

Synergy of Golden Triangle Strengthening Learning in the Leading, Outermost and Underdeveloped Areas (3T)

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Abstract

This paper is the result of a study on the concept of participation in development that focuses on the participation and involvement of universities, private companies initiated by the government, in this case the Ministry of Education and Culture with local governments, specifically to strengthen the development of education in the forefront, outer, and left (*Terdepan, Terluar, dan Tertinggal/ 3T*).

This paper offers the concept of participation of parties other than government, for example universities and private institutions in strengthening learning in areas that are categorized as the outermost, remote, and leading areas. In addition, of course, synergize government cooperation in this case the Ministry of Education and Culture (*Kemendikbud*) with the Ministry of Research Technology and Higher Education (*Kemenristek Dikti*) government at the provincial and district/ city levels.

This paper uses a single method of literature study drawn from the online literature, in the form of a theory put forward by experts in books and online journals, as well as writings in the form of news presented by online media related to this article.

Keywords: synergy, participation, education

Preliminary

Education in Indonesia has its own challenges in advancing education in specific areas located in the foremost, outermost and lagging regions (*Terdepan, Terluar, dan Tertinggal/ 3T*). Managing and advancing education in the 3T area is certainly not the same as other areas in Indonesia, because the issues, characters and challenges faced are also different from other areas. So it requires special handling to get maximum results.

From the existing data, the number of regions in the leading, outermost, and lagged categories is quite large, of 165 consisting of 122 disadvantaged areas, and 43 leading and outermost regions, consisting of 14 provinces and 165 districts (<http://www.lpd.kemendikbud.go.id>, 2015). Of course with the number of areas that much, the number of people residing in the area is also very large.

Educational conditions in the foremost, outermost and underdeveloped areas show a well-being with those in other areas, both in terms of human resources (educators), facilities and infrastructure, as well as education improvement budgets, between central and regional 3T. The educators in the 3T area lacked insufficient numbers, unbalanced distributions, under-qualified, under-competent qualifications, and incompatibility between educational qualifications and the areas under study. It takes the political will of the central government to address the problems in the 3T region. In the field of education, the budget to handle the limitations of education in the 3T region should be optimal so that not many schools in the boundary areas feel the injustice. For example, school buildings are rickety, broken roofs, decayed wood, and so forth (Koransindo, January 17, 2016).

The central government can not walk alone in running the program, otherwise there will be a failure as the undergraduate educate program in the outermost, leading and left behind (*Sarjana Mendidik di daerah Terluar, Terdepan, dan Tertinggal/ SM3T*) areas which has been initiated by the government since 2012 was stopped by the government in April 2017 (Koransindo, 17 April 2017).

Though the program is very good, the demand is quite a lot. In the 6th year of SM3T, *Kemendikbud* in cooperation with LPTK conducted a selection of not less than 23 thousand education scholars who have registered, and selected 3000 participants to be placed in 56 districts, 21 provinces, in Indonesia. The teachers will teach for one year and spearhead the progress of education in the 3T area (www.kemendikbud.go.id, 31st August 2016)

Participation of Higher Education, Local Government and Private

Development, including development in the field of education is like a necessity of public participation, can not solely rely on government programs alone. This is in line with the spirit of democratization that currently runs in Indonesia. Ndraha (Suryono 2010) mentions that

participation in the community can go through several stages, one of which is participation in the implementation of development operations. That way, the parties outside the government have a big chance to participate in the successful implementation of education and teaching in 3T areas.

Thus, the current educational problems facing the government, especially for the most prominent, outdated and underdeveloped regions are quite complicated and complex, the pattern of settlement can not solely rely on the government's resources, efforts and abilities alone. There is a need for synergy and cooperation of golden triangle between government and universities and private parties in 3T areas. During this time, the government as run alone with the program educational scholars in the outlying, left, and disadvantaged.

In fact, the government also needs to establish good synergy and cooperation with fellow central government agencies in this case the Ministry of Education and Culture (*Kemendikbud*), Ministry of Research and Technology Higher Education (*Kemenristek Dikti*) provincial government and district governments that have outer, remote and leading areas. Each level of government needs to be involved and contribute to the strengthening of learning and the success of the reinforcement program, by taking non-overlapping roles and portions.

