

ACHIEVING THE SUSTAINABLE DEVELOPMENT GOALS: A STUDY OF THE COMPLEXITY OF EDUCATION PROBLEMS IN REMOTE AREA

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ABSTRACT

The Government of Indonesia has encouraged an effort to promote development in rural area in order to achieve the sustainable development goals. However, the achievement of sustainable development in rural, especially in remote, backward and underdeveloped areas, haven't showed significant progress. The elementary school participation rate in the rural area is still lower than in urban area. Of course there is something amiss, but what it is? This study analysed the factors that associated to the weakness of achieving the sustainable development goal in education in rural area. In order to answer those problem, this research used theoretical perspective that the quality of education is determined by several factors such as management, curriculum, teachers, facilities, school environment, and participation of community.

This research used secondary data of the Center for Population and Policy Studies (CPPS), related to the education in Keerom, Kaimana, and Ketapang Regency in 2014/2015. The information and data that obtained has been analyzed comparatively, which is comparing among regency. Factors that determine the sustainable development goals in education field were compared and analyzed, so it could be known the cause of differentiation and the main influence factor in each Regency. Furthermore, this conclusion become the basis aspect for formulating policies to improve the quality of education in remote areas.

This study found a similar pattern of educational problems in three Regencys. Problems that hinder the progress of basic education, i.e. school management that has not work well, quantity and quality of teachers, and low accessibility. School management problem characterized by no separation between administrative staff and teachers, also evaluation of teaching and

learning activities haven't running routinely. Problems from the teacher side can be explained in terms of teacher attendance, work ethic, and some national policies that are not offset by regional readiness that indirectly encourages teachers to leave school for long periods of time. Accessibility problems related with inadequate condition of road infrastructure, uncertainty weather and wave conditions in waters territorial and high cost of transportation. Additional issue for Keerom Regency is a security. An elementary school that in the past were operating well, today is found in different condition. It has been closed and there were no teaching and learning activities for more than three years. School was abandoned by teachers because of security reasons.

KEY WORDS : education, rural, remote, elementary school, sustainable development goal

INTRODUCTION

Background

Brundtland Report which released by Organization for Economic Co-operation and Development (OECD) in 1987 on measurement of sustainable development has been a crucial moment to issue the world awareness towards the sustainable development. The report filled with commitment of European countries to actualize the sustainable development based on three pillars: economy, social and environment, has triggered the media, scholars, practitioners and researchers to have the discussion on global problems. Several of them are climate changes and global warming, decreased energy resources, increase in poverty level and social gap.

At the end of 1987, United Nations has encouraged all countries to take actions and strategic policies in saving the world. Through the report under the title of "Our Common Future", United Nations stated that development of the countries in the world should not be only to fulfill the present needs, but better to also support the life of the next generations. This statement was effective so it stimulated the countries to actively arrange the international policies and strategies in politics, economy, social cultural and education in facing the global challenges.

Since United Nations has declared period of 2004-2015 as Education for Sustainable Development (ESD), the role of education in overcoming the global problems was intensified. Even though ESD has finished, there was another agenda which became the major task of all countries in the world, namely Sustainable Development Goals/SDGs. There were 17 goals in SDGs and one of them was related to education, namely goals number 4: ensure inclusive and equitable equity education and promote life learning opportunities for all. In order to reach the goal, there were indicators should be

met during period of 2016-2030. The role of educational development was the most important task even though ESD has finished. Indonesia was one of the countries with interest in fulfilling ESD with its involvement in signing the deal of SDGs. Apparently the deals in the global level has pushed many countries to strengthen the policies in educational development. In Japan, for example, the government established a ministry dealing with education, culture, sport and technology to development the human resources. In Sweden, there was a re-orientation in educational policies started from pre-school to university by promoting approach in pedagogic, moral and entrepreneurship.

