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Study of Government Policy in the *Lisu Massikola* Community Movement Program in Bone Regency

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ABSTRACT

Although government policies play an important role in improving education and IPM, maximizing overcoming the APS phenomenon, there is evidence of government efforts to transform even though these policies still need to be evaluated. Therefore, this study aims to reveal and evaluate the GEMAS LIMAS program policy in Bone Regency in terms of education design in overcoming APS. The research method used sociolegal research with a conceptual approach, and data collection with direct interviews with the policy makers related to this APS education program. The findings of the research are: first, the GEMAS LIMAS program is one of the strategies to overcome the education sector and human index development. Second, the financial sector and budget allocation are limited in maximizing the GEMAS LIMAS program. Third, there are gaps and inconsistencies in APS data from relevant agencies in Bone regency.

A. Introduction

Problems with the Human Development Index (IPM) are caused by the high number of school dropouts. The 2020 Child Watch NGO report records elementary school (SD) to junior high school (SMP) education based on data from the Bone Regency Regional Development Planning Agency (Bappeda) show more than 53,000 children and adolescents aged 7-24 years were dropouts. In the 7–12 years age category, there were 1,609 children, 4,211 children aged 13-15 years, and 16-17 years old, 10,650 who had never experienced formal education. Data from the Central Statistics Agency (BPS) shows that Bone Regency is ranked 23 out of 24 regencies in South Sulawesi Province. Based on these records (data), it shows that the Human Development Index (IPM) in the education sector is experiencing a setback. Responses to the obstruction of public education Ahmed Alduais and Meng Deng reported that there was an imbalance in the education sector between urban and rural areas.¹ Doris M. Kakuru people leave formal education due to economic problems and poor families.²

APS research in the study of government policy on education has been investigated by many researchers from various perspectives. First, family (community) economic and financial problems and educational costs.³ Second, these findings are not directly proportional to the income of the community (family) of

¹ Ahmed Alduais and Meng Deng, “Stakeholders’ Perceptions of Equity in Providing Special Education and Inclusive Education Services in China: Zero Rejection and Multiple Provision Mechanisms,” *International Journal of Chinese Education* 11, no. 3 (2022): 1–20.; I Nyoman Wijana and Muhamad Suhard, “Pemerataan Akses Pendidik Bagi Anak Putus Sekolah Di Provinsi Nusa Tenggara Barat,” *Journal of Materials Processing Technology* 1, no. 1 (2018): 1–8, <http://dx.doi.org/10.1016/j.cirp.2016.06.001><http://dx.doi.org/10.1016/j.powtec.2016.12.055><https://doi.org/10.1016/j.ijfatigue.2019.02.006><https://doi.org/10.1016/j.matlet.2019.04.024><https://doi.org/10.1016/j.matlet.2019.127252><http://dx.doi.org/10.1016/j.matlet.2019.127252>

² Doris M. Kakuru, “Navigating Student Motherhood in a Precarious Urban Context: Perspectives from Higher Education in Uganda,” *Education and Urban Society* 54, no. 6 (2022): 731–749.; Sazana Jayadeva et al., “Are Spanish Students Customers? Paradoxical Perceptions of the Impact of Marketisation on Higher Education in Spain,” *Sociological Research Online* 26, no. 1 (2020): 185–204.; Dongmei Li, “Investigating Equity-Minded Migrant Education Policies in Shanghai From Migrant Parents’ Perspectives,” *ECNU Review of Education* 3, no. 2 (2020): 357–379.

³ Dongmei Li, “Investigating Equity-Minded Migrant Education Policies in Shanghai From Migrant Parents’ Perspectives,” *ECNU Review of Education* 3, no. 2 (2020): 357–379.; Kakuru, “Navigating Student Motherhood in a Precarious Urban Context: Perspectives from Higher Education in Uganda.”; Anna Caroline Bernhardt and Katrin Kaufmann-Kuchta, “Governance of Publicly Financed Adult Education in England and Spain – A Comparison,” *Adult Education Quarterly* (2022).; Tara Fenwick and Richard Edwards, “Exploring the Impact of Digital Technologies on Professional Responsibilities and Education,” *European Educational Research Journal* 15, no. 1 (2016): 117–131.

students with school fees and even government assistance in the education sector.⁴ Second, the influence of the community environment,⁵ children who drop out of school are mutually influenced by other groups of children so they decide not to return to school.⁶ Third, the government's strategy to improve the education of school dropouts still relies on the scholarship program.⁷ While the scholarship program has limited quotas and cannot accommodate all students who have dropped out of school due to limited budget allocations divided into several categories at that level of education. On the other hand, government policy research related to alleviating the education of school dropouts has paid little attention and so have the strategic steps for APS special education.

