they are not encouraged considering the child's increasingly extensive knowledge and desires.

In the field of education, the Ende Regency Government has not implemented it optimally regarding good governance. Regulatory governance means assessment on a national scale, accountability and explicit learning standards. In line with the above, if we look at the reality of what is happening in Nangapanda District, Ende

Regency at the present time, we cannot confirm whether the relevant agencies, in this case the education service in particular or government officials in general in Ende Regency, have been successful with various policies. So that children of school age can continue to higher education or so that they do not drop out of school. So the presence of regulations that are truly pro-people or pro-people is really awaited (Taqiya et al., 2020).

That this cannot be realized by the Ende Regency Government, such as the Regional Government's willingness to meet the demands and needs of the community. Education services that are fast, precise, cheap, easy to reach, safe and comfortable are expected for society. Nangapanda District is one of the areas in Ende Regency which is still faced with socio-economic and other problems. This problem means that many children in Nangapanda District are unable to continue their education to a higher level.

Nangapanda District is one of the areas where quite a lot of school age children are unable to continue their education, this happens due to various factors in the Nangapanda District area. This causes the implementation of the education process to still meet various challenges such as unequal distribution of education, especially in disadvantaged areas. This inequality is often experienced by the poor while the higher education is, the more expensive it will be. So, they rather choose not to go to school than have to pay a lot of money.

The majority of the children within school age in Nangapanda District, Ende Regency, cannot receive the education they deserve. On the surface, it can be understood that not all people, especially children in Nangapanda District, have been able to experience education. Thoroughly, the problem of educational equality is at least caused by (1) differences in the socio-economic levels of society; (2) Differences in educational facilities; (3) uneven distribution of schools; (4) School entrance fees are quite high; (5) Rayonization. (Idrus, 2016).

LITERATURE REVIEW

Public policy

The success of educational programs can help achieve national development goals smoothly. Education lasts a lifetime and is carried out in the family, school and community. The success of national education is a shared responsibility between families, schools and society. In the context of nation building, education should be understood in two dimensions. First, education must be able to increase people's intelligence and in turn can improve the welfare of the nation.

A series of concepts and principles that form the outline and basis of plans for carrying out work, leadership and ways of acting (regarding government, organizations and so on) ; statement of ideals, objectives, principles and guidelines for management in an effort to achieve targets. Carl J Federick as quoted by Leo Agustino (2008:7) defines policy as a series of actions/activities proposed by a person, group or government in a particular environment where there are obstacles (difficulties) and opportunities for the implementation of the proposed policy in in order to achieve certain goals. This opinion also shows that the idea of policy involving behavior that has aims and objectives is an important part of the definition of policy, because after all policy must show what is actually done rather than what is proposed in several activities on a problem.

James E Anderson as quoted by Islamy (2009: 17) stated that policy is *"a purposive course of action followed by an actor or set of actors in dealing with a problem or matter of concern"* (a series of actions that have a specific aim that are followed and implemented by an actor or group of actors to solve a particular problem).

Howlett and Ramesh (1995) public policy actors are various variables in explaining the public policy process. His opinion is as follows.

"In our view both and institutions play a crucial role in the policy process, even though one may be more important than the other in specific instances individuals, groups, classes, and states participating in the policy process no doubt have them on interest, and the outcomes of their efforts, are shaped by institutional factors"

Actors and institutions or organizations play an important role in the policy process, although it depends on the policy issue. The relationship between actors and institutions is described as follows;

