



The implementation of the secondary education affirmation program in Indonesia

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Abstract

This research aims to identify the implementation of the affirmation program, obstacles to the affirmation program, and optimize the potential for implementing the affirmation program at two schools in Indonesia so that the quality of education of students, especially ADEM program students, increases and becomes better so that it can be achieved. Develop all the potential that exists in the origin of each student. The subjects of this research were school principals, teaching staff, employees, and all students who took part in the ADEM program. The research was conducted at Pendowo Catholic High School Magelang and Satya Wacana Christian High School Salatiga, Central Java Provinces. This research used a qualitative-descriptive research approach, which used primary data in the form of interviews, observations, and observations as well as secondary data in the form of documents originating from the past or before this research was conducted. To get good results, researchers carried out data reduction and triangulation of techniques and sources to make it easier to provide information to readers. The results of this research show that the forms of implementation of the Papua Secondary Education Affirmation Program (ADEM) at Pendowo Catholic High School Magelang and Satya Wacana Christian High School Salatiga are carried out in accordance with the stages. First, in its implementation, both schools have carried out the process of picking up, preparing, dynamics, results and returning affirmation program participants. Second, This research also found various obstacles or obstacles in its implementation, such as the funds provided were only funds for living costs for each program participant which were adjusted to their respective regions, there were program participants who did not have health insurance so it became a burden for both schools, there were cultural differences and needed long adaptation for program participants, lack of professionalism on the part of the teaching staff at one of the schools studied, and the lack of standardization in the reporting format for the use of the affirmative budget. Third, both schools have also made optimizations to improve the quality and quality of education through optimizing human resources, budget use and infrastructure.

Keywords: Secondary education, management, mentoring services

Introduction

Education is a key determinant of an individual's quality within a social society. As humans are inherently social beings, the ability to engage effectively with others and the surrounding environment is crucial. The interaction being referred to pertains to establishing connections with individuals, be it within the confines of one's residence, educational institution, or workplace, or within the broader society. Hence, the promotion of equity and transparency is crucial in ensuring widespread access to education. Equitable education can serve as a standard for enhancing the well-being of the entire Indonesian population.

The equitable distribution of education in Indonesia can also serve as an indicator of the level of educational quality, whether it is high or low. According to data from UNESCO and PISA, Indonesia's education ranking is relatively low. It is ranked fourth out of ten ASEAN countries, tenth out of 14 Asia Pacific countries according to UNESCO (2021), and 62nd out of 71 countries in the world according to PISA (2021). According to this data, it indicates that the quality of education in Indonesia is inconsistent and remains subpar. The outcome is that the production of society is diminished due to reduced global competition and a low quality of human resources (Widodo, 2015; Riyadi & Ghuzini, 2021).

There is a substantial variance in terms of geographical distance between the islands that make up Indonesia. These islands include Sumatra, Java, Kalimantan, Sulawesi, Bali, Nusa Tenggara, the Maluku Islands, and Papua. Starting with primary education (SD) and continuing through postsecondary education, this gap exists. According to

information provided by the Central Statistics Agency (BPS), the School Enrollment Rate (APS) for children between the ages of seven and twelve years old on the major islands in the year 2020-2022 is one hundred and thirty-one percent. Within the same time frame, the APS for children between the ages of 13 and 15 years is 95.77%, while the APS for children between the ages of 16 and 18 years is 74.88%. These numbers are much lower than those of Papua Island, which has an average of 90.84% for APS 7-12 years, 88.88% for APS 13-15 years, and 73% for APS 16-18 years. These figures illustrate the disparity between the two islands. The primary determinant of Papua's poor Average Students' Score (APS) is the considerable distance separating students' residences from schools (Utama *et al.*, 2018). A significant majority, almost 70%, of the population residing in Papua and West Papua, are located in rural regions characterized by varied topography. Based on the 2020 demographic data from BPS Papua, 37% of the population resides in districts characterized by hilly terrain, while 41% live in districts with lowland terrain that is easily accessible. Additionally, 22% of the districts have lowland terrain but are extremely challenging to reach. Unlike Papua Province, West Papua Province has a population distribution where 75% of the people reside in lowland areas. Within this 75%, 68% dwell in lowland areas that are easily accessible and have favorable terrain, while the other 25% live on small, inaccessible, and isolated islands. Due to the challenging geographical conditions, approximately 78% of the population resides in remote locations with limited road infrastructure and transit options. Consequently, students

who aspire to attend school are compelled to undertake lengthy and time-consuming journeys. In addition, the ratio of teachers to students remains significantly low (Zulkarnaen & Handoyo, 2019) ^[9].