In Indonesia, the government has encouraged the educational development, mainly in the rural areas. This action has been conducted since 1990-an in InpresDesaTertinggal program. One of the important element of the program was the development of inpres elementary schools in order to make possible for rural people to access it. So at the end all people could equally have access to the education. The final goals to be achieved was the quality and competitive human resources. In 2008-2009 the government has also allocated 20 per cent of State Budget for education sector and half of it was used to develop the basic education in the rural areas. Unfortunately, the goals of sustainable development in the rural areas showed insignificant progress. Level of basic education participation rate in the rural areas was lower than in the cities (93.77 per cent compared to 96.19 per cent). The level of understanding of basic education students was also lower in the rural areas compared to the cities. Definitely something is amisse, but what is it? The main question from this study was what factors which had caused the policies in accomplishment of sustainable development policies did not make a real impact on the education indicators in the rural areas? Was there any situation in the in-between variable which could explain the gap in education between rural areas and cities?

Method

This study used secondary data based on the research conducted by Center of Population and Policies Studies UGM (CPPS UGM) in 2014-2015. CPPS UGM has been conducted study on education in the remote areas in Indonesia in location namely Keerom, Kaimana and Ketapang Regencies. The data collecting was performed by conducting a survey, in-depth interview and focus group discussion to several informants and stakeholders in educational sector. This study used qualitative data which has been collected from the research. The determination of location which to be used in this study is also the same: Keerom, Kaimana and Ketapang Regencies. Each regency has unique geographic characteristics. Keerom was an area with potential conflict, Kaimana was a waters area and Ketapang was a hilly area. This research took 31 primary school in each regency as sample. All areas had one similarity for

being remote areas. Asides from the research conducted by CPPS UGM, this study also used secondary data from Central Bureau of Statistics, Office of Education and Bappeda.

This study analyzed three issues comparatively: (1) sustainable development performance in educational sector, (2) educational problems in primary schools and (3) factors related to achievement of sustainability development in educational sector. Analysis result of the three aspects would be a material to be discussed with the stakeholders and experts in education in order to achieve crucial points in formulating the educational development policies in the remote areas, especially in achieving the development goals.

RESULT AND DISCUSSION

The Achievement of SDGs in Education in Three Regencies

Sustainable development goals in education field is to ensure inclusive and equitable equity education and promote life learning opportunities for all. Its means that every women and men have equal right foe better education. United Nations has designed seven target in order to achieve that goals, which four of them are related to the focus of this study-primary school

Target 1 is by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Central Bureau of Statistics uses Net Enrollment Rate (NER) to measure this target. Data shows NER of primary school are quite high, especially in Ketapang and Kaimana Regency, even it is higher than national. However, NER of primary school in Keerom regency is differ quite sharply. It is the lowest (table 1). In some occasion, this condition often associated to the social culture aspect. Parents in Keerom didn't support their children to school (Jayapura Pos, 2015).

Table 1 NER of Primary School and GER of ECE 2013/2014

	Net Enrollment Ratio of Primary School 2013/2014	Gross Enrollment Ratio of Early Childhood Education 2013/2014
Ketapang Regency	95.93	47.01
Keerom Regency	56.28	47.92
Kaimana Regency	98.16	74.18
Indonesia	93.30	65.16

Source: Kementerian Pendidikan dan Kebudayaan Pusat Data dan Statistik Pendidikan Tahun 2014

Target 2 is by 2030, ensure that all girls and boys have acces to quality early childhood development, cara and pre-primary education so that they ready for primary education. Data 2013/2014 (Table 1) shows that gross enrollment ratio (GER) of early childhood education (ECE) in Kabupaten Ketapang and Keerom very low, around 47. The study found that there were an almost

complete absence of government investment and private sources in early childhood education. There were no ECE activities in those areas. Meanwhile, GER of early childhood education in Kabupaten Kaimana is higher than national ratio, 74.18. But, the study found that there were no ECE activities in the research areas in Kabupaten Kaimana. As the result, early childhoods are not ready for primary education.

The fifth target, by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations. There is no statistical data that can explain the achievement of this target. Based on the qualitative study, it can be said that there is no difference of access for student to pursue education, based on gender, origin, and special situations. The difficulties encountered more due to the geographical factor.