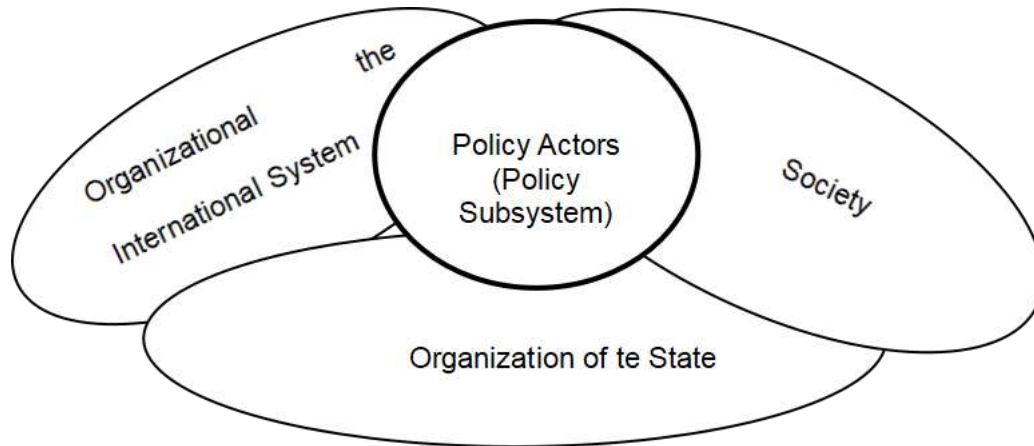


Figure 1. The relationship between actors and institutions

Public Policy Implementation

That every policy that has been made must be implemented therefore, policy implementation is necessary for various reasons or perspectives. Based on the policy problem perspective, as introduced by Edwards III (1984: 9-10), policy implementation is necessary because there are policy problems that need to be addressed and solved. Edwards III introduced an implementation problem approach by asking what factors support and hinder the success of policy implementation. Based on this rhetorical question, four factors were formulated as sources of problems as well as preconditions for the success of the implementation process, namely communication, resources, attitude of the bureaucracy or implementers, and organizational structure including bureaucratic work flow procedures.

Educational Development in Public Administration

In general, educational development is a process of overhauling civilization, structural overhaul of administrative sub-systems relating to educational processing and operational sub-systems relating to educational management and implementation of teaching and learning activities in each educational unit in order to achieve levels of participation, efficiency, effectiveness, and the relevance of education (Prasodjo, 2016)

Development in the field of education is an effort to make the nation's life more intelligent and improve the quality of human life. One of the determining factors for the nation's sustainability and progress is the education sector. Education is not just about passing on culture from generation to generation, but can produce changes and development of progress in a prosperous and civilized national life.

RESEARCH METHODS

A method is basically a scientific way to obtain data with a specific purpose and use. The meaning of the scientific method is that research activities rely on scientific characteristics, namely *rational, systematic and empirical*. *Rational* means that the research activities carried out are reasonable, so they can be reached by human reasoning. *Empirical*, means that the methods or steps taken can be observed by the human senses, so that other people can observe and know the methods or steps used. *Systematic*, meaning that the process used in research uses certain logical steps.

The approach to this research uses a qualitative descriptive approach, in which the researcher carefully investigates a program, active event, process in a group or individual. The resulting research data must have certain criteria, namely *valid, reliable, objective*. It is said *to be valid*, namely showing the degree of accuracy/conformity between the data that actually occurs on the object under study and the data obtained by the researcher. Obtaining directly valid data in research is often difficult, therefore data that has been collected before its validity is known is tested for reliability and objectivity. Reliable and objective data will usually be valid. On the other hand, valid data must be reliable and objective.

The setting of this research is the Ende Regency Education Office with the problem locus in Nangapanda District. Nangapanda District is deemed appropriate because there are quite a lot of children dropping out of school with various quite complex problems in the area such as; Social, Economic, Cultural, Environmental Problems, Regional or Geographical Conditions including the distance from home to school which is quite far. Reality shows that to this day, school participation in Nangapanda District is still quite low. With existing empirical conditions such as economic factors, culture, regional conditions which are represented by difficult and long access, also contribute to the school dropout rate in Nangapanda District.

Economic conditions/financial capabilities of students' parents

Citizen's awareness; Local culture or traditions

Community environment

Geography and topography of the area (Existence of schools/Distance from home to school)

Researchers conducted interviews with 40 people as informants;

RESULTS AND DISCUSSION

Expanding Access to Basic Education in Efforts to Increase School Enrollment Rates

Fundamental problem in Nangapanda District is the economic problem which makes many children unable to continue their education. That people with farming backgrounds whose farming patterns still use traditional or conventional farming systems. Income is very small and uncertain, being one measure of the low level of people's income, the opportunity to get qualified teaching staff and educational staff is certainly getting smaller. Facilities in education can also be measured by how much tuition fees students pay. The more expensive the school, the more adequate the existing facilities will usually be. The promotion of "Free Education" has given people the impression that it doesn't cost a penny. Even though in reality this is not the case, (Mujahidin, 2017) This assumption is wrong. Because education in reality costs a lot of money, starting from uniform costs, development donations, and so on.

