

# Bridging Gaps: Educational Development in Solok Selatan Regency

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**Abstract:** This paper aims to explain the development of education and the factors that support the success of education development in the South Solok Regency, West Sumatra, Indonesia. South Solok Regency was previously an “unknown southern region.” Fifteen years after being divided into its districts, this district has not been able to harmonize itself with other districts in West Sumatra. All facilities and budgets are still limited. In 2019, the South Solok Regency was declared a disadvantaged area that was eradicated based on the Decree of the Minister of Villages for the Development of Transmigration Regions of the Republic of Indonesia No. 79 of 2019. The literature study method is used to obtain data, where data/information is obtained from documents/archives, literature, books, articles, and research results related to the needs of writing this article. The results of the study show that education in South Solok Regency has developed from the following aspects: (1) Human Development Index (HDI), Gross Participation Rate (GER), Pure Participation Rate (APM), and the number of schools and the achievement of education quality based on 8 National Education Standards, and (2) the factors supporting the success of development consist of (1) the provision of education budgets, (2) infrastructure development support, (3) education services in strategic areas, and (4) community support for education.

## 1 INTRODUCTION

Development, insofar as it has been concerned, has not targeted the acceleration of eradicating disadvantaged areas until it succeeds. However, the development policy direction of the Jokowi era in the 2015-2019 National Medium-Term Development Plan (RPJMN) prioritizes the development of suburban areas. This is evidenced by the Decree of the Minister of Villages for Transmigration Regional Development of the Republic of Indonesia No. 79 of 2019 concerning the Determination of Disadvantaged Areas to be Empowered in 2015-2019

In West Sumatra Province, there are three districts with underdeveloped areas: South Solok Regency, West Pasaman Regency, and Mentawai Islands Regency. Two of them have succeeded in becoming disadvantaged areas that have been eradicated: South Solok Regency and West Pasaman Regency. The

development of the education sector is one factor contributing to regional eradication.

Several studies on the development of education in disadvantaged regions in Indonesia through the Bachelor Program for Educating Frontier, Outermost, and Disadvantaged Regions (SM3T) and the Frontline Teacher Program (GGD), Regional Development and One-Stop Schools (Syafii, 2018). Furthermore, research in Karang Combang Village, Lebak Regency, conducted various productive programs such as electronic skills, household skills tools, and agricultural product processing (Hasan, 2003). Then, the success of education in Banggai Islands Regency is due to the *Montolutan* culture (cooperation) in building educational infrastructure. This culture moves the community to participate in improving educational progress (Saleh, 2017).

In contrast to the research in the border area of Kayan Hulu Malinau, remote regions of Loru Sigi Biromaru and the Talaud Islands of North Sulawesi,

all of which explain similar research findings that the condition and development of education in these areas are still minimal and even tend to be discriminated against and marginalized. (A'ing, 2015) (Imran, 2014) (Londa, 2016). Likewise, in the South of England, development in the suburbs resulted in a lack of educational services, and schools were closed in remote areas around the suburbs (Errington, 2005). This differs in Poland, East Asia, and Latin America, with developments proliferating with synergies and partnerships between local governments, local leaders, and functionally built local communities (Otolá, 2007) (Dupta, Helena, & Mattia, 2000).

Although the focus of the study on the development of disadvantaged regions has been carried out in various fields and perspectives, it still focuses on the study of economic development, infrastructure development, spatial analysis, analysis of disadvantaged indicators, and cultural values. All previous studies focused on examining areas categorized as disadvantaged areas, while this study focused on alleviating underdevelopment through education development. areas that are categorized as underdeveloped, while research focuses on reducing underdevelopment through educational development.

This research is necessary because education development has brought South Solok Regency's success out of the predicate as a backward area. Education development can improve the quality and competitiveness of South Solok Regency and the core area in West Sumatra. Finally, the district raised its ranking from 33rd in 2017 to 18th in 2019 as a mitigation disadvantaged area. So, it can be said that education progress affects the development of South Solok Regency so that it succeeds in getting out of the disadvantaged areas.

Education is a means and tool to change the characteristics of people and regions. Its role in society is vital because, without education, a nation and society will not feel progress (Radjagukguk & Yuyu, 2020). So, how is education developed, and what factors support its success in South Solok Regency? This paper aims to explain these developments and the factors that support their success so that the South Solok Regency becomes a disadvantaged area that is mitigated.

## 2 METHOD

This article uses the literature study method, where all information and research data are obtained from documents/archives about the development of

education in South Solok Regency, various kinds of literature, books, articles, and research results related to the needs of article writing. In addition, information was also obtained from BPS data and documents from the West Sumatra Provincial Education Office. The literature study method is a data collection technique that uses studies or studies of books, literature, notes, and reports related to the problem being solved (Nazir, 1988).

## 3 RESULTS AND DISCUSSION

### 3.1 Results

#### 3.1.1 Educational Development in South Solok Regency

South Solok Regency was formed due to the expansion of Solok Regency by Law Number 38 of 2003. As a new autonomous region, it still has limited human resources in managing development. This is due to the still weak world of education. Realizing this weakness in education, South Solok Regency has budgeted for education at least 20% from 2016 to 2019 from the Regional Revenue and Expenditure Budget (APBD). Hopefully, this budget will improve the quality of education in South Solok Regency.

South Solok Regency already has school units for elementary schools and universities. The distribution of elementary schools has spread to the jorong level. Meanwhile, the junior high and high school levels are mainly concentrated in the sub-district capital. For universities, there are already private universities such as STIE and STKIP Widyaswara Indonesia, which are located in Nagari Talang Muara Labuh, Sungai Pagu District, and the State Community Academy under the guidance of the Padang State Polytechnic, which is located in Nagari Lubuk Malako, District Sangir Jujuan.