The sixth target, by 2030, ensure that all youth and adults, both men and women, reach a proficiency level in literacy and numeracy sufficient to fully participate in society. This study found that this target has not been reached. The ability of the literacy and numeracy of primary school students in three regencies are not good enough. Many students can't read and count.

“Students who practice reading is also not read fluently, because students who are here until the third grade also have not read fluently” (Teacher of SD YPK Pikere, Keerom Regency, 2015)

“No student gets a score of five in a mathematics exam. Student math scores only a maximum of four. That's what i said, the students' math score here is zero” (Principal of SD YPK Namatota, Kaimana Regency, 2015)

The Condition of Education in Remote Area

The Central Government has issued a number of policies to improve the quality of education for society. However, those policies were often not consider situation in remote areas that are still confronted with the quite difficult of social, economic and geographical condition. Therefore, the implementation of various educational policies in province or regency often encounter some problems. This section describes the results of studies about the state of education in remote villages in Ketapang Regency, West Kalimantan; Kaimana Regency, West Papua; and Keerom Regency, Papua.

a. Participation and Student Learning Quality

Most children in the primary school age range in 31 schools as research areas has been enrolled as student of primary school. Quantitatively, this achievement was very proud (see Table 1). However, if the achievements seen from the level of attendance and student learning outcomes, the result is quite apprehensive. In terms of attendance, many students were found not attending the school for a long time because their parents engage them to work in the farm or sea. Children become accustomed and prefer to join their parents than go to school, moreover they got money for helping their parents. Low attendance rates has an impact on the poor performance of student learning. This study found many third graders and above who are not fluent in reading and counting.

b. Quantity and Quality of Teacher

One of the fundamental problems encountered in schools in remote areas are limited number of teachers and the unequal distribution of teachers. This study found that the number of primary school teachers in some schools didn't reach the threshold. Some of them are still a contract teachers or honorary teachers, moreover in some schools, the only one of civil servant teacher is Principal.

Teacher performance could be said not good enough when it was viewed from high level of teacher absenteeism. Limited facilities and access often became a reason for teachers to linger in the city and they didn't return to the village immediately. In addition, during the harvest season, some teachers also did not teach because they work in the farm during the period of season.

c. Facility

This study found that educational facilities in remote areas still inadequate, both in quantity and quality. First, the number and condition of the teachers' official residences were very limited, whereas the official residence for teachers were needed to overcome the accessibility problems that faced by people in remote areas. Second, the limited of textbooks availability. The consequence of those condition is not all students have a handbook for self-study at home and follow lessons in school.

Third, inadequate condition of school facilities. In some schools studied only had two or three classes so that learning activities were divided into morning and afternoon classes. Also, some classroom conditions were no longer sufficient. In addition to this, lack of toilets in schools have an effect on the continuity of the teaching and learning process. Students must go back home to urinate and it was difficult to make sure that they will return to school again. Most of schools also did not have room for library. Only one

school had a library and functioned well, but the book collection was very limited. Almost schools also did not have access to electricity because most of schools were located in villages that have not access to electricity yet.

d. Budget

One form of educational budget support is School Operational Assistance (Bantuan Operasional Sekolah/BOS) funds, that is used for the purchases/duplication of textbooks lessons, financing all activities in order to new students admission, exam financing, purchases of consumables, handling school financing, and monthly honorarium payments for honorary teachers and educational staff. This study found that the mechanisms of BOS funds in some of schools studied were causing problems for schools. As the existing regulations that the level of acceptance of the BOS funds depends on the number of students. It was quite difficult for schools that only have very few students and fully depend on the BOS funds because of school spending often not parallel with the number of students. In addition, the burden of paying honorary teachers also quite burdensome for some schools because the number of honorary teachers more than civil servant teachers. Another problems was the delay in disbursement of BOS funds that affect school operational activities, especially for schools that depend entirely on BOS funds. The delay in disbursement of BOS funds also resulted in delays payment of salaries for honorary teachers which ultimately affect the decline of teaching quality from honorary teachers. This study found that the delay in disbursement of BOS funds was caused by the delay in the approval process of Budget Revenue and Expenditure Budget Regional (Anggaran Pendapatan dan Belanja Daerah/APBD) and the accountability of the previous BOS funds has not been well done.