Interestingly, the education system is not only a priority for class learning, but policies related to education that should be carried out by the government are a balance between skills and theoretical knowledge.⁸ In this regard, this study explores government policies related to the Lisu Massikola Community Movement (GEMAS LIMAS) program regarding strategic steps in alleviating education for school dropouts. Meanwhile, to improve education, Sotirios Karatzimas revealed that the ideal education that can be considered and encouraged by the government is lifelong education.⁹ This lifelong education approach does not look at the age of the community (participants), they are required to continue to make changes and increase

⁴ Li, "Investigating Equity-Minded Migrant Education Policies in Shanghai From Migrant Parents' Perspectives."

⁵ Morin benjamin, "Strategi Dinas Pendidikan Dalam Meminimalisir Anak Putus Sekolah Di Kota Bitung," *Journal of Chemical Information and Modeling* 53, no. 9 (2018): 16–29; Herlian Septianto, "Pemetaan Anak Putus Sekolah Di Kota Yogyakarta Tahun 2016-2020," *Spektrum Analisis Kebijakan Pendidikan* 10, no. 4 (2021): 1–11.; Rido Utami, Harisnawati, and Waza Karia Akba, "Faktor Penyebab Anak Putus Sekolah Di Desa Sukadamai Kecamatan Rimbo Ulu Kabupaten Tebo Provinsi Jambi Rido," *Jurnal Pendidikan Dan Konseling* 4, no. 1 (2022): 5387–5397.; Pairin2 & Rasmi Abdullah, Muhammad Rijal, "Analisis Faktor Penyebab Anak Putus Sekolah Di Kecamatan Amonggedo Kabupaten Konawe" *Jurnal Pendidikan Islam*. 1.1 (2020): 19–25.

⁶ Morin benjamin, "Strategi dinas pendidikan dalam meminimalisir anak putus sekolah di kota Bitung."

⁷ Citra Ivon Pondaag, Jones X Pontoh, and Merry C.N. Rumagit, "Analisis Program Pengentasan Kelompok Anak Putus Sekolah Oleh Pemerintah Kabupaten Minahasa Tenggara Di Kecamatan Belang," *Jurnal Equilibrium* 3, no. 1 (2022): 18–27, <https://ejurnal.unima.ac.id/index.php/equilibrium/article/view/4130/2288>.; T Triwiyanto, "Bukan Sekedar Subsidi Pulsa, Untuk Mengurangi Angka Putus Sekolah Dampak Pandemi Covid-19" *Seminar Nasional - Jurusan Administrasi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Malang*. 200 (2020): 325–335.

⁸ Khaled Albaker, "Analytical view of Bahrain's government schools' performance: A quality perspective" *SAGE Open*. 7.4 (2017): 1–6.

⁹ Sotirios Karatzimas, "The beneficial role of government accounting literacy in developing participatory citizens" *Accounting Education*. 29.3 (2020): 229–246, Available: <https://doi.org/10.1080/09639284.2020.1737547>.

knowledge. This was emphasized by Lei Wang and Jian Yang that education is a form of developing the Human Index (IPM), but in terms of control and process the government has an important role, including ongoing relations and cooperation with parties who have legality and all other government agencies.¹⁰

In a study of government policies in the education sector related to the GEMAS LIMAS program in Bone Regency, it was found that the education transformation programmed by the government did not show any strategic steps other than accommodating the formal education system which was running normally. Therefore, building education in GEMAS LIMAS is not only theoretical learning but building individual abilities, creativity, and student tendencies. Referring to the reports of Yuanyuan Gu and Jhorland Ayala Garcia, the government's attention to education correlates with HDI aspects and socio-economic improvement of the community.¹¹ Thus development in the APS special education sector can be reconstructed and build curricula, staff, and funding cooperation in the education sector so that they can adapt to the needs of global competition. So that the educational experience at GEMAS LIMAS is based on skills (skills) in certain fields, such as food processing, business, and agriculture and so on.