The development of education was explained from 2016 to 2019, which consisted of the Human Development Index (HDI), Gross Participation Rate (APK), Pure Participation Rate (APM), and quality achievement in terms of the number of schools according to the National Education Standards and 8 National Education Standards. The Human Development Index (HDI) is important in measuring the progress of human development. Educational development is a form of human development that improves the quality of human beings. HDI measures the impact of development performance, including physical and non-physical aspects, on how residents of South Solok Regency can access educational

Table 1: Human Development Index (HDI) 2015-2019.

Regency	Year				
	2015	2016	2017	2018	2019
South Solok	67.09	67.47	67.81	68.45	68.94
West Pasaman	65.26	66.03	66.83	67.43	67.75
Mentawai District	57.41	58.27	59.25	60.28	60.45

Source: Central Statistics Agency of West Sumatra Province 2020.

Table 2: Average Length of Schooling (RLS) in 2015-2019 Average Length.

Indicator	Period									
	2015		2016		2017		2018		2019	
	P.	Pr	P.	Pr	P.	Pr	P.	Pr	P.	Pr
Old School Hope (HLS)	11,71	13,19	-	-	12,37	13,31	12,38	13,32	12,39	13,34
Average length of school (RLS)	8,17	7,87	-	-	8,20	7,89	8,21	8,1	8,05	8,01

Source: West Sumatra Provincial Education Office 2020

Table 3: Gross Enrollment Ratio (GER) 2015-2019.

Regen cy	2015			2016			2017			2018			2019		
	SD	SM P	SM A	SD	SM P	SM A	SD	SM P	SM A	SD	SM P	SM A	SD	SM P	SM A
<b>South Solok</b>	105. 54	6.6	65.5	102. 38	65. 16	73.6 7	100. 08	65. 07	76. 86	98.4 8	66. 55	77.2	99.7 8	62. 5	82. 44
<b>West Pasa man</b>	107. 41	60. 66	66.8 3	102. 83	61. 23	69.7 7	100. 67	65	75	99.2 5	65. 29	76.5 4	103, 33	62. 71	79. 95
<b>Ment awai</b>	112. 41	88. 5	85.5 3	115. 04	89. 22	93.0 2	115. 75	96. 74	96. 28	112. 16	92. 92	100. 26	112. 36	99. 67	97. 91

Source: Central Statistics Agency of West Sumatra Province 2020.

facilities. For the South Solok Regency, HDI increased from 67.09% in 2015 and increased in 2019 to 68.95%. The HDI figure has not reached above 70% and is still in the medium category. Although higher than the other two districts, compared to West Sumatra Province, it is still below the average of 77.39%. Further details can be seen in Table 1.

The increase in the education index of HDI in South Solok Regency is seen from the calculation of School Length Expectations (HLS) and Average School Length (RLS). HLS and RLS can measure the educational performance of South Solok Regency until 2019. Based on calculations, the HLS figure reached 12.39 in 2019 for boys and 13.34 for girls. This means that boys and girls aged 7 or 8 can finish school up to Diploma II. Meanwhile, the RLS figure 2019 was 8.05 for boys and 8.01 for girls. This means residents aged 25 years and above have completed junior high school (SMP) or equivalent in grade VIII. This data provides opportunities for schoolchildren to go to college. However, what happens is that many children drop out of school because the average education has not completed junior high school while their chances of graduating with a diploma II. This shows that there is a gap between RLS and HLS.

More details about HLS and RLS can be seen in Table 2.

Further figures can be seen from the Gross Participation Rate (APK) development 2019. Although it has not reached more than 100%, the GER for elementary school is 99.78%, junior high school is 62.5%, and high school is 82.4%. Achievements for all levels of education are quite good in South Solok Regency. The APK of South Solok Regency in 2019 at the elementary-high school level was 99.78, 62.5, and 82.44, respectively. This means that the value of APK at the elementary education level is higher than that of junior high and high school. Children aged 7 and over 12 years old that year attended elementary school. This reality can happen because some enter school over 7 years old and do not move up to class when they are more than 12 years old. More details about APKs can be seen in Table 3.

APM in South Solok decreased at all levels of education in 2019. The elementary level in 2015 was 89.3%; it decreased to 85.8%. However, the APM category has been said to be high. For junior high school level in 2015, it was 50.66% (medium category); In 2019, 37.8% were in the low category.

Table 4: Net Participation Rate (NER) 2015-2019.

Regency	2015			2016			2017			2018			2019		
	SD	SM P	SM A	SD	SM P	SM A	SD	SM P	SM A	SD	SM P	SM A	SD	SM P	SMA
Solok Selatan	89.39	50.66	54.92	88.42	48.2	56.94	87.08	48.74	56.96	85.76	46.69	62.6	85.84	37.87	52.14
Pasaman Barat	91.86	47.47	54.92	90.94	48.19	55.72	88.53	51.26	58.86	87.79	50.83	64.59	87.87	40.68	53.53
Mentawai	96.69	55.18	68.35	93.7	57.49	61.54	90.86	60.39	58.03	88.86	58.46	81.17	91.1	50.84	49.03

Source: Central Statistics Agency of West Sumatra Province 2020.

Table 5: Category of Achievement in Meeting the National Education Standards.

Category	Lower limit	Upper limit
Go to SNP 1	0	2.04
Go to SNP 2	2.05	3.7
Go to you I am running a few minutes late; my previous meeting is running over. SNP 3	3.71	5.06
Go to SNP 4	5.07	6.66
SNP	6.67	7

Source: Data on Education Quality Report Cards in West Sumatra Province in 2021.

Meanwhile, the 2015 SMA level was 54.92% to 52.14% in the medium category. Furthermore, APM relates to APK, which shows that children enter elementary school for more than 7 years and complete it for over 12 years. Thus, APM shows that children do not attend school on time or do not comply with the provisions for school age. Further details regarding the Pure Participation Rate (NER) in South Solok Regency can be seen in Table 4.

