

Analysis of Strategies in Improving the Quality of Education in the 3T Region

Azzahra Callistadea Valmay¹, Achmad Supriyanto², Asep Sunandar³

Universitas Negeri Malang¹²³

azzahra.callistadea.2301328@students.um.ac.id

ABSTRACT

This research uses qualitative literature methods reviews. Literature review is carried out by reading various sources from international and national journals. Result of Literature review found that education in Indonesia Especially in the 3T area, the quality is still low. This research aims to gain a deeper understanding of the quality of education in the 3T region by explaining the theory in more detail regarding: Definition of 3T (*Tertinggal, Terdepan dan Terluar*) Region, Indicators of the Low Quality of Education in Indonesia, Procedures for Improving the Quality of Education in the 3T Region, and Strategies for Improving the Quality of Education in the 3T Region.

Keywords:

Definition of 3T Region, Education in Indonesia, Strategies for Improving Education in the 3T Region.

INTRODUCTION

Education is an effort to shape a nation's future generation that is implemented under the responsibilities of the government, parents, and teachers (Kusumaningrum et al., 2017). In this increasingly advanced era, education has become a basic need for everyone. In fact, the government has mandated that every citizen has the right to study for 12 years or more. Simply put, education can be a tool for individuals to avoid lack of knowledge. Deliberate efforts are made to guide students towards maturity, high skills, good personality, noble morals and intelligent thinking, through guidance and training, so that they as individuals and members of society can achieve the safety and happiness that optimal. Quality education is formed from quality educators and educational staff (Nasution et al., 2018) . The teaching staff in schools include teachers, administrative staff and school principals. The leader of the success of education in a school is a school principal. A good school principal is one who has several characteristics that are important for leading an institution. These characteristics are having a clear vision, mission and goals, leadership that encourages innovation, commitment to justice and equality, and so on. According to Kusumaningrum et al., (2017) said that the educational program, which is managed collaboratively by the principal, teachers, and the community, has the potential to improve the students' learning outcomes.

Wahyuddin, (2017) said that, Headmaster leadership is critical in the effort to improve student performance. The role of the headmaster and teachers in the learning process at school activities is critical in the effort to archive high student achievement. The headmaster, as a figure of leadership, is expected to achieve national objectives. As a result, a headmaster with a good concept and capability in moving the school organization is required. Wahyuddin, (2017) also said that the teacher becomes one of the causes of low or high student achievement in school. In education, the teacher plays a critical role in human resource development through education. The teacher profession was responsible for educating, and training students. The poor student achievement revealed by the poor teacher's quality was such that student achievement was not expected. In conclusion, in Indonesian education, the role of school principals and teachers is very necessary to support advanced education, especially in the 3T areas in Indonesia, (frontier, outermost, remote).

3T regions often face unique challenges in the education sector, such as limited access to resources, limited infrastructure, and lack of access to the latest developments in education. Therefore, analysis of the strategies implemented by school principals in building teacher competency is very important. Analysis of school principal strategies in this context covers various aspects, ranging from curriculum development that is relevant to local needs in the 3T area, training and ongoing professional development for teachers, to the use of technology to facilitate learning in environments that may have limited access.

Putera & Rhussary, (2018) stated that, in the government's efforts to overcome the unequal distribution of teachers, it seems that these efforts have not been optimal, especially in the 3T (Frontier, Remote and Disadvantaged) areas. This causes the quality of education in Indonesia to deteriorate amidst the current rapid progress of globalization. Lack of support in terms of facilities, educational staff and school building infrastructure is a key problem that influences the low level of education quality in Indonesia. The Indonesian government, especially the ministry of education, should pay attention to this problem. Getting a decent education is one of the rights as an Indonesian citizen. The challenges facing Indonesia in the education sector are not something trivial that does not require deep thought. The Indonesian government has tried to create equality in the quality of education in various regions. The desire for the quality of education to be evenly distributed throughout all regions is the aspiration of all levels of society, especially in the 3T region. Some of the causes of inequality in education quality in Indonesia are geographical factors and advances in information and communication technology, which are also major causes of education problems in the 3T region (Putera & Rhussary, 2018).

Indonesia has now entered the era of the industrial revolution, where digital sophistication is no longer something new for Indonesian society. This digital sophistication is the increasingly advanced use of IT or the internet of thinking. Everything can be done easily by involving IT, including education. However, in reality IT is still a risky or taboo subject in the 3T area. In preparation for the arrival of Industry 4.0, it is critical to prepare Indonesian youth for the changing demands of modern progress. Regrettably, the uneven distribution of educational standards across regions is a barrier to this goal. As a result, there is an urgent need to improve Indonesia's education system, particularly by elevating the role of teachers. This enhancement aims to facilitate an overall improvement in educational quality, fostering a generation capable of effectively meeting contemporary challenges.

