

## Analysis Of Challenges and Potentials in Improving Quality of Education for Village Communities

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### Abstract

*This study aims to analyze and describe various challenges and potentials in Quality Village Education. The main purpose of education is to improve the quality of human resources (Human Resources). Education functions as a process by which a person is educated to have moral qualities and skills that will later be useful for the progress of this country. Education is a bridge for someone to be able to enter the world of work. Therefore, quality education is needed to increase a person's potential in order to enter the world of work in accordance with his wishes. However, education in Indonesia today does not reflect the function and purpose of actual education. The quality of education in this country must be further improved because if you want to create quality human beings and create a prosperous and prosperous village, then education itself must also be improved in order to create a prosperous and quality education. The research method applied in this research is the research method. qualitative analysis of content regarding Quality Village Education. Big Data analysis using Nvivo 12 plus analysis software. The results of this study contribute to the formulation and development of Village SDGs, especially regarding the challenges and potentials of quality village education. secondary data, namely SDGs documents and journals related to Quality Village Education. The next research needs to use secondary data.*

### Keywords

education; villages; SSGs; quality



## I. Introduction

SDG stands for Sustainable Development Goals (SDGs) which is a global action plan agreed by world leaders, including the world, to end poverty, reduce inequality and protect the environment. From efforts to achieve national sustainable development goals (SDGs) down to the village level, the Ministry of Villages, Development of Disadvantaged Regions and Transmigration (Kemendes PDTT) issued Permendesa PDTT No. 13 of 2020 which focuses on the village SDGs. This regulation regulates the priority of using village funds in 2021 which also focuses on efforts to achieve the SDGs. Permendesa PDTT Number 13 of 2020 is motivated by thoughts related to the national development model based on Presidential Regulation Number 59 of 2017 related to the implementation of achieving sustainable national development goals.

The Village SDGs are an integrated effort to realize a village without poverty and hunger, an economic village that grows evenly, a village that cares about health, a village that cares about the environment, a village that cares about education, a women-friendly village, a networked village, and a culturally responsive village to accelerate the achievement of the Sustainable Development Goals. In the cool language of Sustainable Development Goals abbreviated as SDGs. The Village SDGs are a sustainable development role that will be included in the priority program for using the Village Fund in 2021. The

Village SDGs are also a concrete effort in building the nation. The Village SDGs are a derivative of Presidential Regulation Number 59 of 2017 concerning the implementation of achieving sustainable national development goals or the National SDGs. The goal is that the national SDGs can be achieved through efforts to achieve village SDGs in an integrated manner. Development is a systematic and continuous effort made to realize something that is aspired. Development is a change towards improvement. Changes towards improvement require the mobilization of all human resources and reason to realize what is aspired. In addition, development is also very dependent on the availability of natural resource wealth. The availability of natural resources is one of the keys to economic growth in an area. (Shah, M. et al. 2020)

The Village SDGs are in line with the RPJMN set by the government, as well as adapting to the global SDGs which are world agreements. This shows the world about Indonesia's commitment to achieving the SDGs. The Village SDGs have contributed 74 percent to the achievement of sustainable national development goals. The 74 percent figure was obtained based on territorial aspects and citizenship aspects. From the territorial aspect, 91 percent of Indonesia's territory is rural area. As many as 12 of the 18 village SDGs goals are closely related to village territory, especially goals 7 to 18 which are closely related to village territory. With the focused development based on the Village SDGs, it is expected to be able to provide results in the form of village development planning directions based on factual conditions (evidence) in the village. And secondly, facilitating the intervention of Ministries/Agencies, Regional Governments (Provincial, Regency/City) and the private sector to support village development.

Development seeks to increase incomes for the rural poor, ensure access of villagers to basic services, and protect all villagers from all forms of disaster. To achieve the goal of increasing income for the rural poor, the main target of this goal is to improve the quality of village human resources (HR). Education is a form of investment that determines the nation's future. Therefore, the village government together with the supra-village must ensure the availability and affordability of quality education services for villagers, as well as easy access for villagers to services. education.