In addition to assessing HDI, GER, and NER, the number of schools and the achievement of education quality by the National Education Standards are also presented. Through Law No. 20 of 2003 concerning the National Education System, the government provides clear rules regarding minimum quality standards in the implementation of education throughout Indonesia, namely the National Education Standards (SNP). Furthermore, Government Regulation Number 19 of 2005 concerning National Education Standards (SNP) article 2 paragraph 1 states the scope of national standards, including content standards, process standards, graduate competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards.

To assess the achievement of education quality based on the 8 National Education Standards, the government has made achievement indicators as shown in Table 5.

The meaning of the achievement category is: (1) The school towards SNP 1 is on the lower rung, with a lower limit of 0.00 and an upper limit of 2.04 (29% of SNP achievement or 71% more towards SNP). (2) Schools leading to SNP 2 are located on the second rung with a lower limit of 2.05 and an upper limit of 3.70 (53% achieve SNP or 47% achieve SNP). (3) Schools towards SNP 3 schools are in the third rung with a lower limit of 3.71 and an upper limit of 5.06 (72% reach SNP or 28% go to SNP). (4) Schools towards SNP 4 schools are in the fourth rung with a lower limit of 5.07 and an upper limit of 6.66 (95% reach SNP or 5% more to SNP). (5) SNP schools are located on the fifth rung with a lower limit of 6.67 and an upper limit of 7.00 (having reached SNP).

Table 6 below shows the number of elementary schools based on educational achievement according to the National Education Standards.

Table 6 below shows that the number of primary schools from 2016 to 2018 reached the highest category Towards SNP 4. A total of 8 primary schools in 2016, 94 elementary schools in 2017, and 131 in 2018. Only in 2019 did schools reach the National Education Standards, as many as 19 elementary schools, while the highest number was in the SNP 4 category, with as many as 117 elementary schools. Then, in 2020, there was a decline to only reach the SNP 4 category in as many as 98 elementary schools.

Table 6: Number of Elementary Schools (SD) Reaching National Education Standards for 2016-2020 Levels.

Category	Period				
	2016	2017	2018	2019	2020
Go to SNP 1	21	1	1	0	0
Go to SNP 2	4	3	0	0	8
Go to SNP 3	113	48	14	0	32
Go to SNP 4	8	94	131	117	98
SNP	0	0	0	19	0
Amount	146	146	146	136	138

Source: West Sumatra Provincial Education Office Quality Report Card in 2021.

Table 7: Primary Education Quality Achievements Based on 8 SNPs 2016-2020.

National Education Standard	Year				
	2016	2017	2018	2019	2020
Graduate competence standard	5.39	5.96	6.13	6.99	5.38
Content Standard	4.82	5.42	5.76	6.97	5.14
Process Standard	5.2	6.28	6.47	6.99	4.79
Educational Assessment Standards	4.01	5.62	5.9	6.29	6
Standards of Educators and Education Personnel	3.73	4.19	4.08	5.73	5.97
Educational Facilities and Infrastructure Standards	4.53	4.12	3.87	4.85	4.49
Education Management Standards	4.42	5.47	5.74	6.92	5.34
Financing Standard	3.93	5.53	5.68	6.64	5.2

Source: Quality Report of the Education Office of West Sumatra Province 2021.

Table 8: Number of Junior High Schools (SMP) Reached National Education Standards 2016-2020.

Category	2016	2017	2018	2019	2020
Go to SNP 1	7	0	0	0	0
Go to SNP 2	1	0	0	0	0
Go to SNP 3	28	19	6	0	7
Go to SNP 4	2	19	32	33	28
SNP	0	0	0	5	0
Amount	38	38	38	38	15

Source: West Sumatra Provincial Education Office Quality Report Card in 2021.

In the aspect of achieving the quality of education Based on the 8 National Education Standards, it can be seen in Table 7 that it was only in 2019 that elementary schools reached the upper limit of Standard Schools. National Education (SNP) has three aspects: Graduate Competency Standards, 6.99; Content Standard, 6.97; and Process Standard, 6.99. This shows that the focus on achieving quality still emphasizes the quality of the learning process. However, due to the COVID-19 pandemic in 2020, there was a decline in these three aspects. The achievement of education quality only reached the category of SNP 4, while the highest achievement in the Education Assessment Standard reached number 6. The number of schools that have reached the

National Education Standards is as follows for junior high school education.

Table 8 shows that the number of junior high schools in South Solok Regency in 2016 is more in the category Towards SNP 3, with as many as 28 junior high schools and only 2 junior high schools reaching SNP 4. For 2017, the number of schools reached the category Towards SNP 3 and SNP 4 in the same number (19 junior high schools); in 2018, they reached the category of Towards SNP 4 as many as 32 junior high schools. Furthermore, in 2019, it achieved the National Education Standard for 5 junior high schools, while in 2020, it fell into the category of Towards SNP 4 in as many as 28 junior high schools.



Table 10: Number of Senior High Schools Reaching National Education Standards 2016-2020.

Kategori Capaian	2016	2017	2018	2019	2020
Go to SNP 1	3	0	0	0	10
Go to SNP 2	1	0	1	0	0
Go to SNP 3	4	6	3	0	1
Go to SNP 4	1	5	7	0	2
SNP	0	0	0	6	7
Amount	9	11	11	6	20

Source: Quality Report of the Education Office of West Sumatra Province 2021.

Table 11: Achievement of High School Education Quality Based on 8 SNP Year 2016-2020.

National Education Standard	Periode				
	2016	2017	2018	2019	2020
Graduate competence standard	5.07	5.76	6.19	6.99	5.91
Content Standard	4.53	4.52	4.91	6.93	4.67
Process Standard	4.8	5.99	6	6.99	4.82
Educational Assessment Standards	3.6	5.11	5.34	6.29	5.81
Standards of Educators and Education Personnel	3.55	3.69	3.77	4.9	5.6
Educational Facilities and Infrastructure Standards	5.12	4.2	4.3	5.54	3.74
Education Management Standards	4.13	5.01	5.25	6.92	5.41
Financing Standard	3.88	5.37	5.81	6.64	5.87

Source: Quality Report of the Education Office of West Sumatra Province 2021.

