

ANALYSIS OF THE IDEAS OF PRESIDENTIAL CANDIDATES “PS” IN INCREASING THE NUMBER OF EXCELLENT SCHOOL IN THE 3 T REGION

Hudjolly*¹⁾, Sri Suharti²⁾, Heriyanto³⁾, Fika Fibriyanita⁴⁾, Riska Aulia Noor⁵⁾

¹ Universitas Sultan Ageng Tirtayasa, Indonesia

E-mail: Djollyhood@yahoo.co.id

² Universitas Bina Sarana Informatika, Indonesia

E-mail: sri.rsh@bsi.ac.id

³ Politeknik Negeri Pontianak, Indonesia

E-mail: heriyanto.radien@gmail.com

⁴ Universitas Islam Kalimantan Muhammad Arsyad Al-Banjari Banjarmasin, Indonesia

E-mail: fikafibriyanita@gmail.com

⁵ Universitas Islam Kalimantan Muhammad Arsyad Al-Banjari Banjarmasin, Indonesia

E-mail: riska.auliamab@gmail.com

Abstract

The policy idea of increasing the number of superior schools in 3T areas has the good aim of equalizing education and creating golden generations in the future. However, this idea has a number of threats and challenges that must be faced, including the amount of the budget, the readiness of teaching staff, and the readiness of the local community. If these threats and challenges are not faced properly, it will create an unsustainable project. This research aims to analyze these policy ideas. This research is qualitative research with a descriptive approach that uses secondary data obtained from books, trusted websites, and indexed scientific articles. The data used was analyzed using the stages of data collection, data selection, data reduction, and drawing conclusions.

Keywords: Idea, Excellent School, 3T Region

1. INTRODUCTION

Education is a process that is necessary to achieve balance and perfection in the development of individuals and society. According to Ki Hajar Dewantara, education is a means of helping or helping everyone to be able to live their life well. Apart from that, you can also determine life goals according to your needs and become an independent person. But behind the educational process there are also problems that arise. Education is a big issue that concerns the fate and future of the nation and state (Ahmad Zarkasyi, 2016).

(Lestari, 2017) explained that education is also a determinant of the direction in which this nation will be taken. If the direction of education is correct and the process is straight and scientific, then the nation can be assured that it will be advanced, wise, fair, prosperous and civilized. Apart from that (Idrus, 2012) There are two factors that can explain why efforts to improve the quality of education so far have been lacking or unsuccessful. . Firstly, the educational development strategy so far has been more input oriented. Second, education management has so far been more macro-oriented, regulated by bureaucratic ranks at the central level. As a result, many factors projected at the macro (central) level do not occur or do not work as they should at the micro (school) level (Dirangga et al., 2021).

Nations that ignore improving their education system will sooner or later experience a sad lag behind other countries in the world. And this backwardness covers all aspects of life. Due to

the fact that global competition in the modern world cannot possibly be separated from serious attention to the quality of education. Therefore, there is no choice for us that if we want to progress, not be left behind by others, and continue to exist in all fields, we must seriously pay attention to progress in the quality of education. The quality of education must be upheld and supported by supporting instruments. What is meant by instruments in research is improving the qualities of superior schools, especially in 3 t areas(Widjaja, 2020).

The term "Excellent School" was first introduced by former Minister of Education and Culture (Mendikbud) Wardiman Djojonegoro, in 1994. The term superior school was born from a far-reaching vision into the future, where it was hoped that students at this superior school would be able to excel in regional, national and international levels(Mustaqim, 2016). Darmaningtyas, in his book "Poor Education" tries to reveal the fact that the Minister's program at that time was almost all only "state schools, perhaps more because of political considerations, namely economically, the financing of state schools was borne by the government so that the government has full authority to regulate and control it.”¹ However, in the end this succeeded in stimulating non-state schools to improve the quality of their education by creating superior schools(Mujtahid, 2017).