This research aims to gain a deeper understanding of the quality of education in the 3T region by explaining the theory in more detail regarding: Definition of 3T Region, Indicators of the Low Quality of Education in Indonesia, Procedures for Improving the Quality of Education in the 3T Region, and Strategies for Improving the Quality of Education in the 3T Region.

METHOD

The method used is qualitative with literature study or literature review analysis. Literature review is an activity in which we review or re-examine previous literature published by academics or other researchers on the topic that we will investigate (Mahanum, 2021). Snyder, (2019), A systematic review is a research method and process that identifies and critically appraises relevant research, as well as collects and analyzes data from that research. The data comes from books and

various research that has been carried out as well as previously published, which is done by reading, taking notes, and analyzing the data processing and analyzing it for research purposes. The data collected in this research is from various reading materials such as national and international journals.

RESULTS AND DISCUSSION

1. Definition of 3T Region

3T areas refer to areas that are considered frontier, remote and marginalized areas. The term "3T" refers to areas that often have limited access to basic services such as education, health, infrastructure and other public services. These areas are generally far from urban centers, have geographical conditions that are difficult to reach, and face challenges in social and economic development. The government usually focuses attention and development efforts in 3T areas to reduce the gap between urban areas and remote areas. Presidential Regulation of the Republic of Indonesia Number 131 of 2015 concerning marginalized areas in the 2015-2019 period, is described in several articles as follows:

Pasal 1

- 1) Marginalized areas refer to districts whose regional development and population are less advanced when compared to other areas at the national level.
- 2) The Minister is an official responsible for government affairs related to the development of marginalized areas.

Pasal 2

An area is identified as a marginalized area based on several criteria:

- a. Community economic conditions
- b. Quality of human resources
- c. Supporting infrastructure and facilities
- d. Regional financial condition
- e. Accessibility
- f. Typical characteristics of the region (President, 2015).

The limitations of education in the 3T region of course require a holistic and sustainable approach. According to Ahmad, (2013) said that, Obstacles to implementing education in the 3T region include a variety of issues, including a shortage of teaching staff. There is a shortage of teachers, unequal distribution, qualifications that do not meet quality standards, a lack of competence, and a mismatch between their educational background and the field in which they teach. Other problems that occur in the implementation of education include high dropout rates, low participation in education, lack of facilities and inadequate infrastructure to facilitate access to the learning process (Nurlaela et al., 2018). Apart from that, the uneven development that occurs in the 3T region also results in backwardness in education in the region. Education in 3T areas (frontier, remote and underdeveloped) has significant differences from education in more developed areas.

Several factors that led to the formation of 3T regions (frontier, remote and underdeveloped) include:

- 1) Geographical Conditions: Located in areas that are difficult to access, such as mountains, remote islands, or areas far from urban centers.
- 2) Infrastructure limitations: Lack of transportation facilities, poor road network, and minimal access to technology and basic services such as electricity and clean water.

- 3) Lack of Investment and Government Attention: These areas often receive less attention from the government in developing infrastructure, health services, and education.
- 4) Socio-Economic Conditions: High levels of poverty and lack of economic opportunities often result in being left behind in various aspects of life, including education.
- 5) Limited Human Resources: The lack of qualified and trained teaching staff willing to be placed in remote areas is an important factor in education in the 3T region.
- 6) Lack of Access to Information and Technology: Limited internet connectivity and access to information technology hinders students' access to up-to-date learning resources.

2. Indicators of the Low Quality of Education in Indonesia

Indonesia has high concern for the implementation of education. Various steps have been taken by the government to improve the quality of education. This is reflected in Article 31 paragraphs (3) and (4) of the 1945 Constitution which emphasizes the government's responsibility to strive for the implementation of national education in order to increase the nation's intelligence. But in reality, several regions in Indonesia still experience obstacles in education which results in low education in Indonesia. Education is always related to a number of problems. According to Hidayah, (2022), challenges in education can be divided into two parts, namely problems at the individual level (micro) and broader problems (macro). Issues at the micro level occur in the internal components of the education system, for example in curriculum issues. Meanwhile, issues at the macro level arise from the education system in relation to a wider system that involves human life as a whole, such as the unequal distribution of education in various regions.

Issues at the micro level in education include:

- 1) Quality of Teaching: Challenges in the quality of teaching are affected by a lack of training for teachers, a curriculum that does not always meet needs, and teaching methods that are less effective.
- 2) Limited School Facilities: Difficulty in providing facilities that support the learning process in each school, such as laboratories, adequate libraries and sports facilities.
- 3) Student Participation and Involvement: Obstacles in encouraging active student involvement in the teaching and learning process and ensuring they are involved in school activities.
- 4) Individual Student Problems: Personal problems such as learning difficulties, discipline, or social factors that affect student attendance or concentration.