Table 12: Number of Vocational High Schools (SMK) Achieving National Education Standards 2016-2020.

Category	2016	2017	2018	2019	2020
Go to SNP 1	2	2	0	0	0
Go to SNP 2	2	0	0	0	0
Go to SNP 3	2	3	3	0	0
Go to SNP 4	0	1	3	3	0
SNP	0	0	0	3	0
Amount	6	6	6	6	0

Source: Quality Report of the Education Office of West Sumatra Province in 2021.

In Table 10 above, it is illustrated that from 2016 to 2018, no high school reached the National Education Standards category. They reached the National

In Table 11 above, the achievement of education at the high school level is almost the same as at the elementary and junior high school levels, only in 2019 achieved the quality of education based on 8 National Education Standards. The achievement category reached the upper limit of 6.99 for

Table 12 shows that the number of teachers in secondary schools in 2016 only reached the highest category towards SNP 3 in as many as 3 vocational schools. In 2017, they reached the highest category towards SNP 4; in 2018, they reached the highest category towards SNP 4, as many as three schools.

Standards for Education 6 High School category only in 2019; in 2020, they increased to 7 SMA.

Graduate Competency Standards, 6.93 for Content Standards, Process Standards reached 6.99, and Education Management Standards reached 6.92. So, 4 aspects have reached the National Education Standard (SNP) school category.

Those who achieved the National Education Standards category in 2019 were 3 vocational schools. In 2020, no one achieved the National Education Standards achievement category.

Table 13: Achievement of Vocational Quality Education Based on 8 SNPs in 2016-2019.

National Education Standard	Year			
	2016	2017	2018	2019
Graduate competence standard	4.28	3.7	6.07	6.99
Content Standard	4.24	3.14	5.24	6.98
Process Standard	4.16	3.79	6.18	6.99
Educational Assessment Standards	3.24	4.47	5.42	6.99
Standards of Educators and Education Personnel	3.77	4.36	3.79	4.86
Educational Facilities and Infrastructure Standards	4.25	2.4	2.95	5.4
Education Management Standards	3.88	3.47	5.59	6.92
Financing Standard	3.34	3.85	5.72	6.64

Source: Quality Report of the Education Office of Sumatra Province West 2021.

Furthermore, table 13 shows that the achievement of education quality is based on 8 National Education Standards in five aspects: Graduate Competency Standards reach 6.99, Content Standards reach 6.98, Process Standards reach 6.99, Educational Assessment Standards reach 6.99, and Education Management Standards reach 6.92. These five aspects have reached the Upper Limit of the National Education Standard School Category. Meanwhile, the Financing Standard reached 6.92, the Upper Limit of the school category Towards SNP 4.

### 3.1.2 Supporting Factors for Educational Development

#### Preparation of Education Budget

The government policy of South Solok Regency 2015-2019 in development focuses on (1) the development of Human Resources (HR) so that the quality of public services reaches all levels of society; (2) increasing public access to quality education; (3) increasing public access to quality health; and (4) development and improvement of infrastructure; and (5) investment policies to create community welfare.

It can be seen that education is one of the priorities in the development of the South Solok Regency. South Solok Regency is a disadvantaged area that cannot provide full-quality educational services. Some of the factors that cause this are (1) the availability of inadequate educators and education personnel, (2) limited facilities and infrastructure such as libraries, laboratories, and classrooms, and (3) education management does not run effectively and efficiently.

To overcome the problems faced, the South Solok Regency government seeks to improve the quality of

education. One way is through the education budget. The education budget allocation reflects the government's efforts to provide quality educational services to the community. This is also based on the constitutional mandate that the education budget allocation is at least 20% of the Regional Revenue and Expenditure Budget (APBD). The education budget allocated in 2015 amounted to 701.15 billion; in 2016, 891.12 billion; in 2017, 815.07 billion; in 2018, 812.27 billion; and in 2019, amounting to 963.03 billion. It can be seen that from 2015 to 2016, there was an increase, but from 2017 to 2018, there was a slight decrease. Meanwhile, in 2019, it increased again.

Budgeting funds for education development means the government has prioritized education in developing South Solok Regency. The funds are needed for the physical improvement of school buildings and classrooms, the provision of educational facilities and infrastructure in schools from elementary to high school levels, and the improvement of educator competence. In addition, to facilitate public accessibility to education, infrastructure such as electricity, telecommunication networks, roads, and bridges have also been built.

The South Solok Regency Government also received a Special Allocation Fund (DAK) for the education sector. The DAK obtained is Physical and Non-Physical DAK. The Physical Education DAK is a fund allocated in the State Revenue and Expenditure Budget (APBN) to rehabilitate buildings such as classrooms, libraries, principal's rooms, and school toilets and build new buildings. Meanwhile, the Non-Physical Special Allocation Fund (DAK) is a fund other than the Operational Assistance for Education Units (BOSP) fund, the Regional State Civil Apparatus Teacher Allowance Fund (ASN) stipulated

in the law regarding the state revenue and expenditure budget.

In 2019, the South Solok Regency Government obtained a DAK of Rp. 191,972,340,690. For DAK in the field of education, namely Physical DAK, funds of Rp. 16,109,553, with details for Elementary Schools (SD) of Rp. 8,908,110, Junior High Schools (SMP) of Rp. 5,984,227, Learning Activity Studios (SKB) of Rp. 792,216, and Regional Libraries of Rp. 425,000.

In 2020, the South Solok Regency Government obtained a Physical DAK of IDR 19,149,295 with details for Early Childhood Education (PAUD) of IDR 1,000,656, for elementary school IDR 10,296,090, and junior high school of IDR 7,852,549. This year, the South Solok Regency Government faced the Covid 19 outbreak, thus stopping several procurement activities for goods and services, except for the education and health sectors financed by the Physical DAK. This policy is caused by the central government's budget relocation in dealing with the Covid-19 outbreak. This termination is based on the circular letter of the Ministry of Finance Number S-247/MK 07/2020 dated 27 March 2020 and also the instruction of the Regent of South Solok Number 4 of 2020 concerning the Termination of the Procurement Process of Physical DAK Goods and Services for the 2020 fiscal year.