For underprivileged people, such as in some disadvantaged areas in Ende Regency, for example, parents in Nangapanda District will choose not to continue their children to a higher school level. This is what causes unequal education in Indonesia. Because of equal distribution of education, of course the government must provide learning facilities and facilities as well as mobility support facilities in the village so that the entire community, especially school-age children, can continue their education. Problems with Teacher Placement and Quality also contribute to the low quality of education in Nangapanda District. In several education cases in Nangapanda District, Ende Regency in general, teacher placement problems still often occur, especially the placement of teachers who do not match their expertise. In fact, Indonesia needs qualified and professional teachers. As Suparno said, education in Indonesia currently requires teachers who carry out their duties as a calling, not just as a job requirement (Suparno 2004).

This can cause teachers to not be able to teach optimally, in fact there are still many volunteer teachers whose educational background (*basic*) is not teacher education. According to Jakaria, a teacher's teaching inadequacy can be caused by many factors, one of which is a mismatch between the field of study being taught and the teacher's educational background (Jakaria: 2014). This teacher placement problem usually occurs due to a shortage of teachers in a particular area. This means that existing teachers must be able to teach other fields of study to meet the needs of their students. This teacher shortage usually occurs in remote areas, this is due to the unequal distribution of teachers to areas that are still underdeveloped in several areas in Ende Regency.

Education development targets as stipulated in PP No.7 of 2005 concerning Medium Term Development Plans, include:

A real increase in the percentage of the population who can complete the 9-year compulsory basic education program.

The increase in APK for elementary school level including SDLB, MI and package A was 115.76 percent and APK for SMP/MTs/Package B level was 98.09 percent.

Increased APS for the population aged 7-12 years to 99.57 percent and APS for the population 13-15 years to 96.64 percent.

Table 5. National School Participation Rates (APS).

Number	Age group	School Participation Rate (APS) %
1	Elementary school (7-12 years)	97.39
2	Middle School (13-15 years)	84.08
3	High School (16-18 years)	53.92
4	PT (19-24 years)	11.38

Source: Ende Regency Education and Culture Office

Population participation in secondary education is significant, which is measured, among other things, by the increase in the Gross Participation Rate at the secondary education level (SMA/SMK/MA/Package C) to 69.34%. The School Participation Rate (APS) at the national level is divided into 4 age groups, namely 7-12 years representing elementary school age, 13-15 years representing junior high school age, 16-18 years representing high school age, and 19-24 years representing university age. In general, the APS for the 7–12-year age group is 97.39, the APS for the 13-15 year age group is 84.08 percent, the APS for the 16-18 year age group is 53.92 percent and the APS for the 19-24 year age group is 11.38 percent.

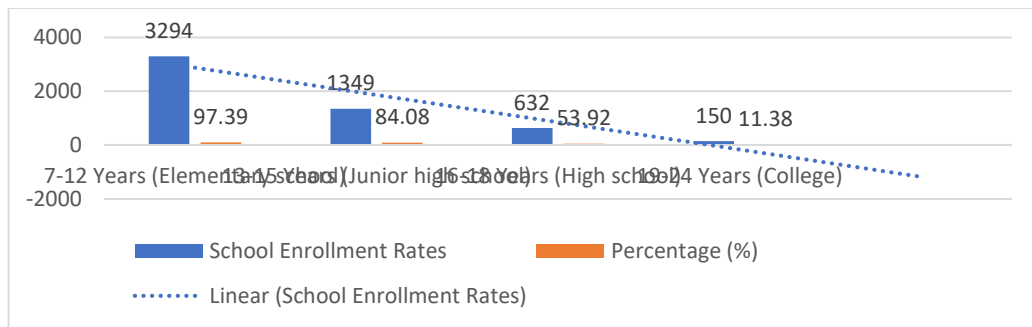


Figure 2. National School Enrollment Rate (SER).