There are many challenges for developing countries to provide good education services, especially in rural and remote areas. Indonesia is no exception. Although access to basic education in Indonesia has achieved universal participation, the quality of education services and student learning outcomes are still low. To improve the quality of education services in remote areas, the Government of Indonesia needs to improve teacher qualifications and skills and improve teacher performance management and accountability systems. In the short term, capacity building training should prioritize more teachers in remote areas or require a minimum percentage of participants to come from remote areas.

Therefore, to achieve the SDGs goal of Quality Village Education Village, what must be done by the village government with support from the supra-village is: access of villagers to accredited education services; access of villagers to Islamic boarding schools; and ensuring the availability of quality and affordable educational services for villagers.

## **II. Review of Literature**

According to Law no. 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country.

Education is a fundamental human phenomenon, which also has a constructive nature in human life. Quality of education is the ability of educational institutions to utilize educational resources to improve learning abilities as optimally as possible. In the context of education, the notion of quality or quality in this case refers to the educational process and educational outcomes. From the context of the "process" of quality education involves various inputs (such as teaching materials: cognitive, affective and, psychomotor), methodologies (which vary according to the ability of teachers), school facilities, administrative support and infrastructure and other resources as well as creating a conducive atmosphere. conducive. (Anas et al., 2015)

Culturally, Indonesian people do not have a high literacy culture. The results of the International Student Assessment PISA research program) stated that the level of cultural literacy of the Indonesian people was the second worst out of 65 countries studied in the world. Indonesia ranks 64th out of 65 countries. While Vietnam thus occupies this century. In the same study, PISA also placed the reading position of Indonesian students at 57 out of 65 countries studied. Indonesia has experienced an emergency literacy level. Literacy culture must be forced and used to become a culture. This literacy culture will affect the quality of education and human resources produced. The problem of low literacy levels, especially in the field of education, is not only the responsibility of the government. A serious and sustainable synergy is needed, both in families, schools, universities, and even communities to realize that literacy is the main culture. (Suragangga, 2017)

The key word to achieve quality education is to depend on professional teachers in their fields, therefore there must be concrete steps in an effort to raise the image of the teaching profession as a respectable profession, so that teachers can work as much as possible in building quality education. The professional responsibilities of teachers are not fragmentary, but completely, completely, as much as possible from upstream to downstream. All things are not only the responsibility of the student or school teacher, but will be fully responsible to Allah SWT. (Sepriyanti, 2012)

One of the successes and progress of a country is supported by a good education system so as to produce competent human resources and superior personalities. In accordance with the mandate of the Law of the Republic of Indonesia number 23 of 2003, which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, and noble character. , as well as the skills needed by himself, society, nation, and state. Referring to the basis in the law, our current educational condition should lead to overall prosperity. (UUD RI No. 41, 1999)

One of the problems that occur today is due to the human resource factor which is basically the actor who will drive education. First, the school does not have a leader who has positive power and energy in building a good learning climate and culture. Second, schools lose the characteristics of teachers who practically focus not only on aspects of cognitive teaching but on all aspects of attitude, behavior, morals, and also cognitive. And thirdly, it is easy for students to have different perceptions of their environment, giving rise to demotivation that beats achievement. Success in education is the result of the collaboration of elements in the education system that support each other. Reflecting on a country like Finland which has always been the right model, one of which is due to the balance of interventions at all levels of education, where teachers and schools work together to make student learning an important position so that it focuses on student performance and eliminates gaps and differences between school. In addition, an increase in innovative behavior and responsibility among elements of education will bring about a

better quality of education. Some of the things that make an education system considered successful are the standardization in the learning and teaching process, focusing on the process compared to the results, collaboration between government policies and professional attendance, and bringing up various educational visions, especially in providing opportunities for children to always learn, creativity, and humanity. . (Doling, 1989)

According to Drijarkara (2001) education is humanizing humans. The implementation of education takes place in the family as informal education, in schools as formal education, and in the community as non-formal education and lasts a lifetime. People who have a low socioeconomic level tend to have a low level of education as well. People still do not understand the importance of education. People still think that education is not a guarantee that they can live in prosperity, away from poverty. With the assumption that schools are just a waste of time and money. Basic education alone is not enough to support ongoing development, there are still many people who do not succeed in completing basic education to completion. The large number of people who do not complete nine years of basic education in Indonesia, especially in rural areas. One of them happened in Srigading Village, Labuhan Maringgai District, East Lampung Regency. The community in Srigading Village, Labuhan Maringgai District, East Lampung Regency in 2009 recorded 654 children of compulsory education age (6–18) but 70 children did not go to school, which means 10.8% of children did not complete nine years of basic education (Tejo Nurseto, 2010).