### Infrastructure Development

Development is a process of social change toward a better standard of living for the community. Human civilization will not be better off without continuous social change (Moeljarto, 1987). Development will lead to a better society and improve welfare (Syahza, 2015).

To support the success of education development in South Solok Regency, it is inseparable from the development of infrastructure such as electricity, telecommunication networks, roads, and bridges. All of these aspects are related to the community's accessibility to education. The existence of road access to South Solok is increasingly opening up the area and, at the same time, improving the economic community. The Regency Government built the Abai Sangir road, South Solok Regency, Sungai Dareh, and Dharmastraya Regency to connect the two districts because they are the pulse of the community's economy. The palm oil and rubber agriculture sector is developing to encourage the community's economic development. Economic advancement ultimately positively impacts education because people can send their children to school. The access road penetrates three villages, one of which is

Nagari Lubuk Ulang-Aling, a very isolated and underdeveloped village.

Schools in South Solok Regency are located on district roads and can be accessed using motorcycles and cars. However, some areas cannot be built because the area is a buffer protected forest area of Kerinci Seblat National Park (TNKS) as in Nagari Tandai dan Nagari Sungai Aro Durian Tanjak So that roads were built that were filled with soil and gravel (coral) only. This road was built in 2018 using physical Special Allocation Fund (DAK) funds 20 billion. Another example is Nagari Tanah Galo, which can be reached by boating with an outboard engine (*tempek*). Most of the children who go to school are residents in the country. Meanwhile, teachers and students who live outside the Nagari have to go back and forth by boat. They took a dirt road to reach the school location, and when it rained, the road conditions were very slippery. In 2019, roads filled with soil and gravel were built with physical DAK funds of 30 billion (Dinas PU, 2020).



Figure 1: Road access built to Lubuk Ulang Aling.

Likewise, five bridges were repaired during the construction of the bridge: Batang Sitapus Bridge, Batang Jujuan Bridge, Ujung Tongah Bridge, Galonggang Bridge, and Batang Palo Bridge. The construction of roads and bridges can help students, teachers, and employees reach the school location quickly due to the shorter distance and travel time.

The South Solok Regency Government also asked for efforts to improve the telecommunication network to meet the needs of educational services. Areas that do not have telecommunication network access and internet access that do not exist (blind spots). The district government's assistance from the Central Government through the Telecommunication and Information Accessibility Agency (BAKTI) of the Ministry of Communication and Information of the Republic of Indonesia, namely the construction of Base Transceiver Station (BTS) infrastructure. The development of cable telecommunication networks in Sangir Jujuan, Sangir Batang Hari, Sangir Balai Janggo, and several Sangir sub-districts. Meanwhile,



the cable telecommunication network covers Parik Gadang Diateh, Sungai Pagu, Pauh Duo, and Sangir Districts.

In 2018, BAKTI built BTS in 3 locations. There are 16 locations (blind spots) needed in several Nagari and Jorong in South Solok Regency. For internet access construction, 12 locations are available, all in high schools. The development of Internet access is significant because Internet access for educational facilities is invaluable in learning resources, online exams, school registration, training, and other academic interests.

### Educational Services in Strategic Areas

The meaning of “building from the periphery” in the Nawa Cita agenda of the Jokowi era is (1) to mobilize economic activities, especially in rural or peripheral areas, and (2) to build connectivity between the center and the periphery, which occurs in activities such as economic activities (Koencoro, 2018). Education supports one of these economic activities, which provides opportunities for all human beings to develop their potential. (Kindervartter, 1979).

From 2015 to 2019, educational development is related to the pattern and structure of using space to benefit regional development. The education sector supports strategic areas in South Solok Regency as an integral part of its educational development from West Sumatra Province.

Educational activities are carried out to develop the South Solok Regency, starting with planning the development of the Transmigration Area as a disadvantaged area and then planning a new urban area as an industrial center (value-added center). Local Activity Centers (PKL) are in three sub-districts: Sangir Jujuan District, Sangir Jango District, and Sangir Batang Hari District. These three sub-districts are areas undergoing a transformation process supported by educational services such as research, conservation, and learning activities to preserve the environment and cultural values.

Furthermore, a strategic area supported by educational services is the Rumah Gadang tourist area in Nagari Koto Baru, Sungai Pagu District. This area is a traditional Minangkabau village equipped with many *Rumah Gadang* lined up tightly throughout. The existence of a large number of Gadang houses and various types has become the mainstay of South Solok Regency's potential. No one in West Sumatra has as many and as many *Rumah Gadang* as in South Solok Regency, so it is nicknamed “*Nagari Seribu Rumah Gadang*”. This nickname was given by Dr. Meutia Hatta Swasono in 2004 (Irawan, 2019).

The Rumah Gadang area is often used as an educational tour for high school students in South Solok Regency, and students from various universities in West Sumatra Province give field lectures. In addition, local, national, and international academics and researchers provide services related to scientific research from various scientific fields. Thus, in collaboration with the South Solok Regency tourism office, the education office improves educational services and provides information about the history of traditional villages, community traditions, the meaning of Rumah Gadang, and so on.

These areas are potential areas that local governments can use to synergize regional development with education. The increasing number of outsiders visiting can continue to foster motivation for the community to continue to improve their education to a higher level. As a result, many young generations and their parents are interested in seeing the success of people who come and want to continue their education to higher education. Previously, people preferred that their children work to earn money rather than go to school. Another impact is that schools have also brought their students for direct observation around tea plantations, oil palm plantations, industries, and tourist areas according to the topics studied. For example, SMPN 14 Solok Selatan students directly observed tea plantations to see how fellow tea pickers interacted in sociology subjects, and students of SMKN 1 Solok Selatan made direct observations of PT. Supreme Energy Muara Labuh learned about energy and natural gas. In addition, schools also carry out cultural activities such as *malamang* culture and *maarak bungo lamang*, which are carried out every time they commemorate the Prophet Muhammad's birthday.