Source; Ministry of Research, Technology and Higher Education Basic Education Data 2023

When based on gender, the APS for women is slightly greater in the age groups 7-12 years and 13-15 years, while in the age groups 16-18 and 19-24 the APS for men is higher than women. The higher the age group, for both men and women, the lower the APS. If we look further according to area of residence, the APS for urban residents is greater than the APS for rural residents for all age groups. The differences become larger for older age groups. The economic status of the household greatly influences whether the APS is high or low.

The higher the economic status of the household, which is reflected in the 20 percent of the highest income group, shows the highest APS figure for all school age groups, after that the next APS position is occupied by the middle social status group, namely the 40 percent of households with middle income. The 9-year compulsory basic education program, which can be reflected in the APS figures for the 7-12 year and 13–15-year age groups, does not show too significant differences for all household economic status groups. For the 7–12-year age group, the APS for the highest economic status group was recorded at 98.70 percent, for the middle economic status it was 98.02 percent, and for the lowest economic status it was 96.45 percent.

The difference in APS per household economic status is slightly wider but not too significant in the 13–15-year age group. The APS recorded in the highest economic status is 92.17 percent, then in the middle household economic status the APS is 88.15 percent and in the middle status group the the lowest economy shows an APS of 77.70 percent.

Table 6. Number of Schools According to Education Level, Nangapanda District, Ende Regency

Number	Age group	Amount	The number of students		Total number of teachers	
			L	P	Civil servants	NON PNS
1	Kindergarten/RA	7	190	199	11	40
2	Elementary/MI	30	1704	1590	170	160
3	SMP/MTS	11	671	678	60	119
4	SMA/MA	3	313	319	27	59

Source: Nangapanda District Office 2023

Nangapanda District, Ende Regency, the majority of whom are poor farmers who have smaller and more uncertain incomes. By having little income, many farming families find it very difficult to get a decent education, let alone get a higher education, because in general the Nangapanda community is the community with the highest poverty level in Ende Regency based on the distribution of each sub-district recorded in the 2016 RKPD statistical data.

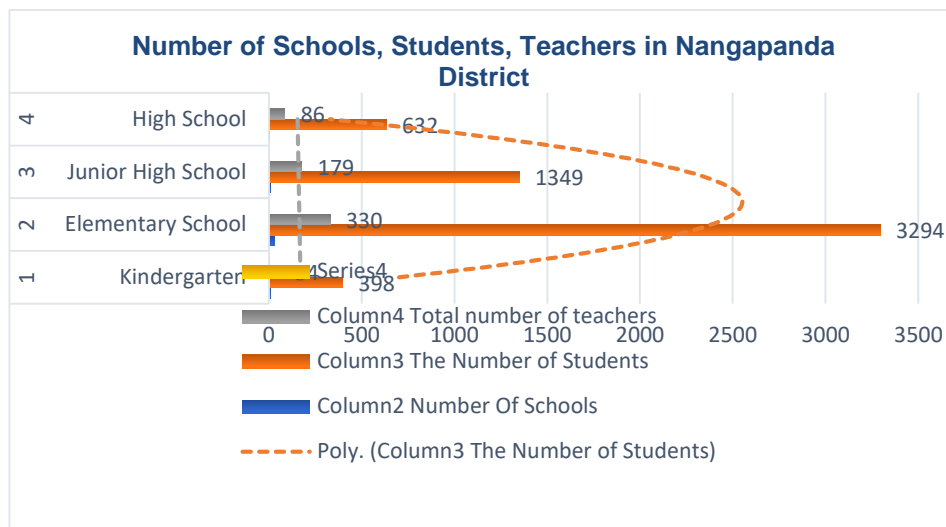


Figure 3. Number of schools, students and teachers in Nangapanda District, Ende Regency, NTT, 2023

Source: Nangapanda District Office, 2023

From the diagram above you can see the number of schools in the district. Nangapanda, Ende Regency, namely 7 TK/RA, 30 Elementary Schools, 11 Junior High School and 3 (three) Upper Secondary Schools/Madrasah Aliyah. The following is data on the number of students based on education level