### **III. Research Method**

The research approach used to answer the problem statement above is a qualitative approach. In this study, qualitative research methods are used, where qualitative research is a study that examines the quality of relationships, activities, situations, or various materials. This means that qualitative research places more emphasis on holistic descriptions, which can explain in detail what activities or situations are taking place rather than comparing the effects of certain treatments, or explaining people's attitudes or behavior (Fadli, 2021).

### **IV. Result and Discussion**

Education is influenced by several factors. These factors include central government support, village autonomy, community participation, human resources (HR), and the SDGs program. Figure 1 shows that support from the Central Government and existing programs have the greatest impact on the potential for quality village education. The second factor that becomes quality village education is human resources (HR). Furthermore, based on the table, the SDGS program is the third factor in influencing quality village education. While the rest is filled by community participation factors and village autonomy.



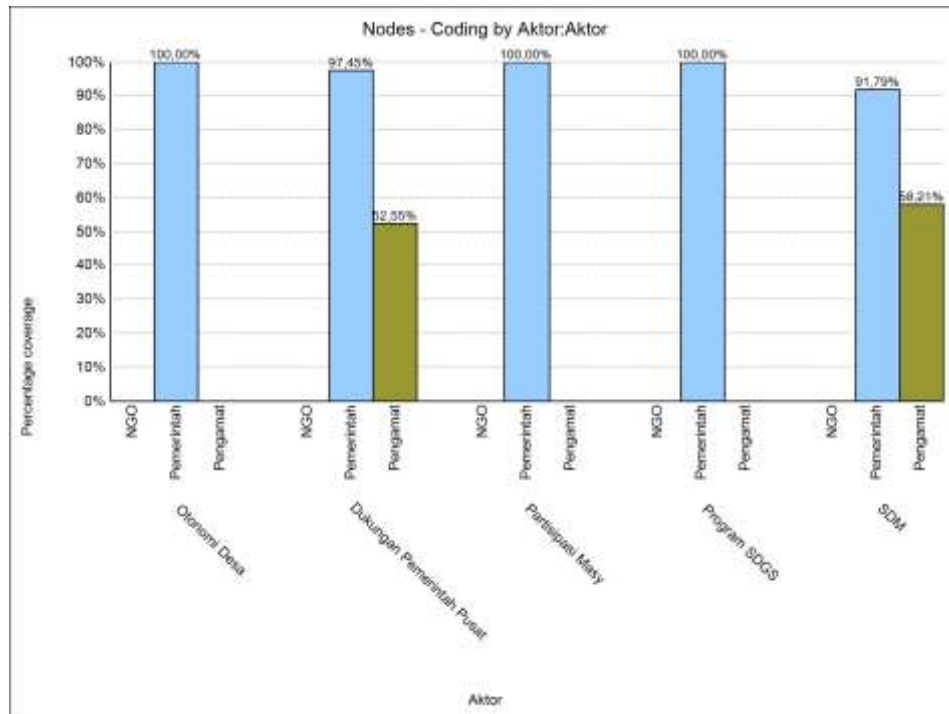
Source: Data processed by the author, 2021  
**Figure 1.** Potential for Quality Village Education

Based on Figure 1 above, it can be seen that the potential for quality village education can be fulfilled if the Central Government provides support to the village government. This can be seen from the large figure of government support in the table above. The central government in fulfilling quality education in the village needs to implement sustainable programs. This is also in line with the implementation of existing programs that will continue to help realize quality village education in accordance with (dynamic) developments and needs. As shown in Figure 1 above, human resources (HR) and the SDGS program also play an important role and have the potential to create quality village education. Human resources in the village are related to the SDGS program. Community participation can help villages to create quality village education.