Figure 2: *Maarak Bungo Lamang* by Students in the Songket Tower Area of a Seribu Rumah Gadang.

### Community Support for Education

The community has the right to a good education and must develop and maintain the sustainability of the education process (Suryana, 2001). The National Education System Law Number 20 of 2003 Chapter

IV states that education is a shared responsibility between the government, society, and family. The community can also be involved in providing financial assistance, building buildings, educational areas, and educational techniques such as the teaching and learning process, providing themselves as teaching staff, and discussing curriculum implementation and learning progress. The community can contribute and do many things to help implement quality education, from using the available services to participating in decision-making. Community participation in quality improvement includes all stakeholders: parents, the community, and school committees.

One of the things that supports the progress of education in the South Solok Regency is a social organization called the South Solok Education Care Movement (GPP-SS). Romi Putra Hasan, S.AP, leads this organization; M.AP is a son of South Solok Regency who has completed his education to postgraduate education (master's). During his studies, he was funded by the community and the government of South Solok Regency. The management and members of GPP-SS consist of students, students, and youth who care and have a mission to build education in the South Solok Regency. It has more than 50 members from various sub-districts in South Solok Regency. GPP-SS always fights, broadcasts, and inflames the public by saying that education is an important and top priority in life. The goal is to make people aware of their children's education. Education can get them out of poverty and underdevelopment so far.

The youngsters support education development in South Solok Regency by designing various programs. One of them is to support the younger generation in continuing education, especially for those constrained by education costs. Activities carried out by GPP-SS include helping people who have difficulty financing education by raising donations and conducting data surveys on educational conditions. The survey results were then discussed with district government officials so that they could provide input on the development of education in South Solok Regency and the literacy movement in collaboration with the Rumah Nagari Community Reading Park, a literacy community.

Law No. 20 of 2003 states that education is a shared responsibility between the government and the community. Therefore, the community and the local government must strive to build partnerships and jointly develop consensus in various matters to improve the quality of education in South Solok Regency. The involvement of a person or organization in both thinking and energy is needed in

the decision-making process, program implementation, and evaluating and benefiting from educational programs in their area. The essence of participation is the involvement of actual attitudes and actions in educational development activities (Aswasulasikin, 2017).

The organization is independent and provides input, criticism, and natural activities without being co-opted with other interests. They help in the form of school supplies and tuition fees. The community works together to ease the burden of parents on the cost of their children's education. For example, Firdaus, a grade VIII student at MTsS Pekonina, whose parents are economically incapacitated because his father is a gharin in a mosque. The income earned is IDR 400,000 per month.

People have begun to change their perception of education in the last five years. Previously, they thought that working to earn money was more important than school, but now school allows them to improve their lives. Even school, according to them, is looking for knowledge, experience, and intelligence. Parents and children feel embarrassed if they do not attend school or drop out. There are several terms conveyed by the community about education that "*anak tu kalau ditinggaan jo pitih banyak bacakak nyo tapi kalau ditinggaan jo ilmu nyo bisa nyo bapikia baa mencari iduik*" (children who are left with money fight a lot but if they are left with knowledge they will think about how to find a life), They think that their children can "*mambang kik batang tarandam*"

The community is of the view that "*satu rumah satu sarjana*" *Alah sarjana anak ambo walau alun karajo yang penting bapikanyo maju kamuko*". This means that there are no more children of South Solok Regency who are not graduates, even though they have not yet gotten an important job, their children have a forward-thinking mindset.

For parents who work as civil servants and teachers, the average parent participates in controlling their children at home to study and ask about school assignments, reminding them of the school equipment that must be prepared, especially for their children who are still in elementary school and some regulate the use of *mobile phones* at home so that they do not interfere with their children's learning at home. During study hours at home, *they keep their mobile phones* with their parents. Then after studying, they are given 15 minutes to use it and then go to sleep. For parents who generally work as tea pickers, leave for the garden at 6.00 WIB and return home at 18.00 WIB. However, when teachers invite them to a meeting or something is talked about about their

child, they try to come to school.

Children's education for parents is important *"sekalipun miskin, sepatu cabiak, baju ala lusuah, bialah yang penting anak kami sekolah"* (Even if they are poor, their shoes are torn, their clothes are shabby, the important thing is that their children go to school). Likewise with his son, *"kami sumangaik taruih bialah bajalan kaki kami ndak panek, sakolah ko paralu bana dek kami, kami ingin sukses, karano banyak urang yang kini sukses nyo dulu miskin lo"* (We continue to be enthusiastic about school, let us be tired of walking because school is important to us, we want to be successful because many successful people used to be poor). Some of them have academic achievements such as class champions, science olympiad champions at the district and provincial levels as well as champions in athletics, karate and dance at the district and provincial levels. His parents only work as tea pickers and earn wages from morning to 12.00 p.m. for only Rp 25,000 and Rp 50,000 for up to 6.00 p.m. Some students live on foot at the foot of Mount Kerinci, and they leave for school at 5.00 am. On average, they arrive at school at 6.30 WIB and rarely arrive late. This is also what motivates teachers not to come late to school.

However, some people do not want to continue their studies because they want to work. Usually, they enroll their children in vocational schools (SMK). However, he still paid attention to his child's education at school at that time. His children saw that some of his neighbors had succeeded in opening a motorcycle repair shop in Padang, so he also wanted to work quickly.