In response to these circumstances, the government established the Affirmation of Secondary Education (ADEM) initiative in 2013, under the Ministry of Education and Culture (Kemendikbud). This initiative aims to enforce Law no. 21 of 2001, which grants exceptional autonomy to Papua Province, particularly for individuals facing geographical challenges. As stated by Widayanti (2021), the affirmation being discussed is a policy implemented to ensure that specific groups receive equal opportunity as other groups in the same domain. This program aims to address the educational disparity between indigenous Papuan tribes and students in Java by advocating for government support for the Papuan tribes. Hence, this program is expressly designed for students from West Papua and Papua who encounter challenges in accessing education, particularly those aspiring to pursue high school (SMA) or its equivalent.

The objective of this program is to improve the development of human resources (HR) in Indonesia's disadvantaged, distant, and outermost areas (3T) by providing students from these two provinces with the opportunity to receive an education of a high standard. The objective of the ADEM program, which is being carried out by the Indonesian government, is to improve access, excellence, and equity in secondary education for students who are confronted with limitations and difficulties which are a result of their geographical and economic conditions. In light of this, researchers endeavored to observe the occurrences at Pendowo Catholic High School in Magelang and Satya Wacana Christian High School in Salatiga. Researchers attempted to observe the execution of the ADEM program in regions other than Papua and West Papua provinces. Satya Wacana Christian High School in Salatiga has been able to attain numerous accomplishments through the ADEM program. This achievement is a direct result of the school's effective management skills in coordinating and supporting program participants, enabling them to actively participate in a wide range of activities organized by the Magelang City administration and the Central Java Provincial government. Undoubtedly, this achievement is closely linked to the implementation of the School Based Management (SMB) strategy. The SBM policy grants authority and responsibility to the school, allowing it to effectively utilize the human resources of all school members (including principals, teachers, employees, and students) as well as the surrounding community to enhance the quality of school education. From the provided background information, it is evident that the success of implementing the ADEM program in Central Java Province, specifically at Pendowo Catholic High School Magelang as the coordinator and Satya Wacana Christian High School Salatiga as the partner, depends on school management and services.

This research aims to investigate three main aspects: (1) The implementation of the ADEM Papua program at Pendowo Catholic High School Magelang and Satya Wacana Christian High School Salatiga, (2) The obstacles faced in implementing the ADEM Papua program at Pendowo Catholic High School Magelang and Satya Wacana Christian High School Salatiga, and (3) The efforts made to

optimize the ADEM Papua program at Pendowo Catholic High School Magelang and Satya Wacana Christian High School Salatiga.

Research Method

Type of Research

This research employs a qualitative-descriptive research approach, which allows for a focus on genuine or natural conditions and circumstances. This type of research will depict the subjects and objects of the research in its unaltered form, without modifying the sequence, situation, or conditions. According to Anggito and Setiawan (2018), qualitative-descriptive research is characterized by post positivism, which means that this research approach emphasizes social science by collecting data and analyzing it using words from research participants, without any quantitative measurements (Anggito & Setiawan, 2018). This approach is based on the belief that arises in the field with the dynamics of existing resources.

Research Location and Time

The research was conducted at two locations: SMA Katolik Pendowo Magelang, located at Jl. Perintis Kemerdekaan No. 92, Kramat Utara, Magelang, Central Java, Indonesia and SMA Kristen Indonesia, located at Jl. Beringin VII No. 1, South Tidar, Magelang, Central Java, Indonesia. The location was chosen because SMA Katolik Pendowo is the coordinator of the ADEM Program in Central Java, which started in 2014. SMA Kristen Satya Wacana Salatiga, located at Jl. Cungkup Sari, Salatiga, Sidorejo, Salatiga, Central Java, is the working partner of SMA Katolik Pendowo Magelang during the implementation of the ADEM program. The research was conducted from August 21, 2023, to October 9, 2023. The researcher conducted two visits to Satya Wacana Christian High School in Salatiga and five visits to Pendowo Catholic High School in Magelang.