B. Method

The research uses empirical legal research (sociolegal) which examines government policies related to the GEMAS LIMAS program with implications for students regarding HDI. Normatively that their children's education is mandatory for 12 years of education (elementary, junior high and high school) and the regulatory provisions are the responsibility of the state to guarantee their basic education, this is confirmed in Law Number 20 of 2003 concerning the National Education System and implementing regulations. While the education budget allocated by the state specifically for education is 20% of the APBN and this budget allocation is relatively low for alleviating education for APS. This research approach is a conceptual approach to government policies related to GEMAS LIMAS. The conceptual approach looks at the educational program conceptually for APS, both in orientation, goals, and strategic steps for education for APS in Bone Regency.

¹⁰ Lei Wang and Jian Yang, "When overseas education meets a changing local context: The role of Tokyo higher technical school in the industrial modernisation of China in the early twentieth century" *History of Education*. 48.5 (2019): 607–629, Available: <https://doi.org/10.1080/0046760X.2019.1585584>.

¹¹ Yuanyuan Gu and Jhorland Ayala Garcia, "Educational expenditure efficiency in China: the role of the governor's characteristics" *Applied Economics*. 53.25 (2021): 2832–2847, Available: <https://doi.org/10.1080/00036846.2020.1869171>.

Data collection techniques in this study were carried out based on direct interviews to obtain primary data. Related research informants are presented as follows:

Pseudonyms	Scope of Work	Gender	Position
HS	Bappedda Kab. Bone	Male	Head of Agency
MS	District Education Office bone	Male	Head of Department
TK	Protection of women and children Kab. bone	Female	Head of Department
FR	District Social Service bone	Female	Head of Department
DS	Member of the District Legislature bone	Female	DPRD members

Data analysis was carried out by sampling information related to educational disparities, the inhibiting factors for education so that many children drop out of school and the government's long-term program related to the completion of APS at GEMAS LIMAS. This data analysis only provides an overview and deficiencies in policies related to the GEMAS LIMAS program which is taking place in Bone District.

C. Finding and Discussion

1. Implementation of Government Policy

James & Hupe revealed that administrative policies need to be implemented to address problems in certain sectors, both institutional and social.¹² But policy implementation depends on organizational relationships. local and district level departments to be integrated so that a program can be measured based on the expectations and objectives of the policy. Organized and measurable policies can be felt directly by the community regarding the alignment of policies towards community rights, especially the fulfillment of the education sector can be felt by local communities.

The preamble of the 1945 Constitution shows the purpose of education in paragraph 4 "to educate the life of the nation", the process of educating that every citizen is given the right without exception to continue education from elementary to high school. Efforts to continue education are actually a very complex problem faced by the community, not only a matter of policy and government responsibility regarding education, but awareness that is built jointly between the community and the government in maximizing the educational process.

¹² Michael Hill, Peter L. Hupe, and Peter Hupe, *Implementing Public Policy: Governance in Theory and in Practice* (London: SAGE Publication, 2002). pp, 67.

The implications of increasing dropout rates and those not continuing their education are influenced by the following factors:

Table 1
Factors causing children to drop out of school¹³

Subject	Factor	Reason
Out of School Children (APS)	Financial or poverty	Economic limitations and community income.
	Work	Dominant choose work over continuing education.
	Culture and Environment	Social factors and social habits that pay less attention to the education of their children.
	Marriage	Choice and choose to marry and be married rather than continuing education.
	Covid 19 pandemic	Access is limited and gatherings in class are prohibited due to the pandemic so children choose not to continue their studies.

Based on these facts that decision making is wise, in overcoming the phenomenon of discontinuation of children's education. Fiorenzo Parziale and Ivano Scotti show that educational policies have positive values and minimize inequality, both social and economic, and can even encourage the development of Human Resources (HR) at an optimal level.¹⁴ Optimizing education requires the support of government policies related to education issues so that there is a social economic balance and HDI

Improving the balance of education that minimizes children dropping out of education with the support and implementation of policies. The educational imbalance factor, Ahmed Alduais and Meng Deng revealed that the education gap is in these two components. This means that there is education that is easily accessible to someone and there is also education that is difficult to access, so that dominance is still favored in urban areas.¹⁵ The impact of the imbalance affects the sector of public

¹³A summary of the results of observations at educational institutions, Bone district social service agencies, and Bone district government agencies which reveal indicators of the causes of dropping out of a child's school are increasing.

¹⁴ Fiorenzo Parziale and Ivano Scotti, "Education as a Resource of Social Innovation" *SAGE Open*. 6.3 (2016): 1–9.