Local governments are also inseparable from obstacles in building education until 2019. The obstacles faced are, *first, the people of South Solok, especially the upper middle class, prefer their children to attend SDIT, MIN, and MTSN so that the impact on the number of students in public schools is reduced.* Another impact is that as many as 12 elementary and 4 junior high schools, namely SMPN 22, SMPN 33, SMPN 34, and SMPN 35, were forced to regroup to the nearest schools. Schools that have fewer than 60 students must be regrouped. This means there is competition between public schools under the Ministry of Education and Religion. The reason for the community is to equip their children with religious education and the formation of children's character. *Second*, there are still teachers who do not want to change and are slow to change in the face of science and technology developments, so they still teach in conventional ways, especially for teachers who are senior and gap with technological developments in making creative and innovative

technology-based learning media. *Third*, not all can continue to college after graduating from high school and vocational school. They cannot compete for jobs or make their businesses when entering the workforce. Undesirable majors and poor quality of education can cause this. *Fourth*, the provision of internet networks is not adequate in remote areas in South Solok Regency, so students and teachers are slow to keep up with information developments.

The South Solok Regency Government also has challenges, namely community education in other cities and districts in West Sumatra Province has developed first, so South Solok Regency must be faster to encourage its educational development so that its conditions are in line with the city/district in West Sumatra Province. Furthermore, technological developments in the world of education continue to experience developments in terms of learning media, learning methods, and curriculum, so teachers must sustainably improve their competencies in order to achieve good learning quality.

### 3.2 Discussion

Based on the findings above, it can be explained that the South Solok Regency government has prioritized the development of the education sector. This can be seen from the development of education during 2016-2019. HDI, APK APM, and HDI measure the impact of regional development performance in education, whose dimensions include physical and non-physical aspects (Lombantoruan & Hidayat, 2014). Although the HDI figure has not yet reached above 70%, the HDI figure has increased from 67.09% in 2015 to increased in 2019 to 68.95% in the medium category.

The HDI indicator is seen in the calculation of HLS and RLS. There is a gap between RLS and HLS because children have the opportunity to go to school and go to college. However, in reality, many children drop out of school because the average education has not yet completed junior high school. The higher the education the community achieves, the higher the average length of schooling. Thus, it shows the increasing public awareness of the importance of education (Sari, 2012). The community environment can also affect public awareness of children's education. When public awareness of children's education is high, the level of education is also high, and vice versa; If awareness of children's education is low, then the level of children's education is also low.

Strategies that can be done to prevent dropping out of school and encourage people to participate in education or activities in South Solok Regency are:

- a. The local government created a free school program to hope no more children will drop out because they cannot afford education, thereby increasing RLS.
- b. Scholarship assistance is available to children who attend school up to college, both from the local government and from the Corporate Social Responsibility (CSR) funds of large companies that invest in the South Solok Regency, such as PT. Supreme Energy Muara Labuh (SEML), PT. Kencana Sawit Indonesia (KSI) and other companies.
- c. Participating inequality education programs for children who drop out of school, such as Package A, Package B, and Package C.
- d. Socialize about the importance of education because dropping out of school is caused not only by economic factors but also by parents, learning interests, culture, lack of knowledge, etc.
- e. Increase training for teachers and education personnel to improve the quality of learning and educational services for students.
- f. Repairing school buildings and equipping the equipment and educational infrastructure needed by the school. Inappropriate learning conditions, such as leaks and weathered buildings, will interfere with the teaching and learning process because students will experience discomfort in the classroom.
- g. Providing access to roads, bridges, and the internet so that teachers and students can easily reach the school location and access the development of science and technology.

Furthermore, although GER has not reached more than 100%, the achievement for all levels of education has been good in South Solok Regency, namely elementary school level at 99.78%, junior high school at 62.5%, and high school at 82.4%. In terms of compulsory learning completion there are four categories of compulsory learning completion, namely: (1) Primary Completion if the GER reaches 80%-84%; (2) Complete Intermediate if the GER reaches 85%-89%; (3) Main completion when the APK reaches 90%-94%; and (4) Complete the Plenary if the GER reaches at least 95% (Ministry of National Education, 2009). Based on the category of compulsory learning completeness, it can be said that the achievement of compulsory education in South Solok Regency for the elementary school level in 2019 has reached the plenary complete category, and the junior high school level in 2019 has not reached

completeness because it is still below 80%, namely 62.5%. Meanwhile, the high school level has only reached the primary completion category, which is 82.4%.

The NER category's high elementary school rate reached 85.8% in 2019. However, it only reached 37.8% for junior high school levels in the low category. At the same time, the SMA level is in the medium category (52.14%). The factors that cause high or low NER are: (1) the existence of schools related to access from residence to school; (2) the factor of public awareness in an area that understands the importance of education. This can be seen from the average length of schooling and (3) the factor of economic conditions (poverty) because access and equal distribution of education are affected by poverty, so people do not have access to schools (Zuhdi, 2008 and Ali, 2009).

South Solok Regency has higher levels of HDI, APK, and APM than two other disadvantaged areas, namely West Pasaman and Mentawai Islands. However, South Solok Regency is the youngest district in West Sumatra Province (19 out of 19 districts/cities). This regency was only expanded from Solok Regency in 2004. As a new district, the condition is still lagging behind other cities/districts in West Sumatra Province. The Indonesian government's policy to develop disadvantaged areas, which started in 2015, provides an opportunity for this district to advance the development of its human resources through educational development.

Regarding the number of schools that have reached the National Education Standards, starting from the elementary, junior high, high school, and vocational levels, in general, they have reached SNP in 2019. However, the number is still tiny. (19 elementary schools, 5 junior high schools, 6 high schools, and 3 vocational schools). In achieving the quality of education based on 8 National Education Standards at the elementary, junior high, high school, and vocational levels, it has reached the upper limit, which tends to focus on three aspects: Graduate Competency Standards, Content Standards, and Process Standards. This shows that the focus on achieving quality still emphasizes the quality of the learning process.