Meanwhile, issues at the macro level in education include:

- 1) Unequal Access to Education: Differences in access to quality education between urban and rural areas, as well as between frontier and remote areas.
- 2) National Education Quality: Challenges in ensuring equal education quality standards across regions, including differences in curriculum and teaching methods that can result in disparities in education quality.
- 3) Limited Infrastructure and Resources: Lack of facilities and resources in several areas that affect the teaching and learning process, such as lack of access to technology, books and other supporting facilities.
- 4) Education Policies That Are Not Targeted: National policies that may not always be in accordance with local needs and conditions in each region.

Improving the quality of education continues to be an ongoing topic of discussion in education management or administration (Rira & Reti Sinding, 2023). Improving the quality of education is an effort that must be continued to achieve expectations of appropriate and quality education. Quality education is an aspiration and need for all parties involved in education. All parties involved in education benefit from the hope and demand for high-quality education. Everyone seeks out educational institutions with high quality standards. To attract student interest and compete with other educational institutions, educational institutions must provide superior service and quality (Fadhli, 2023).

Quality education is not a result that appears spontaneously, but is the result of an educational process that runs well, effectively and efficiently. The quality of education is a key element in the development of human resources (HR) which is very crucial for the progress of a country (Kuntoro, 2022). By meeting the quality of education, parents and the community as consumers of educational services can expect satisfactory service. Education quality indicators must meet educational quality standards, which are reflected in the educational institution's results. There are indicators or factors that can lead to low educational quality, causing the area to fall into the 3T region category.

- 1) Inadequate Access: Inadequate access to educational institutions due to remote geographical location or inadequate transportation infrastructure.
- 2) Scarcity of Human Resources: There is a scarcity of qualified, trained, and skilled teachers.
- 3) Socioeconomic Conditions: Extreme poverty and a lack of access to education as a result of economic factors limiting educational opportunities.
- 4) Lack of educational facilities and infrastructure: Educational facilities such as laboratories, libraries, and learning support technology are lacking.
- 5) Lack of Access to Supporting Facilities: Issues with clean water, proper sanitation, and access to health services that affect children's health and readiness to learn in school.

In the context of education at the national level, several quality indicators previously explained are regulated in the National Education Standards, which are in accordance with the provisions in Government Regulation Number 19 of 2005. These standards include content standards, graduate competency standards, educational processes, financing, management, personnel, education, infrastructure, and educational assessment. Apart from that, to measure quality and quality education, it must meet criteria such as having high moral values or character values, requiring support from parents, the surrounding environment and the community, in addition there needs to be abundant resources, students have good test scores, and have good educational goals and vision and mission.

3. Procedures for Improving the Quality of Education in the 3T Region

The provision of education must be managed effectively to raise the standards of students, which in turn will have a positive impact on the country's progress. Education management, including quality aspects, is not only the responsibility of the government, but also involves the participation of the community, institutions and educational units. Improving the management and quality of education, especially in the 3T area, aims to ensure that education services can be accessed evenly, adequately and with quality, and are competitive, effective, efficient and accountable. Important steps in improving the quality of education include a comprehensive evaluation stage of the education system to identify weaknesses and strengths. After

that, plan a comprehensive strategy to improve the deficient aspects through developing an appropriate curriculum and improving teaching methods. Training and professional development for educators is essential for them to acquire the latest skills. It is also necessary to strengthen educational infrastructure and provide adequate resources, including technology. The next step is the implementation of carefully planned programs, followed by regular evaluation to ensure continuous improvement. Finally, active involvement from the community, educational institutions and government is the key to maintaining and improving the overall quality of education.

Other steps to improve the quality of education in the 3T region are as follows:

- 1) Needs Analysis: Identify specific needs in education in the region, including evaluation of infrastructure, teacher qualifications, and educational accessibility.
- 2) Strategic Planning: Formulate a comprehensive plan to improve the quality of education, including developing an appropriate curriculum and building the necessary educational infrastructure.
- 3) Increasing Teacher Qualifications: Providing continuous professional training and development to teachers, as well as ensuring the existence of quality human resources to support better education.
- 4) Development of Facilities and Resources: Expanding access to facilities such as libraries, laboratories and other supporting technology. Ensure the availability of adequate resources to support the learning process.
- 5) Community Involvement: Involving the community in supporting education, including through participation in school management, moral support, and resource support.
- 6) Monitoring and Evaluation: Carrying out regular monitoring of the progress achieved in improving the quality of education, as well as evaluating the effectiveness of steps taken for improvement.
- 7) Collaboration between Related Parties: Collaborate with various related parties such as local governments, non-governmental organizations and the private sector to ensure holistic and sustainable solutions.
- 8) Long-Term Commitment: Establish a long-term commitment to continue efforts to improve the quality of education in the 3T region.