A superior school is a school that is able to bring every student to achieve their abilities in a measurable manner and can be demonstrated through their achievements. Drs. Abdul Hadis said that a Flagship School can be defined as a quality school. However, in my application, even in the application of all groups, the superior category implies expectations regarding what students can expect to have after leaving superior schools. "This hope is none other than very important and really needed by students' parents, government, society, and even by the students themselves, namely the extent to which the school's output has intellectual, moral and skill abilities that can be useful for society." Therefore, superior schools are schools that focus on the quality of the learning process, not on the quality of student input. The quality of the learning process depends on the quality of the teachers working at the school. If the quality of the teachers at the school is good, they will act as agents of change for their students, and emphasize the independence and creativity of the school which focuses on improving the education process(Darmaningtyas, 2004).

The idea of increasing the number of superior schools was initiated by Indonesian Presidential Candidate Prabowo Subianto during the 2024 General Election in West Sumatra when he was speaker. The increase in superior schools is projected for the 3 T areas (Disadvantaged, Frontier, Outermost). 3T (Frontier, Outermost, Disadvantaged) regions are regions that have areas that directly border other countries, and these regions are characterized by a lack of complete facilities and infrastructure, both public and health infrastructure(Dirangga et al., 2021). The 3T area is synonymous with borders, low economic growth, but there are several factors that make the area called a 3T area, namely: 1). It does not have public infrastructure such as good asphalt or concrete roads, electricity and clean water. 2). It does not have complete health services, both community health centers and general hospitals. 3). Has territorial boundaries that directly border other countries. 4). Have sales and purchase transactions of goods with 2 currencies that border each other(Putera & Rhussary, 2018).

The mission to increase the number of superior schools in 3T areas aims to create educational equality. If we look closely, the problem of equal distribution of education is at

least caused by (1) differences in the socio-economic levels of society; (2) Differences in educational facilities; (3) School distribution is uneven; (4) Entrance score to a school with high standards; (5) Rayonization. It must be acknowledged that because the community's economic level is low, the opportunities to gain access to education will become increasingly smaller. Of course, this is different from those who have a high ability to pay, who can choose the model and type of education they like. Not only regular schools, but international standard schools can be obtained easily. So that is where the presence of the state is needed so that there can be equal distribution of education (Situmorang & Ayustia, 2019).

However, this policy has a number of challenges and threats, especially regarding the quality of teaching staff, the budget spent, the potential for sustainability and the readiness of the local community to accept the programs proposed by the Ministry in the future. In this research, the researcher is not related or has any relationship with the Presidential Candidate in question, this research is also impartial and intends to vilify any party. This research originates purely from the researcher's interest in the ideas offered for analysis using the SWOT method.

2. RESEARCH METHOD

Substantively, increasing the number of superior schools in the 3T areas could be the answer to the problem of equal distribution of education in the 3T areas which is hampered by economic problems (Lexy J. Moleong, 2014). However, if implemented now, this policy will have a number of challenges, including the budget spent, the quality of the teaching staff, the sustainability of the school and the readiness of the local community to accept the programs offered (Lexy J. Moleong, 2018). This research is qualitative research with a descriptive approach, namely describing policy ideas for increasing the number of superior schools in the 3T area, whether they can be implemented, what the advantages are, and what the challenges are (Manzilati, 2017). The data used in this research is secondary data obtained from trusted websites, cited scientific articles, books, and other things that are commonplace in every research. This data was collected using the library method. The data in this research was analyzed using the SWOT method (Jonathan Sarwono, 2016).

3. RESULTS AND DISCUSSION

Superior School and Region 3T

Education is a process that is necessary to achieve balance and perfection in the development of individuals and society. According to Ki Hajar Dewantara, education is a means of helping or helping everyone to be able to live their life well. Apart from that, you can also determine life goals according to your needs and become an independent person. But behind the educational process there are also problems that arise. Education is a big issue that concerns the fate and future of the nation and state (Ahmad Zarkasyi, 2016).

(Lestari, 2017) explained that education is also a determinant of the direction in which this nation will be taken. If the direction of education is correct and the process is straight and scientific, then the nation can be assured that it will be advanced, wise, fair, prosperous and civilized. Apart from that (Idrus, 2012) There are two factors that can explain why efforts to improve the quality of education so far have been lacking or unsuccessful. . Firstly, the educational development strategy so far has been more input oriented. Second, education management has so far been more macro-oriented, regulated by bureaucratic ranks at the

central level. As a result, many factors projected at the macro (central) level do not occur or do not work as they should at the micro (school) level (Dirangga et al., 2021).