Data Source

Data sources refer to the methods used by researchers to get information from research subjects. In this research, two types of data sources are utilized: primary and secondary data. The researchers collected primary data by conducting interviews directly with research subjects. The interviews were scheduled to take place between August 21 and October 9, 2023, at Pendowo Catholic High School in Magelang and Satya Wacana Christian High School in Salatiga. Secondary data sources for researching the implementation of the ADEM program at Pendowo Catholic High School, Magelang and Satya Wacana Christian High School, Salatiga, include books, journals, papers, and other relevant documents.

Data Collection Techniques and Instruments

This research employs various methods for data collecting, including observation, interviews, and documentation. The objective of conducting the interview process is to ascertain the procedures and mechanisms involved in the implementation of the ADEM program, identify the challenges encountered, and determine the strategies employed to address these challenges at Pendowo Catholic High School and Satya Wacana Christian High School. This research will involve conducting interviews with school principals, teaching staff, administrative personnel, and

students from Pendowo Catholic High School and Satya Wacana Christian High School Salatiga. The purpose of these interviews is to gather information about the ADEM program implemented at both schools. The research conducted non-participant observations to monitor and record the management of the ADEM Program at Pendowo Catholic High School, Magelang and Satya Wacana Christian High School, Salatiga. The research will involve observing the operation of the ADEM program, documenting the challenges encountered, and analyzing the remedies that have been or are being implemented. The research methodology involves direct observation of the teaching and learning process, as well as the interactions between students and school staff. Additionally, the everyday activities of ADEM program participants at the two schools are closely monitored. The research will utilize a documentation method that involves gathering evidence of the ADEM program's implementation, the challenges encountered, and the solutions that have been or are being implemented. This evidence will be in the form of photographs capturing various activities both within and outside the school, as well as documentation of learning outcomes and other relevant information.

In order to ensure the validity of research data, it is necessary to test the information gathered from interviews, observations, and other documents by using triangulation techniques and multiple sources. Triangulation is necessary to assess the credibility of research findings and conduct multiple verifications using diverse sources. Triangulation techniques are employed to assess the credibility of research by cross-referencing data from many sources. Source triangulation is employed to assess the credibility of research by cross-referencing data from many sources.

Findings and Discussion

Implementation of the ADEM Program at Pendowo Catholic High School and Satya Wacana Christian High School

Implementation refers to the execution of a pre-planned action. Implementation refers to the process of putting a theory or approach into action to achieve a certain goal for the benefit of the public (Locke & Latham, 1991; Gollwitzer & Sheeran, 2006). The implementation of the ADEM program is divided into five parts: pick-up, school readiness during the initial introduction to school, the dynamic process of program participants during learning, results of program participants during the learning process, and returning program participants to their areas of origin.

ADEM Program Student Pickup

The pick-up process is the initial step undertaken by schools to receive ADEM program participants from the Papua region, enabling them to continue their education in top high schools in the six provinces of Java and Bali. The beneficiary school, Pendowo Catholic High School, which serves as the Central Java provincial coordinator, made meticulous arrangements to greet the participants of the gifted program during the pick-up process.

School Readiness in Implementing the ADEM Program

Preparation in this context entails the acquisition of necessary equipment and materials to facilitate teaching and learning activities. Prior to receiving notification from Puslatdik (training and education center) about the new

program participants, the school had undertaken various preparations in anticipation of their arrival. This preparation involves the establishment of committees for program management, ensuring the adequacy of facilities and infrastructure to support the goals of the affirmation program, strategic planning for administrative matters, and the implementation of methods or strategies in the learning model, with a particular focus on enhancing the character development of program students. Both Pendowo Catholic High School and Satya Wacana Salatiga Christian High School have demonstrated exceptional proficiency in managing their respective committees and handling organizational affairs. The Satya Wacana Christian High School in Salatiga conducted a thorough inspection of the dormitory where the new affirmation program students would be staying. This inspection took place two days after the last class completed the repatriation process. These inspections encompass the appropriateness of beds, cleanliness, and other facilities that can facilitate everyday living.