Law number 20 of 2003 article 31 paragraph (3) concerning the national education system states that the government seeks and organizes a national education system that increases faith and piety as well as noble character in the context of the intellectual life of the nation. This emphasizes that the government is obliged and responsible for organizing and seeking an education for every citizen in order to educate the life of the nation which is one of the goals of the Indonesian nation. Based on research in the field in the city of Bitung the government has implemented an education system for school-age children, namely the 12-year compulsory education program. This program applies to every child in the city of Bitung, both in public and private schools. The government is very concerned with education for children in Bitung city with the implementation of the 12-year Compulsory Education Program. As contained in the Bitung Mayor Regulation number 4 of 2013 concerning "General guidelines for the program to control school-aged children dropping out of school." a form of effort to fulfill education and skills for children aged 7 to 18 years, organized by the local government through the related SKPD, which is carried out in an integrated and sustainable manner involving people, groups and community institutions. (Kecamatan & City, 2015)

Results The table above also shows that the participation of each element also supports the quality village education process. The participation referred to here is all parties, both from the Central Government, Village Government, local communities, to third parties (private sector, academics, and others). The natural resources available in the area or village also have an effect on fulfilling quality village education.

The potential for quality village education presented in Figure 1, of course, requires the support of various actors. The actors involved are closely related in the process of economic equity. The link or relationship between actors (government, NGOs, and observers) with the potential for quality village education can be seen in Figure 2 below.



Source: Data processed by the author, 2021

Figure 2. Graph of linkage between actors and potential for quality village education

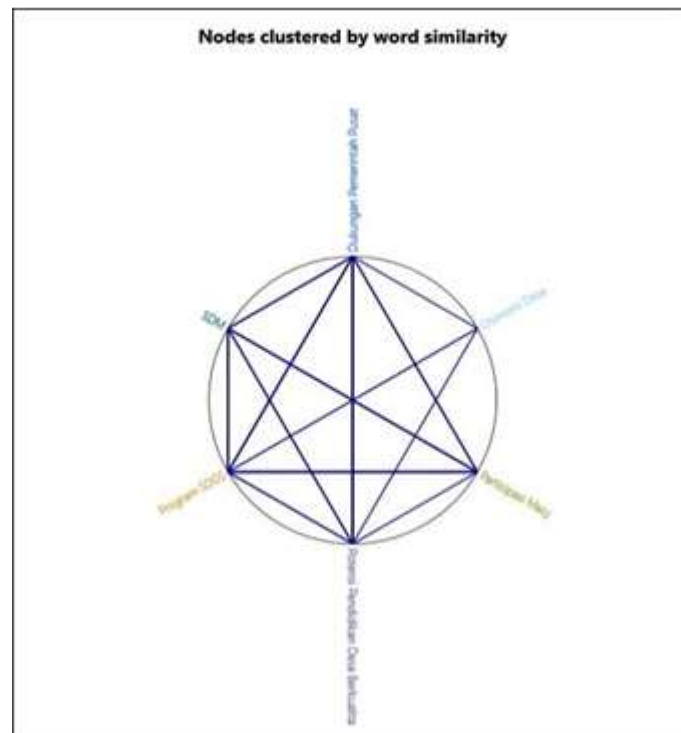
Based on the picture above, the potential for support from village autonomy has the government as an actor who plays a major role, with a percentage of 100.00%. Meanwhile, NGOs and observers based on pictures are not involved in the potential for quality village education through village autonomy. One of the reasons that can explain the lack of involvement of NGOs and observers in village autonomy for quality village education is that observers and NGOs are more oriented to other matters.

Next is the potential for quality village education through the support of the central government. The government plays a major role in the process of equal distribution of quality village education. The percentage of the relationship between the government and the support of the central government is 97.45%. As for the observer, it was 52.55%. Meanwhile, NGOs based on the picture are not involved in the potential for quality village education through the support of the central government. The picture above shows that the largest community participation is filled by actors, namely the government with as much as 100.00%. This shows that in carrying out equitable quality village education, participation between the government, observers, and NGOs is not going well because all actors are not involved.

Figure 2 shows that the potential for quality village education through the SDGs program involves only actors, namely the government with a percentage of 100.00%. The relationship between human resources (HR) and the government based on the picture above is 91.79%, observers are 58.21%, and NGOs do not participate. This shows that in the SDGs and natural resources (HR) programs related to quality village education, the

government has involved observers so that an analysis of the impacts can be studied more deeply.