Nations that ignore improving their education system will sooner or later experience a sad lag behind other countries in the world. And this backwardness covers all aspects of life. Due to the fact that global competition in the modern world cannot possibly be separated from serious attention to the quality of education. Therefore, there is no choice for us that if we want to progress, not be left behind by others, and continue to exist in all fields, we must seriously pay attention to progress in the quality of education. The quality of education must be upheld and supported by supporting instruments. What is meant by instruments in research is improving the qualities of superior schools, especially in 3 t areas (Widjaja, 2020).

The term "Excellent School" was first introduced by former Minister of Education and Culture (Mendikbud) Wardiman Djojonegoro, in 1994. The term superior school was born from a far-reaching vision into the future, where it was hoped that students at this superior school would be able to excel in regional, national and international levels(Mustaqim, 2016). Darmaningtyas, in his book "Poor Education" tries to reveal the fact that the Minister's program at that time was almost all only "state schools, perhaps more because of political considerations, namely economically, the financing of state schools was borne by the government so that the government has full authority to regulate and control it."1 However, in the end this succeeded in stimulating non-state schools to improve the quality of their education by creating superior schools(Mujtahid, 2017).

A superior school is a school that is able to bring every student to achieve their abilities in a measurable manner and can be demonstrated through their achievements. Drs. Abdul Hadis said that a Flagship School can be defined as a quality school. However, in my application, even in the application of all groups, the superior category implies expectations regarding what students can expect to have after leaving superior schools. "This hope is none other than very important and really needed by students' parents, government, society, and even by the students themselves, namely the extent to which the school's output has intellectual, moral and skill abilities that can be useful for society." Therefore, superior schools are schools that focus on the quality of the learning process, not on the quality of student input. The quality of the learning process depends on the quality of the teachers working at the school. If the quality of the teachers at the school is good, they will act as agents of change for their students, and emphasize the independence and creativity of the school which focuses on improving the education process(Darmaningtyas, 2004).

The idea of increasing the number of superior schools was initiated by Indonesian Presidential Candidate Prabowo Subianto during the 2024 General Election in West Sumatra when he was speaker. The increase in superior schools is projected for the 3 T areas (Disadvantaged, Frontier, Outermost). 3T (Frontier, Outermost, Disadvantaged) regions are regions that have areas that directly border other countries, and these regions are characterized by a lack of complete facilities and infrastructure, both public and health infrastructure(Dirangga et al., 2021). The 3T area is synonymous with borders, low economic growth, but there are several factors that make the area called a 3T area, namely: 1). It does not have public infrastructure such as good asphalt or concrete roads, electricity and clean water. 2). It does not have complete health services, both community health centers and general hospitals. 3). Has territorial boundaries that directly border other countries. 4). Have sales and

purchase transactions of goods with 2 currencies that border each other (Putera & Rhussary, 2018).

The mission to increase the number of superior schools in 3T areas aims to create educational equality. If we look closely, the problem of equal distribution of education is at least caused by (1) differences in the socio-economic levels of society; (2) Differences in educational facilities; (3) School distribution is uneven; (4) Entrance score to a school with high standards; (5) Rayonization. It must be acknowledged that because the community's economic level is low, the opportunities to gain access to education will become increasingly smaller. Of course, this is different from those who have a high ability to pay, who can choose the model and type of education they like. Not only regular schools, but international standard schools can be obtained easily. So that is where the presence of the state is needed so that there can be equal distribution of education (Situmorang & Ayustia, 2019).