Dynamic Process of School Program Participants

The program participants engage in a dynamic process that involves attending school and participating in teaching and learning activities, character improvement coaching, administrative services for students, financial transparency in running the program, dormitory processes, and overcoming obstacles during the mentoring program. Both Pendowo Catholic High School and Satya Wacana Christian High School implement the Merdeka curriculum to provide students with effective learning methods and practices.

Both schools have already implemented the independent curriculum, as evidenced by our observations. During the observation at Pendowo Catholic High School, the Civics teacher engaged in experiential teaching by utilizing various instructional materials to enhance the understanding of the subject matter. Similarly, at Satya Wacana Christian High School, the arts instructor instructs students to create their own compositions using both national and foreign tunes, and then showcase their work. In addition, there are physics educators that fabricate their own instruments, such as pendulums, to offer instructional resources to their students. In addition to the teaching and learning process, researchers also observed that numerous program participants engaged in sociability with students from Java. The students from Java were pleased to see that their buddies from Papua were validated in their ability to learn about the local culture. Similarly, the students expressed great satisfaction as they had formed new acquaintances from Java. They could share ideas and viewpoints pertaining to language, customs, and behaviors.

Challenges faced by the ADEM Papua program at Pendowo Catholic High School and Satya Wacana Christian High School

Researchers discovered many challenges encountered by Pendowo Catholic High School and Satya Wacana Christian High School throughout the implementation of the affirmation program. One concern is the financial aspect, where funding is limited to cover only basic living expenses and does not include additional costs related to extracurricular activities or other non-academic pursuits. Private schools that rely on student enrollment for income face significant challenges due to limited government

funding. These constraints hinder the schools' ability to carry out activities and meet their needs, particularly in terms of providing facilities and infrastructure for program participants. Pendowo Catholic High School has encountered financial difficulties, resulting in inadequate classroom facilities that are unsuitable for program participants.

In order to address the financial issue, the two schools resolved it by implementing cross-budget subsidies. This involves reallocating funds from less critical budget categories to cover expenses that are now necessary. In addition, both schools will seek out benefactors to address any financial deficits. Pendowo Catholic High School seeks donors through the foundation's director, whereas Satya Wacana Christian High School requests funding from the foundation. If deemed essential, the Satya Wacana Christian foundation will actively seek benefactors to address the financial deficit. Furthermore, a fundamental school budget spanning a period of 3 years was established. This measure aims to ensure that school finances, particularly in the allocation of funds for affirmative initiatives, can achieve the Break Even Point (BEP). Another practice involves utilizing tuition payments acquired from students who are not enrolled in the program. Satya Wacana Christian High School Salatiga is able to cover tuition payments as 98% of the total students are non-program participants. Therefore, the school does not have significant financial challenges, but rather focuses on processing the application. Unlike Pendowo Catholic High School, which relies mostly on participants in the ADEM program and other scholarship programs, only 5 non-program children attend the school, and only 2 of them consistently pay tuition.

The second challenge encountered was the presence of cultural disparities between the program participants and the Javanese culture. The program participants find it contradictory and inhibiting to express themselves freely when they encounter the highly sophisticated Javanese culture, which is brought by the program participants. Nevertheless, the decision to accept or decline the offer ultimately rests with each individual program member. Through careful observations and interviews, it has been shown that these disparities have indeed been resolved, with certain program participants displaying a greater willingness to embrace and accommodate diversity compared to others who do not. Nevertheless, individuals who are unable to embrace diversity tend to voice their opinions more frequently, creating the perception that their perspective is the prevailing one. The consequence is that it tarnishes the reputation of the school, particularly among parents residing on the island of Java who are reluctant to enroll their children in that institution.

Researchers observed that the program participants' selection or choices for the third hurdle did not meet the required quality standards. During the oral interviews with program participants, it became evident that they lacked comprehension of the questions and were uncertain about how to respond. In addition, while conducting the observation, a number of program participants demonstrated an inability to provide clear responses to the questions posed by the teaching staff. In addition, researchers discovered that some program participants had pre-existing illnesses from their country of origin. This also poses a hindrance in the educational process and creates a financial strain for

recipient schools, as the affirmation program does not allocate additional cash or financial positions for healthcare. To address this issue, the Education Department should implement a more rigorous selection process that excludes any involvement of family members, close relatives, or insiders. This will ensure that the selection process is truly fair and that the program participants sent to the provinces are the most qualified individuals who will bring pride to the land of Papua. Some graduates end up working as shop assistants or in part-time employment, which is not the intended outcome of joining the program. However, this is what they end up doing while studying on the island of Java and contributing to the development of their region.