The potential in quality village education is basically interrelated. The relationship between the subfactors in the potential for quality village education can be seen in Figure 3. The line connecting each subfactor of the potential for quality village education shows the relationship or linkage between the potentials. The thicker the line formed, the greater the link between each sub-factor of the potential for quality village education. While in numbers, from a scale of 0 – 1, the closer to 1, the closer the relationship.



Source: Data processed by the author, 2021

**Figure 3.** Cluster analysis of the potential for quality village education

The results of the cluster analysis of the potential for quality village education are that each subfactor of the potential for quality village education is interconnected. Interrelated subfactors in the potential for quality village education are central government support, village autonomy, community participation, SDGs programs, and human resources (HR). However, although all are interrelated, each subfactor has differences in the closeness of its relationship or interrelationship.

Based on Figure 4, the following results (in numbers) can be obtained. *First*, the correlation between the potential for quality village education and the support of the central government is 0.96. Central government support has the greatest link with human resources (HR), and the SDGs program with a scale of almost touching the number one. The values that appear sequentially are 0.72, and 0.67. Next is the link between central government support and community participation, and village autonomy. The values that appear in the cluster analysis are 0.56 and 0.25. This shows that the closest link is between central government support and human resources, and the SDGs program as shown in figure 3. The connecting line is also thicker than the linkages with other potentials.

*Second*, the relationship between central government support and other potentials. Central government support has the greatest relationship with the SDGs program, human

resources (HR) and community participation. The values obtained from the analysis are 0.80, 0.75, and 0.72. While the relationship with village autonomy is 0.53. The lowest relationship is between central government support and village autonomy with a value of 0.53.

*Third*, the SDGs program. The greatest relationship between the SDGs program was found in community participation, support from the central government, and human resources (HR) with the values obtained from the results of the analysis, namely 0.90, 0.80, and 0.79. These values indicate that in the SDGs program for quality village education depends on existing community participation. Next is the relationship between the SDGs program and village autonomy which gets a score of 0.62.

*Fourth*, the relationship between human resources (HR) and other potentials. Human resources have the greatest relationship with community participation, SDG programs, and support from the central government. The values obtained from the analysis are 0.83, 0.79, and 0.75. While the relationship with village autonomy is 0.62. The lowest relationship is between human resources (HR) and village autonomy with a value of 0.62.

*Fifth*, community participation. The relationship between community participation is greatest in the SDGs program, human resources (HR), and support from the central government with values obtained from the results of the analysis, namely 0.90, 0.83, and 0.72. These values indicate that in terms of community participation for quality village education, it depends on the existing SDGs program. Next is the lowest relationship between community participation and village autonomy which gets a value of 0.27.

*Sixth*, village autonomy. The greatest relationship with village autonomy was found in the SDGs program, central government support, and human resources (HR) with the values obtained from the results of the analysis, namely 0.62, 0.53, and 0.29. Furthermore, the lowest relationship is between village autonomy and community participation which gets a value of 0.27.

The management of community participation begins with planning, implementation, monitoring and evaluation activities. The planning stage is carried out on the needs of both educational institutions and the community, then make plans based on the needs needed to find out the potentials possessed by compiling alternative program activities. Useful activities that support education, for example with science and technology, values of religious spirituality, identification of community needs can be seen in their choosing an educational institution, which is basically based on theological, academic, sociological, philosophical and economic reasons. Based on the needs of the community, these two institutions try to respond by providing maximum service and together with the community through the school committee forum to innovate in accordance with the demands of the community. At the implementation stage, methods/tips are drawn up which are carried out with particular care and seriousness from all the managers.

Among the implementation of community participation is the reflection of good cooperation between school principals, teachers and madrasah councils/committees and the general public. The principal together with the teacher council and employees carry out educational programs, while the community backs up these activities. School councils as working partners participate in developing and implementing programs, participation in collecting resources and funds, establishing cooperative relationships with the community, NGOs and government and non-government agencies as well as universities and academics. The management of community participation begins with planning, implementation, monitoring and evaluation activities. The planning stage is carried out on the needs of both educational institutions and the community, then make plans based on