¹⁵ Alduais and Deng, "Stakeholders' perceptions of equity in providing special education and inclusive education services in China: Zero rejection and multiple provision mechanisms."

interest in education because those who continue their education certainly have sufficient finances.

2. Government Policy to Overcome Inequalities for Out-of-school Children

The GEMAS LIMAS step was designed in 2017 and based on data it shows 8646 students in 2017 and 2020 as many as 5918 students are back in school. The GEMAS LIMAS program designed by the government is to build the quality of youth, especially to make the Bone Regency HDI more competitive and innovative.¹⁶ The education program for APS is designed to integrate the village fund program with education services, but the funding design stage is still at the elementary school level. So government program services related to education look at the distance traveled and the nearest school and return them to each school where they were registered before, including elementary schools and first grade junior high schools.¹⁷

a. Lisu Massikola Community Movement Program (Back to School) (GEMAS LIMAS)

The Lisu Massikola Community Movement (GEMAS LIMAS) is a program to mobilize the community to return to school, both in elementary, middle and high school. The GEMAS LIMAS program initiated by the government is carried out during other formal education lessons to address people who have never experienced education and have dropped out of school. This program emerged based on the fact that since 2017, the percentage of continuing education has increased significantly. GEMAS LIMAS was born as a concept intended for APS without an age limit, so that people have the same opportunity to continue their education even though the system is different from other student groups.

GEMAS LIMAS is a concrete step in implementing the 1945 Constitution and the law stipulates that it is mandatory to take 12 years of education. The realization of these regulations required many factors to support the sustainability of the law, one of which is the regulation of each region including comprehensive education budgeting and programming for all levels of society, whether people are classified as poor or vice versa. Therefore, overcoming the education gap on APS in Bone Regency, South Sulawesi, information from the head of the Regional Development and Planning Agency for Bone Regency explains that:

¹⁶ Bone.Go.Id, *Bone Launching Gemar Limas, 8646 Anak Kembali Bersekolah*, vols. (Bone, 2020), Available: <https://bone.go.id/2020/12/21/bone-launching-gemar-limas-8646-anak-kembali-bersekolah/>.

¹⁷ Agung Pranomo, *Gerakan Lisu Massikola di Bone, 10.513 Anak Putus Sekolah Kembali Bersekolah*, vols. (Sulawesi Selatan, 2022), Available: <https://www.detik.com/sulsel/sulsel-ewako/d-6021215/gerakan-lisu-massikola-di-bone-10513-anak-putus-sekolah-kembali-bersekolah>.

“The Lisu Massikola Community Movement Program (GEMAS LIMAS) is a form of local government policy to deal with people who have dropped out of school and are illiterate people. Although the GEMAS LIMAS program policy has been formed 4 years ago, there are still many obstacles including accommodation (budget) and legal umbrella (PERDA) which are still being processed. Likewise, their education system still follows the same process as the formal education system, so that a special curriculum for the GEMAS LIMAS program has not been designed so far”

The GEMAS LIMAS program by the government together with partners from the United Nations International Children's Emergency Fund (UNICEF) is an objective step. However, if you look at Outi Lietzén's report that education is not merely formal education, but non-formal education also has an important role by creating skills and potential for people with special abilities.¹⁸ This is related to the development of the times that education does not only focus on knowledge based on the curriculum, but the development of abilities and skills is also important in the world of education.

Assessing the GEMAR LIMAS program is in accordance with Outi Lietzén's report that education designed to address the gap in public education does not mean only the fulfillment process of obtaining educational legality (ijasah) for the community. Education that is able to provide better direction for long-term sustainability. Onja Kosunen and Petteri Hansen show that education is a political orientation in the world of education, meaning that conceptualized education can be a way for development from various sectors such as socio-economic.¹⁹ Meanwhile, the obstacle to community education is motivated by financial limitations and community income.²⁰

b. GEMAS LIMAS Implementation Problems in Bone District

Growing public interest in learning that the problems faced by the government are very complex. Problems in realizing the program include problems with APS data and budgeting (funding) problems to support children's education programs in Babupaten Bone. The APS data released by each government is different so that it can have an impact on the policy regarding the GEMAS LIMAS. Based on

¹⁸ Outi Lietzén, “The positioning of dual qualification studies in Finnish upper secondary education and government policy since the 1980s” *European Educational Research Journal*. (2022): 1–26.