In addition, researchers saw a noticeable level of indecisiveness from the school, particularly among numerous teachers who appeared fatigued by dealing with problematic program participants. Researchers have found that it is necessary to personally engage program participants in order to ensure their willingness to accept and attentively listen to the teacher's instructions, hence maintaining their comfort and motivation to study in class. If the program participants have not made any alterations, then the individual responsible for acting is by the school principal. The principal is always held responsible for any violations committed by the school. If you consistently engage in major infractions, the outcome will be your repatriation to your parents. However, what occurred might be likened as negligence through frequent calls.

In response to this issue, the two schools exhibited contrasting reactions. Expelling a student participating in the scheme will have little impact on Satya Wacana Christian High School, as the school is already renowned for its exceptional accomplishments and rigorous enforcement of regulations. In the event that a child enrolled in the program engages in smoking within the dormitory premises, and if the program participant consistently fails to attend lessons, the school will issue a formal warning letter. At Pendowo Catholic High School, it appears that both the teachers and the principal are apprehensive about the students or possibly the Education Department. This fear stems from the potential consequences of sending program participants home, as it could result in being labeled as failures and losing their status as the Central Java Province ADEM coordinating school. Program members who have been found to have broken school regulations, such as consuming alcohol, are solely sent repeated warnings. The responsibility for the female tutors to supervise the children in the girls' dormitory appears to be left to chance when the children interact during nighttime. Despite residing in the vicinity of the school alongside his family. Each instance the male public servant voices his objections and lodges a formal grievance, it is due to his consistent responsibility of caring for the family, while the female civil servant assumes the role of administrative head and school treasurer during school hours. In addition, throughout the learning process, program participants appear to be given freedom to enter and exit the classroom by unethical teachers. Furthermore, there are excessive idle hours for lessons, exacerbating the situation for program participants, particularly those who already exhibit misbehavior from Papua.

Additionally, the researchers discovered that inadequate facilities and infrastructure, particularly at Pendowo Catholic High School, resulted in program participants experiencing boredom during class. In addition, the

instructor's role during the learning process is also a contributing element to the lack of motivation among program participants in the classroom. Furthermore, the researchers discovered that the moral uprightness of teachers, particularly at Pendowo Catholic High School, was enhanced.

Pendowo Catholic High School faces a multitude of challenges, including a tight environment and a high proportion of non-program pupils, which negatively impacts the school's attractiveness to prospective students. The lack of decisiveness exhibited by instructors and school authorities will inevitably influence student behavior. In this context, the principal's responsibility lies in maintaining a consistent presence at the school and occasionally traveling during the learning process, rather than flying every 2 weeks and delegating internal school issues to their deputies. Indeed, the principal's presence in the school instills fear in youngsters due to their apprehension towards the principal rather than towards the teacher.

Optimizing the ADEM Papua program at Pendowo Catholic High School and Satya Wacana Christian High School

Optimization comes from the word "optimal," which refers to something that is the most excellent or highest in quality, or something that is highly profitable. Optimization is the relentless pursuit of achieving excellent and gratifying outcomes. During the optimization of the affirmation program, researchers identified three crucial factors: human resources, budget, and infrastructure. This was particularly relevant for program participants who attended Pendowo Catholic High School and Satya Wacana Christian High School. The elucidation of each point will be expounded upon as follows.

Human Resources

Efficient utilization of human resources (HR) in both schools can be achieved by aligning the competencies of the teaching staff with their respective majors. This means that the subjects offered in the program at both schools are tailored to the specific expertise of each worker. According to the interviews with the two school principals, they emphasized the need of a linear path that aligns with their area. They believed that if the path was not relevant to their field, it would not be effective in delivering content to program participants.

In addition, the school consistently offers chances for program participants to engage with the surrounding community, with a focus on enhancing character development, self-orientation, and language skills. At Pendowo Catholic High School, the initial extracurricular activity for program members involved collectively walking to Mount Tidar, which is around 7-12 km away for a round trip. Throughout the voyage, they are instructed to show reverence to every individual they encounter. Prior to their departure, the instructional faculty provided an illustration of the proper way to extend a polite greeting, particularly when interacting with those of advanced age.