e. Community Participation

Another challenge in the implementation of education in remote areas is the lack of parental support to the implementation of education. Some parents and society still hold the view that education was not too important. According to them, a person can meet the needs of his life without having to school because the source of income has been provided by nature, in the form of marine and farm products. In addition, poverty was also a reason for parents to involve their children working and help them to meet the needs of household.

“Even children doesn’t attend to school, they can still get money”
(Student Parent, Bofuwer Village, Kaimana Regency, 2015).

“The level of poverty also affects the desire of parents to send their children to school” (Head of Department of Workforce of Ketapang Regency Education Office, 2015)

The low support of parents is also seen from the lack of parents attention to the needs and progress of children's education. Parent's cognitive abilities were also limited so that they are unable to accompany their children to study at home. The condition is aggravated by parents who rarely care about children's learning activities. In terms of child health, parents also do not pay attention to the child's nutritional intake, e.g. parents do not provide breakfast to children before going to school.

The low participation of parents in the end effect on children's learning activities at school. Teacher complain that students are less paying attention in class, students do not bring stationery to school, students do not doing homework, students often do not attend to school, and students out in hours of lessons because of hunger. As a result, the average of students has a lower ability than his/her grade, especially in literacy. Many students from third graders and over who have not been able to read and count.

f. Accessibility

The classic problem for teachers in remote areas is accessibility. In general, primary school buildings were located in the middle of village that is easily accessible by students, but teachers who are not local residents find it difficult to reach the school. The villages in the Kaimana Regency, for example, are almost 100 percent located in the middle of the waters area. To reach the village, people have to use a boat/"fiber" that requires a lot of fuel and it has an impact on high transportation costs. Teachers usually rely on a ride to reach the school so that teacher attendance at school becomes highly dependent on the presence or absence of a ride.

Weather and ocean waves were also a challenge for teachers' mobility in Kaimana Regency. While in Ketapang Regency, road conditions are still muddy, especially during the rainy season that making it difficult for teachers to reach the schools. In Keerom Regency, although it is a land area but there is no public transportation reaching the villages in Keerom County. Teachers also usually hitch a ride to get to school.

In addition to geographical factors, security factors also affect the activities of teachers in Keerom Regency. Location of Keerom Regency bordering with Papua New Guinea's state leaving the security issues in that area. The remains of separatist Operasi Papua Merdeka (OPM) still often spread the threats in border areas. It is not surprising that throughout the territory of Keerom, there are many Army posts to maintain the security of region.

g. Government Regulation in Education Sector

In order to encourage teacher performance quality, the Central Government and Regional Government have issued several policies. In this discussion

will be presented three government policies, both Central and Regional Government which is related to the topic of this study. First, the certification policy for teachers regulated through the Regulation of the Minister of National Education Number 18/2007 on Certification for Teachers in Occupation (Peraturan Menteri Pendidikan Nasional Nomor 18 Tahun 2007 tentang Sertifikasi Bagi Guru dalam Jabatan). This policy intended to improve the quality of teachers through the process of providing teacher's certificates for teachers in occupation, one of them by providing educator profession allowance with the same value with one time basic salary. This policy responded very well by teachers. Then, many teachers continuing their education to obtain a Bachelor's Degree in order to be certified. However, this is not well managed by the Regency Education Office. Many schools are finally abandoned by their teachers for college, while the number of Primary School teachers is very limited. As a result, the learning process becomes disrupted.