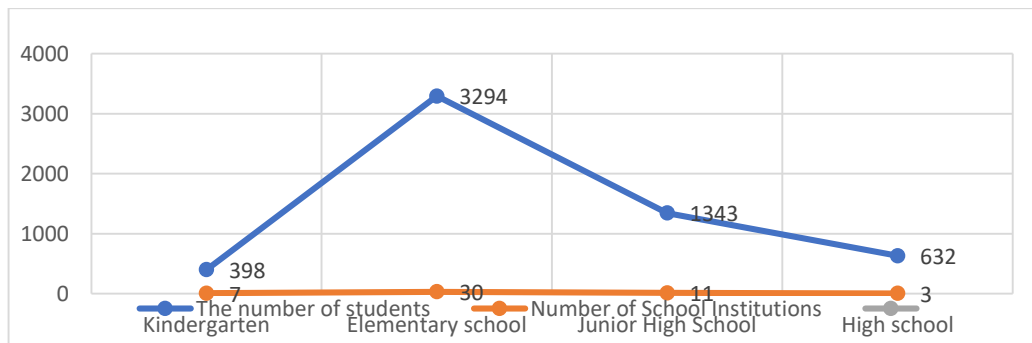


Figure 4. Number of Students According to Level of Education in Nangapanda District

Source: Nangapanda District Office, 2023

From the picture above, the number of students at TK/RA level is 398, the number of students at Elementary School (SD/MI) level is 3294, the number of students at Junior High School is 1343, the number of students at Senior High School and equivalent is 632.

Percentage of Children Aged 7-12 Years Who Are in School and Not in School (Percent). No/Never gone to school, Still going to school, No longer going to school in 2020-2022. No/Never Attended School: 2020 1.33 2021 1.22 No longer attending school: 2020 0.00 2021 0.16 2022 0.31

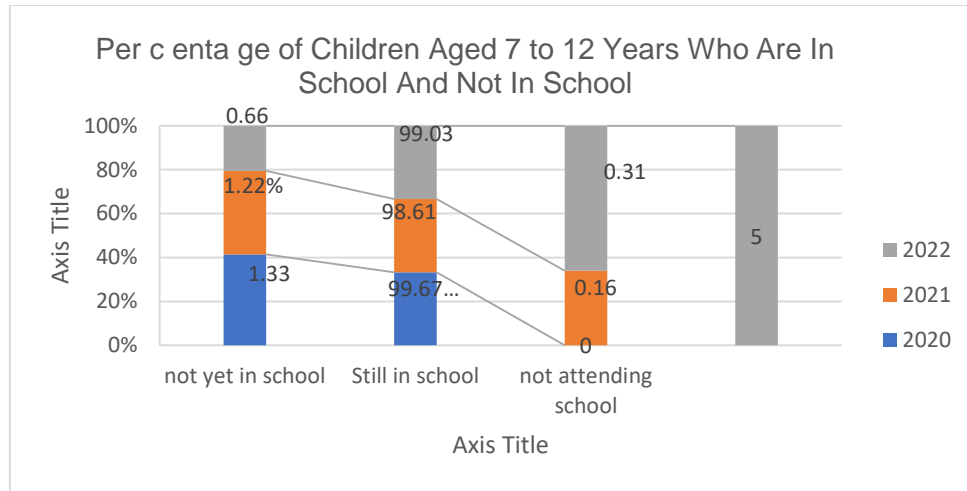


Figure 5. Percentage of Children Aged 7-12 Years Who Are in School and Not in School (Percent).

Source: Nangapanda District Office, 2023

Increase the nation's intelligence is by implementing a compulsory education program at elementary school level which started from 1984 to 1993. Then it was increased to 9 years of compulsory basic education which started from 1994 to 2008. Then finally it was developed into a 12 year Universal Secondary Education (PMU) program. This program is being implemented in stages with the hope of realizing equal quality and quantity of primary and secondary education as well as quality higher education and reaching more levels of society, including all residents in other remote areas .