¹⁹ Sonja Kosunen and Petteri Hansen, “Discursive narratives of comprehensive education politics in Finland” *European Educational Research Journal*. 17.5 (2018): 714–732.

²⁰ J. Matt Jameson et al., “Free Appropriate Public Education in the Time of COVID-19” *Rural Special Education Quarterly*. 39.4 (2020): 181–192.

information from the Center for Community Learning Activities (PBKM) regarding APS data:

“The obstacle is also the difference in the presentation of APS data for each sub-district and kelurahan. The data collected by the Office of Social Affairs, the Office of Education, and the Service for Women's Empowerment and Child Protection show differences. This data factor must also be completed so that the APS data is valid and there are no differences”

While the crucial problem faced by the government in maximizing the GEMAS LIMAS program in the long term is the availability of budget allocations for the program. The budget allocation regarding the education of representatives of the Head of Social Services and Rehabilitation of the Bone Regency Social Welfare Service and the Representatives of the Bone Regency DPRD revealed that:

“The poverty line and budget limitations to be allocated to school dropouts are the main constraints for the government and the allocation of quotas is still limited and the presentation is still far below the standard allocation for education assistance”

Although this statement is supported by Raquel Muñiz's report stating that the average APS is caused by a pandemic that forces it to adapt to circumstances and transform more quickly to suit a more modern education system.²¹ However, these problems and transformations should be anticipated earlier in the education sector in order to prevent APS practice entities from having to be supported by measurable policies and definite outputs that are produced in the long term.

On the other hand, one of the factors for dropping out of school is the background of economic problems and the economic crisis so that maximizing policies related to the development index requires a scope of priorities. Imke Lammers and Minna M-L van Gerven-Haanpää show that regarding the development index gap, social policy should focus on several sectors, including economic development and growth and development.²² Therefore, the policy regarding APS must be seen from the side of the economic sector and growth based on the results of development carried out through the education program or GEMAS LIMAS.

²¹ Raquel Muñiz, “Education Law and Policy in the Time of COVID-19: Using a Legal Framework to Expose Educational Inequity” *AERA Open*. 7.1 (2021): 1–18.

²² Imke Lammers, Minna M.L. van Gerven-Haanpää, and Oliver Treib, “Efficiency or compensation? The global economic crisis and the development of the European Union’s social policy” *Global Social Policy*. 18.3 (2018): 304–322.

3. Government Program: Human Development Index (IPM) through the Education Program

Compulsory education programs for children with reference to the realized budget of only around 20% of the 37 provinces are still very limited as a step to build the HDI. The 20% budget is not able to accommodate all children who need education whose status as members of the public have below average incomes. While the goal of education requires that every child continue their education for 12 years (elementary, junior high and high school). The limitations in providing special education assistance in Bone Regency were revealed by the Head of the Bone Regency Education and Culture Office that:

“Concrete steps are still being taken by the government, namely allocating free education with the help of underprivileged scholarships and achievement scholarships to reduce school dropout rates, but this policy has not been able to make a maximum contribution.”

The statement regarding the allocation of educational assistance with various classification levels of assistance allocated certainly cannot fully accommodate underprivileged children. Education has indicators and components that must be fulfilled by the government, including high achieving children and others. Meanwhile, special education assistance for underprivileged children applies specifically and is provided with a maximum quota so that looking at the acquisition data in one district, it shows that the amount is above the average for children who are behind on education.

Educational assistance to the community is only classified in formal education, such as children going to school in general (normal). While the targeted APS come from various age groups, not just 7 years old, but of course there are a number of people who are quite mature in terms of age but have never continued their education from elementary to secondary stages. Therefore, government policies make vulnerable age and education categories who have dropped out of school in Bone Regency based on the design of the GEMAS LIMAS program.

The APS program for people who have difficulty accessing education due to social-economic factors, poverty, and/or the influence of social (cultural) society, therefore maximizing the APS program needs the support of valid and specific data. Data support to overcome APS in formulating long-term policies is not enough only if only the classification of factors and impacts and presentation data. However, formulating policies in an accountable and targeted manner requires data

classification. The following describes the classification of data related to the APS problem as to support government policies through the world of education.