Second, the policy of completing the main data of education (Data Pokok Pendidikan/Dapodik) in an integrated/online manner regulated through the Regulation of Minister of Education and Culture Number 79/2015 on Basic Education Data (Peraturan Menteri Pendidikan dan Kebudayaan Nomor 79 Tahun 2015 tentang Data Pokok Pendidikan). This policy is an attempt to realize a single database so that it can create integrated educational data management and produce representative data. To carry out the task, the school must be connected with internet networks because the data input must be done in an online manner. This policy creates problems for the schools studied because it is located in areas where electricity networks are not accessible. Data input of school should be done in cities that have electricity and internet networks. In the meantime, the school doesn't have administrative officers who perform these tasks so that teachers have to do. Consequently, teachers have to leave teaching assignments to perform data input in the city. It usually takes more than one day because distant geographical distance and limited transportation modes. In some cases, teaching and learning activities in some classes were eventually eliminated because of the very limited number of teachers.

Third, policy of expensiveness allowance for teachers who served in remote areas. This policy is a special policy from Regional Government by considering geographical access. The term of expensiveness allowances varies in each of the studied Regencys. Government of Kaimana Regency uses name "Zone Allowance" (Tunjangan Zona), Government of Keerom Regency uses name "Additional Income" (Tambahan Penghasilan/Tamsil), and Government of Ketapang Regency uses name "Remote Teacher Allowance" (Tunjangan Guru Terpencil). The policy is regulated through decisions or regulations of the Bupati. The amount of allowances provided also varies in each region. The study found that the allowance policy has not been able to significantly improve teacher attendance. For some teachers who do not live in the local

village, the amount of allowances provided is not commensurate with the transportation costs that must be incurred. However, for contract teachers and honorary teachers who live in local villages and underpaid, the existence of such allowance felt very helpful.

In the expensiveness allowance policy, the Regional Government also regulate the cutting of allowance for teachers who are late or absent from work. It is intended to reduce absenteeism of teachers which are prevalent in remote area's schools. The deduction of allowances are varies in each region for each case. However, the policy is not implemented properly. Cutting allowances for undisciplined teachers is not done, both for humanitarian reasons or administrative reasons. In addition, there are also many cases of collaboration between Principals and teachers to manipulate teacher attendance data. In fact, Regency Education Office also manipulates teacher attendance data for administrative reasons.

“Mostly, we provide information, for the month of December, if the process of filling the attendance list waits until the end of December, then the allowance for December will be given in January. We give bonus for the month of December, the attendance list for the month of December made always present” (Head of Sub Division of Finance of Kaimana Regency Education Office, 2015)

Determinants

Based on explanation above, the achievement of SDGs in education field can be assumed quite less. Some targets of SDGs still need to be encouraged to achieve the goals maximally. This is related to the some factors, such as bellow.

1. The school management

The school management has important role in the achieving of sustainable development goals. Its role not only to encourage the circumstance of teaching and learning activities condusively, but also to encourage the achievement of better education, which is deliver the qualified human resources. Therefore, management in all of the school components must be work well. There are some components of the school management which barrier the achievement of sustainable development goals, such as.

a. The management of pupils

Primaries school in research areas didn't have a clear approach in the management of pupil. This is can be seen from there was no prestious expectation and requisite of the school to the pupils. There was no routine assignment that given as an effort to prepared the pupils to become competence and have prepareness to continue their study in the next

level. Even, in the daily learning and teaching activities, a requisite to the better capacity didn't appear clearly. One of the school was found that pupils learn similar subject continuously for four days (from Monday until Thursday). Also, that school didn't apply a high discipline to the pupils, even in finishing the assignment that given, their attendance at school or in obey the rule of the school. Those figured that expectation and requisite of the school not maximize.

The schools also didn't apply qualitative approach. The school haven't given more attention to the happiness of the pupils. The method of learning wasn't arranged to make students happy. In contrary, this research found some pupils feel uncomfortable and argued that the learning circumstance at school was uncondusive to self actualization.