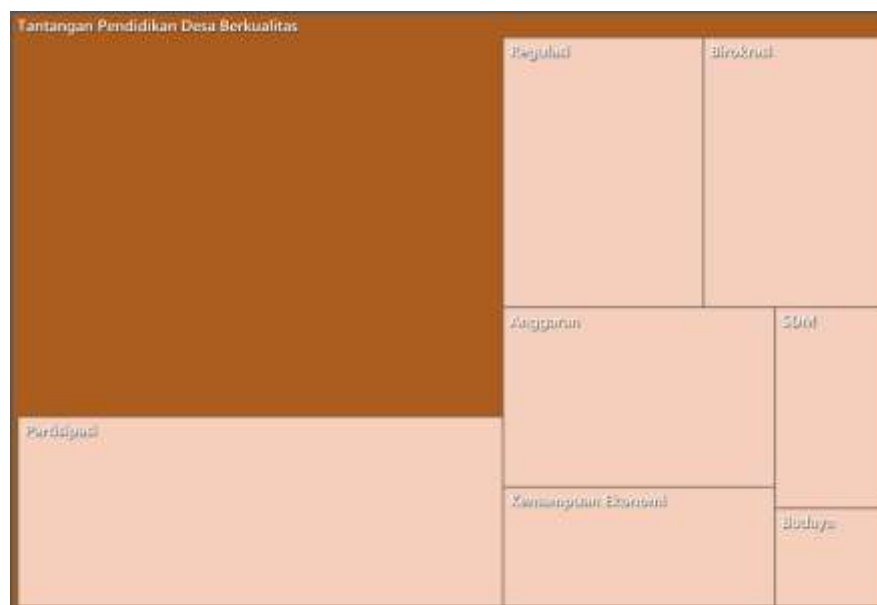
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#### 4.1 Challenges of quality village education

The process of improving quality village education in villages does not always run well. There are several challenges that can influence and even hinder the quality village education process. These challenges include bureaucracy, regulation, human resources (HR), participation, budgeting, economic capability, and cultural factors. An overview of the challenges of quality village education is presented in Figure 4.

Figure 4 shows that community participation is the main challenge in quality village education. The next challenge is coming from bureaucracy and regulation. Budget is the fourth biggest factor in the challenge of quality village education. Economic, cultural and human resources (HR) capabilities are the last factor in the challenge of quality village education.



Source: Data processed by the author, 2021  
**Figure 4.** Challenges of quality village education

Based on Figure 4, participation is the biggest challenge of quality village education. Community participation is very influential on the formation of quality village education in a village because community participation is one of the keys to the progress of educational institutions. When people have confidence in educational institutions they will fully support the course of education. Therefore, community participation is a strategic component that must receive full attention by education. The chart above shows that bureaucracy and regulation have the same magnitude. Bureaucracy and regulation are also challenges in quality village education. This can be seen from how the existing bureaucracy and regulations tend to be convoluted, thus hampering quality village education.

#### **4.2 Discussion of Results**

Quality education is a must in the implementation of higher education and as one of the determinants of the country's development. Quality graduates also need a quality education system. In creating a quality education system, in addition to human resources, facilities, curriculum and financial capital, quality management is also required. Quality has two different concepts between absolute and relative concepts. In the absolute concept of something called quality goods if it meets the highest standards and is perfect. This means that the item is no longer in excess. In this concept quality is similar to an ideal of goodness, beauty, trustworthiness without any compromise. Quality in the absolute sense is the best, the most beautiful, the most reliable. When practiced in the world of education, the concept of absolute quality is elitist because only a few educational institutions will be able to offer high quality to students and only a few students will be able to pay for it. (SILA, 2017).

Unemployment of higher education graduates that occurs in Indonesia is due to various factors including the lack of competence of graduates and the incompatibility of competencies with the needs of labor users, as well as the ability to survive in a society with insufficient entrepreneurial competence. Entrepreneurial competence is important for Higher Education graduates in the competitive job market. The conclusion of this paper emphasizes that entrepreneurship learning in higher education is very important but must be managed properly, especially in the learning process. Student-oriented entrepreneurial learning can provide a creative space and its implementation in groups can provide a spirit of togetherness. Entrepreneurship learning activities with a production-based approach emphasize that entrepreneurial learning must be product-oriented that has commercial potential, designed and structured in the form of good business planning (Hidayat et al., 2018).