Analysis Expansion Access Education in Nangapanda District, Ende Regency

Based on the expansion research objectives Access Education to increase Number Participation (APS) in Nangapanda District, Ende Regency, will be broadly divided into two parts. *Part First* For analyze factors inhibiting population age 7–12-year-old school Elementary School (SD) graduates who did not continue their education at Junior High School (SMP), analyzed resident age school 13–15-year-old junior high school (SMP) graduates do not continue their education at senior high school (SMA). The *second part* For analyze factor supporter resident age school 7-12 years old elementary school (SD) graduates continue their education at junior high school (SMP), analyzing factor supporter resident age school 13-15 years old graduates of Junior High School (SMP) continue their education in Senior High School (SMA) in study This, researcher use technique sampling aim (*purposive*), that is dig information as much Possible about phenomenon resident age school 7-12 years elementary school (SD) graduates No continue education Junior High School (SMP), population aged 13-15 years No continue High School (SMA) education

Table 7. Factors Cause Population School Age 7-12 Years Old, 13-15 Year) No Continue Education

No	Category	Interpretation

1.	Economy family	Factor economy covers : Pay uniform school Books addition Lots dues Cost transport/motorbike taxi Cost photocopy Buy device school Necessity daily Parent No strong work/capital Cost No There is Business difficult Help economy family
2.	Culture	Factor culture covers: - Still Like play - Shame on thinking karma lesson No capable - Embarrassed left behind friends Already school
3	Environment	Factor environment covers: - Lots of friends Which No school - There are friends' school And There is Which No - Here only until class 1-4 Already go out - No There is friends for go to school together - Children Lots Which No Continue
4	Geographical	Factor geographical covers: - Journey Far - School most near in Tuwel (Far) - Because it's a round trip because of the slippery trip n on moment Rain so that journey become more long

Source: Analyst Data, 20 23

Analysis Factor Economy as Reason Child Age School have not Continue Education

As the in Table IV.1, problem economy (family) is something very basic, meaning something necessary Which must be fulfilled moreover formerly before increase on need other. The economy in question is a problem regarding three things, namely food, clothing and board. Third matter the or Which more known with need physiological Which there is on theory need Maslow (Hierarchy Need Maslow in Handoko, 1991) is an inseparable unity and arranged in form pyramid need.

In fulfil need physiological the, naturally required capital/money/form other and all That obtained from income, is Income is obtained from work/gardening/farming/trading, etc etc. Part big resident eyed livelihood as laborer farmer uncertain income, according to BPS and BPS noted that the poverty line in March 2023 is IDR 550,458. This means that people who spend less than that will be categorized as poor. Even obey UNDP they in condition helplessness, No have work, life in count daily, and other so on are also in the poor category.

With conditions of poverty, it's very heavy to pay for school although "only" For fulfil cost personal, No For fulfil cost education Because has free Government through Cost Operational School (BOSS) And BOSS book. However, there are still many people in the disadvantaged category who are still unable to continue their children's education to a higher level

Tuition fee is free, but parents must cover personal costs such as uniforms, additional textbooks, school fees, transportation, copies, school devices, And etc. Information was obtained from Primary School (SD) and Junior High School (SMP) Education Organizing Institutions which, basically, are tuition free, but some extras are still charged. There are no longer any charges or free, only personal costs, educational facility costs.

The low level of education creates a low Human Resources, they also have limited job options. Usually, they work on a job which requires low ability and expertise and paid under minimum wage. The result of this pattern is a weak purchasing power, especially in providing for the family. The cycle will keep repeating until

people realize the important of education itself.

Analysis Factor Culture as Reason Child Age School No continue Education

Based on Table IV.1, factor culture Also role as causes of school age children not continuing their education like Still Like by migrating even though they are manual laborers, usually families who have already migrated become agents to recruit new workers even though they are still underage , Embarrassed Because Already left behind his friends. The behavior/action of not continuing education is because culture/habits that are less supportive of education and occur randomly continuously and usually over a long period of time making it difficult to changed. Culture cannot be separated from the environment so culture is lazy to school, play culture and so on, can be triggered from the environment not enough care to education, Can environment family nor environment public.

Analysis Factor Environment As Reason Child Age School (AUS) no continue Education

If you look at the table above , you can see the non-involvement of the internal environment as reason resident age school No continue education. It means environment family especially parent, very support when his son go to school or continue education in Junior High School (SMP) . Person old want his son clever And become child Which success in the future .

Precisely environment external Which dominate as reason education age school No continue education. Lots children around the environment Which No school/continue education. Condition environment external Which not enough support to education the naturally very influential to behavior children . A person's behavior is built by a number of factors, both internal and external individual, nor Which is at outside himself. Behavior This very determined factor environment, knowledge And feeling (Saad ; 2003:17).