Similarly, Satya Wacana Christian High School, like Pendowo Catholic High School, requires its teaching staff to have graduated from reputable universities in order to ensure that the subjects they teach may be easily understood by pupils. This is evidenced by the presence of a dedicated room for each member of the teaching team. There is a dedicated space for mathematics, physics, chemistry, social

studies, and art professors. The objective is to enable every instructor to exchange information pertaining to the growth of children, encompassing both their abilities and limitations. Within a designated room, a single instructor is assigned to a specific class to facilitate effective communication and administration. This arrangement allows for mutual support and adjustment among the teachers in the event of any changes.

Satya Wacana Christian High School also engages in extracurricular activities, such as participating in events organized by local communities, churches, and other organizations that can collaborate with the school. These activities aim to enhance children's fundamental skills and knowledge. Satya Wacana Christian High School has the opportunity to participate in a variety of events offered by Satya Wacana Christian University, as they are both part of the same foundation.

Budget Plan

The budget is crucial for optimizing the ADEM program as it serves as the driving force behind the achievement of the program's ultimate objectives. Researchers discovered that both schools demonstrated proficient analytical abilities in their planning for the following three years, which is a crucial aspect of policy implementation. The research conducted is directly relevant to the requirements of students, particularly those involved in the program. The analysis may identify various needs, such as damaged equipment that requires repair or replacement, requirements for participation in events, basic child necessities like uniforms and supplies, and healthcare needs, particularly for individuals without health insurance or BPJS coverage. In order to address these requirements during the participants' time in school, both institutions have reached an agreement that they need to employ a prioritization system for allocating budgetary expenses.

The researchers also discovered that both schools enhance the capabilities of their human resources by providing training, education, and coaching through seminars or partnerships with other institutions, to optimize budget utilization and reporting. The means by which HR empowerment is shown in the financial sector is through the submission of reports from schools to the Education Office. If there is an excessive number of changes, it indicates that further improvement is still required, and conversely, if there are too few revisions, it suggests that additional enhancements are necessary. In addition, the utilization of technology is vital to facilitate prompt enhancements in reporting.

Infrastructure

During the research process, both institutions also attempted to maximize the efficiency of infrastructure provision to meet the requirements of program participants. The school also oversees and manages the infrastructure, particularly the costly infrastructure. Both institutions have concurred that the paramount consideration is the students' needs, particularly in the context of classroom instruction and learning. In addition to addressing the infrastructure requirements of students, schools also prioritize the needs of their teaching personnel to ensure their comfort and alignment with their preferred preferences. Both schools also engage in the process of facility and infrastructure management, which includes planning the necessary

resources, procuring the planned goods, ensuring proper storage of purchased items, conducting inventory of existing goods, performing maintenance on the items, and disposing of purchased goods when necessary. Items that are no longer in use and cannot be fixed are subject to surveillance.

Conclusion

The implementation of the affirmation program involves a well-defined and professional organizational structure. This includes administrative and special requirements that must be met by both the sending and receiving schools. These requirements ensure that the schools can participate in the program and contribute to the goal of promoting equal educational development across Indonesia. The government conducts socialization to accelerate the implementation of ADEM program activities, recognizing the crucial role of socialization in identifying and harnessing the untapped potential of every student in the Papua region. Furthermore, the socialization and engagement of students are crucial aspects of management dynamics, encompassing planning, execution, and monitoring policies that directly impact each individual program participant.

Regarding the obstacles in performing program policies, there are numerous conclusions, namely: 1) The amount of money granted is insufficient, which places a heavy strain on recipient schools, particularly private schools that rely on student enrollment.; 2) Program participants studying outside Papua encounter cultural disparities. The behaviors that individuals are accustomed to and have acquired since birth will undergo transformation when they find themselves in a novel environment. Adapting to changes can be a lengthy process, especially if the surrounding environment does not provide support; 3) Some teachers exhibit leniency against program participants due to questionable management practices. It is imperative to rectify this situation to avoid establishing an unfavorable precedent; and 4) Insufficient supporting facilities and infrastructure at a school or research site significantly impairs the capacity of program participants.

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