On a micro level, human resources (HR) play an important role for the progress of an institution or organization and on a macro level, human resources determine the progress of a nation. In accordance with the law, education plays a role in creating quality human resources. The fact is that young people flock to education at various levels with the aim of improving their quality. However, with the development of school enrollment rates, unemployment also develops. Many scholars do not have jobs. Seeing the importance of the role of human resources, it is necessary to make efforts to improve and increase existing human resources as well as efforts to establish quality human resources. In essence, education is "Si Tou Timou Tumou Tou" which means humans live to support their fellow human beings. In the world of education, teachers as human resources of educational institutions are tasked with creating new quality human resources. Furthermore, human resource management is needed in education both at the macro level and at the micro level so that educational goals are achieved or education is able to create

or develop the potential of students to become human beings who believe, devoted to God Almighty, has noble character, is healthy, knowledgeable, creative, capable, independent and democratic and is responsible in other words education is able to create quality human resources (Mantiri, 2019).

Educational institutions (schools) as institutions that prepare reliable quality human resources must be able to achieve quality levels from all aspects, such as the quality of human resources (teachers) who have high competence and are able to work professionally, fun teaching and learning processes, and other things. related to the world of education so as to attract the public. One of the obstacles in the quality education process is in Bawen District and Ambarawa District, Semarang Regency. The position of the region is mountains and highlands. Finally, economic limitations have not been able to change the pattern of life, including increasing education and economic standards both in quality and quantity. Community service activities are one of the spirits of a university, the elements in it are motivated to share knowledge through community service program activities in the form of socializing educational, socio-economic, and environmental approaches. This activity resulted in several contributions, including the creation of an understanding of the meaning of quality education among the community, the realization of the local government's commitment to realizing quality education to meet the needs and demands of its citizens and other stakeholders, and building public awareness to actively participate in realizing education. quality (Haryono & Hardjono, 2014).

Equitable and quality education is determined by the quality and competence of educators in the family environment (informal education), schools (formal education) and society (non-formal education). Educators at these three levels play a role and participate in providing quality education. In addition, educators are responsible for advancing education in all its dimensions. It means that all of us must have the same commitment to improve the quality of National Education in this country. We have one and the same vision, which is to make education in Indonesia more equitable and quality. The celebration of National Education Day which is celebrated every year would be able to inflame the commitment and call of the heart of all components of Indonesian society to accelerate equitable and quality education (Rahmat, 2018).

Quality education aims to prioritize learning design so that learning goes well, accompanied by anticipatory steps to minimize gaps that occur so that learning activities achieve the goals set. The writing of this article uses a literature study method taken from various sources about learning. A teacher needs to have the ability to design and implement various learning strategies that are considered appropriate to the interests, talents and according to the level of student development, including utilizing various learning resources and media to ensure learning effectiveness. The essence of instructional design is the determination of optimal learning methods to achieve the stated objectives. There is no learning model that can provide the most effective recipe for developing a learning program. Determination of the design model to develop a learning program depends on the considerations of the designer of the model to be used or chosen. The educational process is a series of efforts to guide, direct the potential of human life in the form of basic abilities and personal life as individual and social beings and in their relationship with the natural environment to become responsible individuals (Aryana, 2020).

## V. Conclusion

Analysis of the challenges and potentials related to quality education in rural communities, it is known that the potential for quality village education will be fulfilled if the Central Government provides support to the village government. It is known that the potential for quality village education can be fulfilled if the Central Government provides support to the village government. participation from each element also supports the quality village education process. The participation referred to here is all parties, both from the Central Government, Village Government, local communities, to third parties (private sector, academics, and others). Interrelated subfactors in the potential for quality village education are central government support, village autonomy, community participation, SDGs programs, and human resources (HR).

Participation is the biggest challenge of quality village education. Community participation is very influential in the formation of quality village education in a village because community participation is one of the keys to the progress of educational institutions. The challenges of quality village education in terms of bureaucracy are mostly found in government. Interrelated sub-factors in the challenges of quality village education are participation, bureaucracy, regulation, budget, economic capacity, culture and human resources (HR). However, although all are interrelated, each subfactor has differences in the closeness of its relationship or interrelationship.

This study has limitations on primary data sources. Primary data is data obtained by going directly to the field and conducting interviews and observations of informant's face to face. It is hoped that in further research, primary data is obtained to strengthen originality in research and can make data more accurate and relevant according to the latest news.

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