In addition to establishing good cooperation between the government at all levels and sectors, good and mutually beneficial cooperation also needs to be established with the main universities still in one province or one district with the outermost, remote and leading areas. Stronger cooperation would be happened if it involves the private sector operating in the regions that enter the territory of provinces or districts/ municipalities whose areas have the outermost, remote and leading categories.

The golden triangle model and cooperation can be realized in a more technical and operational form starting from the initiative of the Ministry of Education and Culture to invite university cooperation in provinces or districts/ municipalities whose territory has 3T. That is by recruiting new graduates from the college, especially from the Faculty of Teacher Training and Education (*Fakultas Keguruan dan Ilmu Kependidikan/ FKIP*) to volunteer to teach in 3T area. Of course the recruited students have a number of specific conditions in accordance with the need for those who will serve in the outermost, remote and leading areas. Among the requirements, related to teaching ability, physical ability, spirit and commitment of dedication to advance education in 3T areas. Before being deployed to the regions, they need to be well-informed, related to their readiness to perform the task.

If the college which is closest to 3T location is not pleased to cooperate with *Kemendikbud* to implement the program, *Kemendikbud* can offer, or invite other universities that also have the faculty of teacher training and education, in the same or outside the province.

These scholars are directly contracted by the college where they used to study through the Institute of Research and Community Service (*Lembaga Penelitian dan Pengabdian Masyarakat/*

LPPM) as a form and a form of community service, with a contract period of two years. Volunteers who are considered successful by the Ministry of Education and Culture complete the task well, given appreciation and reward in the form of scholarships education to master level. The scholarships awarded to them are allocated from the scholarship program owned by the Ministry of Research Technology and Higher Education.

Position *Kemendikbud* is to initiate and prepare and lead, including coordinating with other parties, both within government and outside government such as colleges and private sector, to the level of evaluating and controlling the implementation of teaching and learning activities conducted by volunteers in the schools where they work.

It becomes the territory and responsibility of *Kemendikbud* to prepare monthly routine fees given to volunteers and directly accepted by volunteers through their respective accounts. Includes the process of training and briefing the director's volunteers, and the cost of sending volunteers on the job and back from work. So the portion of this program is mostly in the hands of *Kemendikbud*. While the other side is supporting the program initiated and initiated by *Kemendikbud*.

The local government, in this case the provincial or district/ city government can take the portion of providing volunteers the need to provide accommodation and transportation facilities if necessary volunteers, from where they live to the location/ teaching location. So the mobility of the volunteers in the field will be more flexible with the guarantee of accommodation and transportation provided by the provincial government or district/ city. The operational costs of daily needs of volunteers both consumption and transportation fuel have been calculated in the honorarium given by *Kemendikbud*.

The local government is selected to take the portion and role of providing accommodation and transportation facilities, because the average of those who have resources down to the sub-district and village levels, including building and other equipment that will be needed by volunteers in the field. In addition, local governments, which play a role coordinate and communicate the presence of volunteers to the sub district head or head and other officials who served in the outermost, remote and front. And it could be local government in this case represented by district education offices.

The private sector in this case large-scale private companies operating in areas with 3T categories take a role in providing educational tools needed by volunteers in the field. Such as the purchase of textbook materials, stationery, and various educational technical needs in school/ classroom. Funds used by the company of course taken from the funds of Corporate Social Responsibility or better known as CSR.

Of course, the purchase of teaching and learning needs in the classroom will not drain the company's CSR budget too much, since it will not be as big as building a school or physical school

that is part of the responsibility of the central government in this case *Kemendikbud* or local government. The involvement of the private sector in the successful implementation of education in 3T area as well as a valuable investment to display a good image as a company that cares for the fate of education of the nation's generation located in the outermost, remote and the forefront.

Conclusion

It takes synergy and cooperation between various parties to complete and succeed in strengthening learning in the foremost, outermost, and lagging areas (*Terdepan, Terluar, dan Tertinggal/ 3T*). Can not be managed only by one ministry, or one party only, need to involve the government at the regional level including universities and private parties in the implementation. So that each party has the responsibility and role in solving educational problems in the forefront, outermost, and left behind. Once the budget is not only charged to a ministry or a party, so it can be lighter, and at the same time can cover basic education in the front, outer, and behind.

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