4. Strategies for Improving the Quality of Education in the 3T Region

Improving the quality of education in 3T areas is not just the task of the government and educators alone. It is also the responsibility of all members of society to achieve common goals by immediately raising educational standards. In an effort to improve and revive the quality of education in the 3T area, it is important to pay attention to the following principles.

- 1) All efforts are planned and implemented in accordance with local conditions, situations, and potential.
- 2) Actively engage students in problem-solving-focused learning.
- 3) The materials or methods developed attempt to have a direct impact on meeting the needs of students.
- 4) Activity designs are modified to be flexible and adaptable in response to social changes (Rira & Reti Sinding, 2023).
- 5) Implementing revitalization or improving educational quality is the responsibility of all parties, not just one entity or institution.

The implementation of improving the quality of education in the 3T area is not only carried out by one party, but by all parties.

- 1) The role of the educational unit: here the educational unit plays a role in initiating collaboration between different entities, providing direction to students, providing guidance to teachers and educational staff, and supporting the learning process.
- 2) The role of educational institutions: adopting appropriate learning models, applying the concept of assimilation in the learning process where students integrate new knowledge based on previous knowledge, teachers must support collaboration between fellow teachers and teacher-parent-community involvement, teachers need to innovate and be creative in curriculum development, and teachers need to have competence in technological knowledge in teaching.
- 3) The role of the community: monitoring the progress and learning process of children in the home environment, providing the learning facilities that children need, providing evaluations to schools regarding the implementation of educational activities, and providing recommendations and input to improve the education system in schools.

CONCLUSION

Indonesia, which stretches from east to west as an archipelagic country, faces a number of problems and inequalities in services, including education services. This inequality in educational services mainly occurs in the 3T areas (frontier, remote and underdeveloped areas), which hinders the achievement of educational goals. Therefore, it is necessary to improve the quality of education. This increase must be implemented by all related institutions, starting from the center, education units, to community participation.

Reference

- Ahmad, S. (2013). Perluasan dan Pemerataan Akses Kependidikan Daerah 3T. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. <https://doi.org/10.12928/psikopedagogia.v1i2.4603.154>
- Fadhli, M. (2023). Manajemen Peningkatan Mutu Pendidikan. *Journal on Education*, 5(2), 3840–3848. <https://doi.org/10.31004/joe.v5i2.1068>
- Hidayah, N. (2022). Pandangan terhadap Problematika Rendahnya Mutu Pendidikan di Indonesia. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(4), 6593–6601.
- Kuntoro, A. (2022). Manajemen Mutu Pendidikan Islam. *Hijri*, 11(2), 159. <https://doi.org/10.30821/hijri.v11i2.13072>
- Kusumaningrum, D. E., Ulfatin, N., Triwiyanto, T., & Gunawan, I. (2017). Community Participation in Improving. *2nd International Conference on Educational Management and Administration (CoEMA 2017)*, 45(75), 39–47.
- Mahanum, M. (2021). Tinjauan Kepustakaan. *ALACRITY: Journal of Education*, 1(2), 1–12. <https://doi.org/10.52121/alacrity.v1i2.20>
- Nurlaela, L., Wrahatnolo, T., Mr., K., & Kristanto, A. (2018). *Development of Education in Disadvantaged Area, A Case Study in Situbondo Regency, East Java*. 222(SoSHEC), 41–46. <https://doi.org/10.2991/soshec-18.2018.9>
- Putera, M. T., & Rhussary, M. L. (2018). (Terdepan , Terpencil Dan Tertinggal) Di Kabupaten. *Ekonomi Dan Manajemen*, 12, 144–148. <https://journals.umkt.ac.id/index.php/JEM/article/view/119>
- Rira, P., & Reti Sinding, R. (2023). Revitalisasi Mutu Pendidikan Di Wilayah 3T. *Jurnal Ilmu Pendidikan (JIP)*, 1(2), 354–363.
- Snyder, H. (2019). Literature review as a research methodology: An overview and



guidelines. *Journal of Business Research*, 104(July), 333–339.
<https://doi.org/10.1016/j.jbusres.2019.07.039>

Wahyuddin, W. (2017). Headmaster Leadership and Teacher Competence in Increasing Student Achievement in School. *International Education Studies*, 10(3), 215. <https://doi.org/10.5539/ies.v10n3p215>