'At my school, teacher often punishes the student, twist the ear, pinch, yes it is because of the student unable to do the task on the blackboard, sometimes it is because of the unable to unswer the teacher question''
(Ib, student of primary school in Ketapang, 2015)

'on the wood we find a gold, so if we want our pupils better, they should be taught in a hard way, so that they become a diciplint and a good student' Teacher of primary school in Keerom, 2015)

b. The management of teachers

Human resource, that is the teacher has an important role to achieve the sustainable development goals in education field. They must be prepared optimally in the quantity and quality aspects. In quantity aspect, total of the teacher in some schools very limited, even SD YPPK Sangke, SD YPK Skofro, SD Inpres Kriku and SD YPK Sawatawera are quite less. At those schools, there were only two teacher to teach six class everyday. Those condition made the function of student teaching, empowering and educating didn't work optimally.

A solution that have been done by adding the new teacher from city through mutasion mechanism didn't work well. The new teacher could not stay in long periode because of their adaptation ability to the condition of remoteness was quite less. In the context recruitment of new teacher through government mechanism, it has the some problems. Selected teacher, they usually could stay one until three month in remote areas, after that they asked to moved on. The determinant was same, the ability of adaptation in the remote areas was very less.

‘ Selected teacher though government mecanism were smart, clever, they graduated from Yogyakarta, Jakarta and others big cities. In selection process, local candicate must be faild. Selected teacher, if they should work in hulu, after three month they asked to move, they didn't

enjoy to live there, there was no electricity, difficult to access a clean water, there was no MCK. They used to live in city, the condition was differ quite sharply, but if local candidate won, I believe the condition would be different, they have understand well that remoteness' (Staff of Dinas Pendidikan Ketapang, 2015)

The quality of the teachers also become a hard task that must be overcome if government want to achieve the education quality. The chance of the teacher to follow training to make better their capacity was quite less. If there was a chance, teacher difficult to join because it has has a big implication to double task of the other teacher, there were no structural activity at class, or even dismiss the school.

Monitoring of the teacher quality by Education Agency was minimize. The staff of Education Agency hardly ever visit the schools in the remote areas because of the distance factor and less budget of operational. One instrument can be used to monitor the performance of the teacher was teacher data or known as dapodik. Dapodik information become the basis for Education Agency to evaluate the teacher performance. Unfortunately, dapodik must be filled on line, which the process influence to the teacher performance and learning and teaching activities at school. The teacher who live in remote areas have to go to city and leave the school to fill dapodik, because there is no electricity in the village. Also, the process need much time, at least one week, because the distance was long and the access of transportation was low.

c. The management of school facilities

The facilities of primary school haven't manage well. It known from two class in some level were join together because of less of the room, the using of library as teacher room, there were no practice room, there were no separation between rest room for girls and boys, there were no praying room. Moreover in the procurement of supporting facility, practice tools, sport tools, almost fomulated by the head self or one teacher only. Sometimes that process wasn't formulate well because it has no assessment formerly, so some supporting facilities disuse and missuse.

2. Budgetting support

Government of Indonesia has allocated 20 per cent of National Budget for education development and half of its was allocated to remote areas. But, its implementation still meet more challanges, especially after decentralization which has implication to the education affair-it become responsibility of regency. In the three regency, government responsed that policythrough classified the school based on 'quality' in each level. This rose a worries for

the school in remote areas, which scored less in quality. Those school felt that they didn't get full attention from government. The distribution of education incentive was unequitably. According to this research result, it showed that delivery and budget allocation in education were responded negatively. Almost all of staff of Education Agency and teachers argued that allocation for education sector were not sufficient.

Allocation budget for education that not sufficient could distrurb the effort to ahieve the sustainable development goals, because the education institution become uncapable as center in creating a high qualified generation of nations. Even formally, budget allocation have sufficient as figured in Regency Budget, but in the using still has problems, such as bias of target and procedure of activity. Also, education budget has structural problems, which is a lateness in realization of legal budget in the meeting of Regency Budget, so it caused a lateness of budget distribution to the targets.