SWOT Analysis of the Policy for Adding Superior Schools in the 3T Region

Table 1
SWOT Analysis

Strenght	Weakness	Oportunity	Threat
In line with the current government program and any CAPRES regarding educational equality	Requires a large budget	Can help in creating a Golden Indonesia in the future. Indonesia's education is not evenly distributed	Potentially cannot be run efficiently
Required by many countries and audiences	Indonesia has many other development priorities	Can help in creating a Golden Indonesia in the future. Indonesia's education is not evenly distributed	Potentially creates stalled projects
	Availability of teaching staff and local communities to accept the program to be implemented	Can help in creating a Golden Indonesia in the future. Indonesia's education is not evenly distributed	Doesn't have long continuity

4. CONCLUSION

Based on the results of the presentation and analysis above, it can be concluded that the Policy Idea for Increasing the Number of Leading Schools in 3T areas is in principle good to implement and has big benefits for the country if it creates equal distribution of education and golden generations in the future. However, implementing this is not as easy as saying it, there are a number of challenges faced such as large budgets, state development priorities, mounting debts, and the readiness of teaching staff and local communities. If this cannot be dealt with, it will create stalled and potentially unsustainable projects.

REFERENCES

- Ahmad Zarkasyi. (2016). Program Unggulan. *Jurnal Al-Makrifat* , Vol 1, No(1), 35–52.
- Andre, M., & Hermanto, A. (2021). Pengaruh Komitmen Organisasi Dan Budaya Organisasi Terhadap Kinerja Karyawan Pt. Citra Mandiri Cemerlang Prima. *Jurnal Manajemen Bisnis Krisnadwipayana*, 9(2). <https://doi.org/10.35137/jmbk.v9i2.578>
- Arestia, N. (2022). Pengaruh Komitmen Organisasi terhadap Kinerja Karyawan PT Gerbang Duabelas. *Jurnal Dimensi*, 11(2), 314–323. <https://doi.org/10.33373/dms.v11i2.4077>
- Darmaningtyas. (2004). *Pendidikan Yang Memiskinkan*. Galang Press.
- Dewi, A. M. S., & Suhardi. (2021). Pengaruh Disiplin, Etika Kerja Dan Lingkungan Terhadap Kinerja Karyawan Pt Sentosa Prima Utama. *SCIENTIA JOURNAL: Jurnal Ilmiah Mahasiswa*, 3(2), 1–10. https://ejournal.upbatam.ac.id/index.php/scientia_journal/article/view/2855
- Dirangga, E., Lengkong, F. D. J., & Kolondam, H. F. (2021). Implementasi Kebijakan Pengelolaan Pembangunan Daerah Tertinggal Terdepan Terluar (3t) Di Pulau Marampit Kecamatan Nanusa Kabupaten Kepulauan Talaud. *Jurnal Administrasi Publik*, 7(108), 1–10. <https://ejournal.unsrat.ac.id/index.php/JAP/article/view/35074>
- Ghozali, I. (2016). *Aplikasi analisis multivariete dengan program (IBM. SPSS)*. Univrsitas Dipenogoro.
- Idrus, M. (2012). Mutu Pendidikan Dan Pemerataan Pendidikan Di Daerah. *PSIKOPEDAGOGIA Jurnal Bimbingan Dan Konseling*, 1(2). <https://doi.org/10.12928/psikopedagogia.v1i2.4603>
- Insyani, I. N. (2019). Hubungan Etika Kerja Dengan Komitmen Kerja Pada Karyawan. *Psikoborneo: Jurnal Ilmiah Psikologi*, 7(4), 587–595. <https://doi.org/10.30872/psikoborneo.v7i4.4837>
- Iskandar, I., & Liana, A. (2021). Pengaruh Kepuasan Kerja Dan Komitmen Organisasi Terhadap Organizational Citizenship Behavior Pada PT. Pegadaian Cabang Tenggaraong. *Jurnal Ekonomi & Manajemen Indonesia*, 21(1), 67–83. <https://doi.org/10.53640/jemi.v21i1.891>
- Jonathan Sarwono. (2016). *Meode Penelitian Kualitatif dan Kuantitatif*. Graha Ilmu.
- Lestari, H. D. (2017). PEMERATAAN PENDIDIKAN DAN PEMBAHARUAN PENDIDIKAN DI INDONESIA. *Neliti.Com*, 2(1), 22.
- Lexy J. Moleong. (2014). *Metode Penelitian Kualitatif*. Remaja Rosdakarya.
- Lexy J. Moleong. (2018). *Metode Penelitian Kualitatif*. PT Remaja Rosdakarya, 2018.