Subdistrict Nangapanda including area pocket poverty (11.08%) And the majority (54.13%) of the population did not complete elementary school (SD) . From conditions such as helplessness and low levels of ability so will influential big to behavior that is behavior Which No leads to better change through education. They are reluctant to go to school/continue their education because their friends don't go to school, people in their neighborhood also don't go to school so that change Which leads to kind difficult achieved.

Analysis Factor Geographical as Reason Child Age School (AUS) no Continue Education

Factor geographical of course become constraint separately remember schools in Nangapanda District On average, they are located in villages in mountainous areas with an average altitude above 830-1200 m . above sea level (MDPL) and slope degree 40 ° to 60 ° . Geographic factors divided into two categories, namely external geography, namely distance traveled relatively far from home to the school location and internal geographic distance The journey from home to the school location is actually relatively close, because of the easy access difficult, such as dangerous landslides, etc. so that the journey becomes long Because had to turn around to find alternative routes .

As for factor geographical internal like there is in villages in Nangapanda District Where The slope level to the location is more than 45 ° , the road is rocky and uneven (steep) so that when it rains the road becomes slippery and dangerous. Therefore, the trip has to go around so it takes longer and naturally energy Which extra. They No Empower For do something sake going to to direction Which more Good through education.

Based on geographic analysis, the areas/villages that need to receive it priority enhancement quality the access is all rural areas which is in Nangapanda District Ende Regency, especially on season Rain so that very endanger user road (access to school nearby become difficult).

CONCLUSION

Researcher findings related with problem low APS has an impact on not achieving Compulsory Education. Factor reason child no continue education is as follows:

Economy; Low economic level (family). This is because level income person old Which low remember part big Livelihood they as laborer farmer and level education No finished elementary school. They including group family poor.

A culture that is less supportive of education. Culture not only comes from family and society only but can come from the media both print and electronic. Cultural problems actually occur when attitude public No can differentiate culture Which Actually

Environment external Which dominate as reason education age school No continue education. Lots children around the environment Which No school/continue education. Condition environment external Which less support to education the naturally very influential to behavior child .

Geography; School Age Children in Nangapanda District mostly located in villages in mountainous areas with an average altitude above 830-1200 m above sea level (MDPL) and slope degree 40 ° to 60 °. Mileage relatively far from home to the school location because of limited access difficult, such as due to landslides, the terrain is quite dangerous during the rainy season so the journey becomes long Because had to turn around to find alternative routes.

RECOMMENDATION

Based on the research results, the concept of Expanding Access is recommended Service Education so that reduce children dropping out of school And Completion Reasonable Primary Education 9 to 12 Year can achieve.

As for recommendation the between other:

Problem economy the solution is *empowerment economy family* Which customized with characteristics local, exists Power support land broad and fertile suitable For cultivation resilience panga n. Potency region need support real from all party so that growth region more optimal, thereby Also constraint region need there are improvements/improvements such as facilities/ road infrastructure.

Role Figure culture in grow motivation Which tall naturally can through channel informal Because more accepted considering the low educational status and a touch of advice from local traditional leaders, this could be maximized.

District Area Nangapanda is mostly located in the mountains area Which fertile, power Work available And relatively cheap financing o therefore the Government needs to facilitate as partner Work Where provision HR Which quality And naturally originate from public local Nangapanda and surrounding areas .

Environmental problems are related with behavior. Communication person old become more Good Because frequency meeting And level Children's trust in their parents is still high. Therefore, If there is intense communication between parents and family , Love love Which warm so spared happen difference perception so that children will get clear information, clear perception clear of course it will have an impact on behavior in accordance with the hope of all of us .

Opportunity as small whatever in frame enhancement APS in Subdistrict Nangapanda on specifically And Regency Ende on generally need to be accommodated as input material in the collection policy/decision so that Completion Must Study Education Base can achieved.

To accelerate the expansion of access to educational services in Subdistrict Nangapanda , necessity Strong commitment from all education stakeholders , because of fate The nation depends on the quality of human resources which are of course obtained through education and teaching in schools.

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