3. Accesibility

Achieving the sustainable development goals in education field in remote areas become hard and hard if it was faced the accesibility problems. The accessiitiy to primary school in the research area was quite terrible. To reach the school, it need much energy and cost. This condition have a big influence to the implementation of education policy in remote are. Especially, budget in education sector were assumed not sufficient by many staff of regency government. This is means, besides the implementation of policy and program, there are another expences that must be calculated as a risk of location of the school and low accesibility. For instance, policy fo monitoring and empowering the primary school in remote areas must be followed by allocation of transportation expenses sufficiently.

Also, low of accessibility become major problems for the attendence of the teacher both at school and class, especially for the teacher who live outside of the village. In particular situation and bad weather, the road to school was damageand very hard to passed, so the teacher tend to closed the school and student were free from school activities. This condition absolutely influence the quality of learning result of the students.

4. Community participation

Talking about achieving the sustainable development goals in education field will always related to the two aspects, partisipation of community and schools as provider. The finding of this research has strenghten the important role of the community in the education process. Unfortunately, the role of community in the education process were quite less. Even in some schools, the role of community could be said nihil. Those were known from the less control and

monitoring of parents to the result learning of their children in everyday and the less of parents participation to support the school activities. Daily, the role of parents tend to see as fugurity. Their role as companion in learning process at home was very minimal. They rarely accompanied their children to do homework at home. They put the schools as major actor that must be taken a big responsibility to the education of the children.

The less support of the parents was caused of mindset of the society which supported by economic condition and their occupation system in each areas. Some parents and societies still have an idea even without education, they can obtain money. They can obtain money easily by selling the fish and forestry's harvest without high education specification. The school need become less important than make sure that children to learn for fishing, hunting and gardening

DISCUSSION

Indonesia is a nation which has interest to achieving the sustainable development goals, especially in education field. The effort to develop the education keep doing in several aspects consistently, from policy until providing the school facilities. But to achieve an inclusive and equitable equity education and promote life learning opportunities for all, still become hard work for Indonesia. There are many problems in primary school in the remote area and it figure that the idea of inclusive and equitable for all still far away. Targets of SDGs agreement must be understood clearly as common goals, so achieving the sustainable development goals can work comprehensively.

It has implication for accuracy of the indicator selection in order to measure the performance of SDGs targets. For instance is target (1) which is ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, wasn't sufficient if only measure by participation rate and literacy rate both girls and boys. Those indicators haven't figure the real condition. Some education problems in the remote areas were very complex, so it need to see comprehensively. The secondary school were located in the center, if people want to access it they need additional cost for transportation and for living. Some people have to think twice before make a decision whether their children will continue their study or not.

An effort to achieve the sustainable development goals in education field can be done if there is commitment from all stakeholders, government, civil society or private. In that context, it need a separation task among stakeholders which are mutually supportive, so the education management especially the primary school management needs to be strengthened. If there is a clear mechanism and procedure in the management of primary school, so

it will make easier for stakeholders to take a part in order to achieve common goal, which is sustainable development goals.

Indonesia still has long time to achieve some education target in order to achieve the sustainable development goals. It is around one decade, so Indonesia still has time to increase the education development, especially in remote area to achieve equal education between rural and urban.

CONCLUSION

Based on the results of this study, it can be concluded that there are still a number of Education issues in remote areas. Quantitatively, the participation of primary school age children is quite good. But qualitatively, the level of attendance and student learning outcomes are still far from expectations.

The number of teachers is very limited. In the most schools, teachers are more dominated by honorary teachers than civil servant teachers. Teacher performance is still poor as seen from the high level of teacher absenteeism in class.

Those condition related to some factors. First, the school management which not work well. The school trapped in a quantitative indicator in educate the students, so qualitative aspects were lost. It was also happen in the management of teacher. Recruitment mechanism and empowerment didn't work well, so teacher seems like didn't have responsibility to increase their teaching quality. Second, the allocation of education budget wasn't sufficient the school needs. The operational activities of the school often late because of the disbursement of BOS and budget mechanism in regency didn't work well. Third, the low of accessibility. Geographic factors and safety become major reason for absenteeism of the teacher. Fourth, the low of community participation. Value of the children and poverty factors were the main factors that influence parents support to the children education.

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