Referring to the 8 National Education Standards (SNP) outlined above, it can be said that the standards that have made significant progress are graduate competency standards, content standards, and process standards. These three standards occur at the elementary, junior, high, and high school levels. This means that schools in South Solok Regency have carried out a teaching and learning process that refers



to SNP. Subsequently, the Graduate Competency Standards also refer to the Content and Process Standards. Meanwhile, the standards that need to be improved are the standards of infrastructure facilities, educational assessment standards, financing standards, and standards for educators and education personnel. This condition shows that schools can still not improve educational services by the SNP. Thus, synergy is needed between the education office, principals, school supervisors, education staff, and school teachers in a good manner based on Government Regulation 19 of 2005 to provide educational services by SNP (Yuliana & Raharjo, 2019).

Education development cannot be separated from the support of the government, schools, and the community in providing budgets, infrastructure development, and development in strategic areas of regions supported by education. According to the National Education Standards, schools play a role in increasing the number of schools and the quality of educational achievement. These three elements are referred to as the tri-center of education. If these three elements do not play a role, it will affect the smooth running of the educational process. (Dewantara, 1962). Furthermore, the community must proactively determine and create educational programs with schools and the government. Community participation in the development of education is beneficial in improving human resources because education is the main path to the welfare of a nation. (Nurkholis, 2006). This is done by the South Solok Education Care Movement (GPP-SS), which cares about education development in South Solok Regency. Community participation in the development of education to develop (1) synergy between the government and the community; (2) synergy of community networks in the process of education development and improvement of education quality; (3) realizing awareness, concern, and responsibility for the importance of education to improve their quality of life (Muhadjir, 2001). Thus, cooperation is needed between the government, educational institutions, and community and community organizations to build education. The progress of education depends on the role and awareness of the community towards their education so that the community and the progress of education are balanced and have an interdependent relationship (Hasbullah, 2008). The relationship between the community and education can be through three aspects, namely (1) the community that provides education, both institutionalized and non-institutionalized; (2) community institutions or social

groups, either directly or indirectly, play an educational role; and (3) in society there are various learning resources, both designed and utilized (Tirtaraharja, 2005).

Some strategies that can be carried out to improve the progress of education development in South Solok Regency are to carry out the integrated synergy between the government and stakeholders in advancing education, such as companies, by utilizing the company's Corporate Social Responsibility (CSR) funds. This CSR fund can be used to improve the quality of the learning process, teacher competence, and the provision of educational infrastructure. *Second*, synergizing with traditional leaders and communities in developing local cultural values for education while socializing these local cultural values to the younger generation. *Third*, the government prioritizes education as a flagship program in regional medium- and long-term development plans.

In line with that, the relationship between the community and schools is also grouped into three aspects: (1) educational relationship, namely cooperation between the community and schools in children's education so that it is up to the educational process; (2) cultural relations, namely cooperation that allows mutual fostering and developing community culture; and (3) institutional relationships, namely cooperation between schools and official institutions or institutions such as the private sector and the government. (Minarti, 2011).

Educational activities in the Rumah Gadang village area can also inherit its socio-cultural values that align with the interests of the community and the interests of the community. As also conveyed by Ki Hajar Dewantara, "efforts to advance children's character, mind, and body, so that they can advance the perfection of life and bring children to a life that is in harmony with nature and society." (Dewantara, 1962). Thus, the relationship between school and community life should be improved because students will learn and build their character from their local cultural wisdom.

Building this strategic area can be said to be an area that becomes a growth point or growth center that affects a strong trickle-down effect that spreads to the area around South Solok Regency. The strength is built because of the connectivity between the core area (district capital) and the suburbs (sub-districts) as the center of local activities in strategic areas. The core area is the strengthening of educational progress. The emergence of growth points is a development condition that can spread to the surrounding area.



However, the spread can occur in the direction of polarization and inequality.

The term growth point or growth center creates dependency, and if the complementarity is strong, development will spread to remote areas around it. (Myrdal, 1957) (Hirschman, 1985). On the other hand, if the complementarity effect is weak, there will be a polarizing effect. Suppose the influence of polarization is stronger than the influence of developmental spread. In this case, there will be a dualistic society that lives with the characteristics of modern urban areas and has underdeveloped rural areas. (Hammand, 1985).

Moreover, the cumulative innovation process of many centers of change at the point of interaction has high potential (Friedman, 1996). The central region is a subsystem of the core region progress, in which the underdeveloped (peripheral) regions are in a dependent relationship. The core area and the periphery area together form a complete spatial system.

Regional development using a regional approach in some countries has failed, and some have succeeded. For example, in the northern region of Brazil, using the growth pole creates a development gap between the northern and southern regions of Brazil. In contrast to India, which is dominated by central aid to the regions by providing subsidy allocations, government investment, and banking nationalization, it encourages the growth of underdeveloped regions in India. However, education in South Solok Regency, which uses a structural and spatial pattern approach (strategic area), has been developed.

What is different in West Africa is that developing central-regional relationships provides lucrative opportunities for power brokers. (Criminal, 2003). Similarly, in rural India, it was found that the interaction between local government agencies, namely the Informal Local Government Institutions (ILGI) and local governments, occurs functionally. However, it is considered "oppression" (Ananth Pur (2007). Thus, development with the concept of center-periphery/core-periphery area creates uneven differences in several countries. Some have experienced failures and successes. Failure is caused by the effects of polarization and dependence. For South Solok Regency, the center-suburban approach has resulted in development success because it has brought South Solok Regency into a disadvantaged area that has been alleviated.

## 4 CONCLUSIONS

Education in the South Solok Regency grew until 2019, according to the Human Development Index, Gross Participation Rate (GER), and Pure Participation Rate (APM). Although the number of schools ranging from elementary schools (SD) to high school/vocational schools is still limited, some have reached the category according to the National Education Standards. Education development is supported by (1) budget support of at least 20% for education development; (2) infrastructure development by building access roads, bridges, and telecommunication networks to facilitate public access to education; (3) educational services in strategic areas; and (4) community support such as youth social organizations involved in encouraging, awakening and fighting for society to achieve better education.

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