- Mahardika, I. nyoman bayu putra, & Wibawa, i made artha. (2019). *CITIZENSHIP BEHAVIOR PADA KARYAWAN Fakultas Ekonomi dan Bisnis Universitas Udayana (Unud), Bali , Indonesia*. 8(1), 7340–7370.
- Manzilati, A. (2017). *Metodologi Penelitian Kualitatif Paradigma, Metode, dan Aplikasi*. UB Press.
- Mujtahid. (2017). PENGEMBANGAN MADRASAH DAN SEKOLAH ISLAM UNGGULAN. *Jurnal El-Hikmah Fakultas Tarbiyah UIN Malang*, 13(1), 104–116.
- Mustaqim, M. (2016). Kualiras dan Karakter. *Jurnal Zero Defect*, 6, 123.
- Nugraha, A., & Tjahjawati, S. S. (2018). Pengaruh Kompensasi Terhadap Kinerja Karyawan. *Jurnal Riset Bisnis Dan Investasi*, 3(3), 24. <https://doi.org/10.35697/jrbi.v3i3.942>
- Nurhasanah, N., Jufrizen, J., & Tupti, Z. (2022). Pengaruh Etika Kerja, Budaya Organisasi Dan Beban Kerja Terhadap Kinerja Karyawan Dengan Kepuasan Kerja Sebagai Variabel Intervening. *Jesya (Jurnal Ekonomi & Ekonomi Syariah)*, 5(1), 245–261. <https://doi.org/10.36778/jesya.v5i1.618>
- Prameswari, D. (2020). PENGARUH ETIKA KERJA DAN LINGKUNGAN KERJA TERHADAP KINERJA KARYAWAN (Studi Pada Karyawan BRI Syariah Kantor Cabang Kediri). *Skripsi INSTITUT AGAMA ISLAM NEGERI PONOROGO*, 4(1), 1–91.
- Putera, M. T. Fi., & Rhussary, M. L. (2018). Peningkatan Mutu Pendidikan Daerah 3T. *Jurnal Ekonomi Manajemen*, 12(2), 144–149.
- Riris Anggun, C. (2020). Pengaruh Lingkungan Kerja, Motivasi Dan Kepuasan Kerja Terhadap Kinerja Karyawan Pada Perusahaan Daerah Air Minum (Pdam) Kota Salatiga). *Jurnal Ekobis Dewantara*, 3(1), 1–10. <http://www.ejournal.pelitaindonesia.ac.id/ojs32/index.php/PROCURATIO/article/view/595>
- Rum, B., Sendow, G., & Pandowo, M. (2019). Pengaruh Etika Kerja, Keterlibatan Kerja Dan Kepribadian Terhadap Kinerja Karyawan Pt. Telkom (Persero). *Jurnal EMBA*, 7(1), 591–600.
- Rumere, L. O. (2018). PENGARUH KOMPENSASI TERHADAP KINERJA KARYAWAN PT. BANK TABUNGAN NEGARA (PERSERO), TBK. KANTOR CABANG MANADO. *Neliti.Com*, 3(1), 1–6.
- Sarstedt, M., M. Ringle, C., Smith, D., Reams, R., & Hair Jr, J. F. (2014). Partial least squares structural equation modeling (PLS-SEM): A useful tool for family business researchers. *Journal of Family Business Strategy*, 5(1), 105–115.
- Sasmita, R., Arifin, Z., & Sunarti. (2013). NASABAH (Studi pada Nasabah PT . Asuransi Jiwasraya (Persero) Malang Regional Office). *Neliti.Com*, 25(1), 1–6.

- Situmorang, D. M., & Ayustia, R. (2019). Model Pembangunan Daerah 3T: Studi Kasus Daerah Perbatasan Kabupaten Bengkayang. *Mbia*, 18(1), 49–64. <https://doi.org/10.33557/mbia.v18i1.321>
- Widjaja, S. (2020). Sekolah Unggulan. *Metanoia*, 2(1), 1–1. <https://ejournal.sttdp.ac.id/metanoia/article/view/36>