APS	Education	Category	Age	Amount	Policy	Orientation
Nominal	Never School		-	-	Regional Regulations and the Like	Formal and Skill "Special Ability"
	SD	TL	-	-		
		L		-		
	SMP	TL	-	-		
		L		-		
	SMA	TL	-	-		

The description of GEMAS LIMAS is that it can make a positive contribution to society (APS). However, conceptually the GEMAR LIMAS still needs continuous evaluation by looking at government data regarding APS that have not shown details regarding the APS grouping. Thus, formulating a program without being based on concrete and inherent data can hamper the optimal and accountable orientation and goals of GEMAR LIMAS.

The GEMAS LIMAS program was born with the support of the poverty rate and the availability of a limited budget. This is not a new phenomenon in the world of education. based on research reports showing that the factors of children dropping out of school and not continuing their education are due to economic conditions and incomes that are still below standard. So it is important to tackle such problems so that they get equal opportunities in the educational environment.

Likewise, the GEMAS LIMAS transformation is a special tool to address APS, in addition to mapping APS data is needed, but the long-term scale is also important as a top priority in building HDI. This was reported by Lisa M. Dorne, Kelly Harris, & Blake Willoughby that building a negotiation education system with the community (family) is very important to do to overcome environmental disparities that do not support the continuity of education. The negotiations are a step towards realizing policies that are relevant in the long term. However, the negotiation process with the APS family requires a long process, so what was put forward by Lisa M. Dorne, Kelly Harris, & Blake Willoughby can be an alternative to realizing the GEMAS LIMAS program in Bone Regency.

a. Government Policy: Alleviating ASP in the GEMAS LIMAS Program

Based on research findings related to the GEMAS LIMAS program, the government's readiness to address the educational gap towards APS still needs further improvement in anticipating formalistic-based programs. The findings show that

there is a difference in the compatibility of APS data for each institution so that it can hinder the GEMAS LIMAS program from continuing in the long term and is not even properly accommodated. While the discussion of the curriculum related to APS education has not found a significant starting point, in addition to accommodating the formal education system in general, and the system of cooperation and empowerment of education personnel has also not entered the stage of the program either in collaboration with universities to be maximized as support staff for the program APS education.

b. Consideration of Educators (TEACHER/Other Professions)

In addition, to stimulate the GEMAS LIMAS program, the role of educators is a fundamental variable. The role of educational staff is an indicator of achievement in overcoming educational disparities.²³ Orth Cooc And Man Yang revealed that the distribution of teachers is sometimes a fundamental problem so that education is realized in a formality without having a significant impact. The distribution of teachers also greatly influences the involvement of government policies as their formal legal basis as implementers based on targeted policies.²⁴

Formulating the teacher's role at the focus of increasing knowledge and experience is needed in building HDI. Tara Fenwick and Richard Edwards report on current educational trends that the majority of people (children) prefer the process to be instantaneous compared to previous educational processes. So that as a result of an instant process can reduce the intelligence of students and their learning experience both in class and outside the classroom.²⁵ Educational Challenges Adam K. Edgerton and Laura M. Desimone stated that educational staff need the support of the authorities to overcome the education gap and HDI development. However, the authority's support must be based on government policy in order to have a legal basis and support based on applicable regulatory orders.²⁶

²³ Issoufou Ouedraogo, Yukiko Hirakawa, and Kyoko Taniguchi, "A fair chance for acquiring literacy skills? Suggestions for primary school dropouts in rural Burkina Faso" *Education 3-13*. 49.4 (2021): 433–447, Available: <https://doi.org/10.1080/03004279.2020.1733042>.

²⁴ North Cooc and Man Yang, "Diversity and Equity in the Distribution of Teachers With Special Education Credentials," *AERA Open* 2, no. 4 (2016): 43-57.

²⁵ Fenwick and Edwards, "Exploring the impact of digital technologies on professional responsibilities and education."

²⁶ Adam K. Edgerton and Laura M. Desimone, "Teacher Implementation of College- and Career-Readiness Standards: Links Among Policy, Instruction, Challenges, and Resources" *AERA Open*. 4.4 (2018): 1–22.

Therefore, the implementation of GEMAS LIMAS requires qualified teaching staff according to competency standards.²⁷ The qualifications of teaching staff in achieving IPM include, among other things, teaching staff having experience qualifications in certain fields to build students' skills and qualifications of teaching staff to deal with illiterate students according to their educational level. So that the two classifications can be carried out selectively to support government programs, especially education and HDI.

c. Policy Implications: GEMAS LIMAS Concept Orientation

Even though the government has decided that the GEMAS LIMAS program is the ideal step to overcome the educational gap. However, conceptually, the implementation of educational attainment and orientation still focuses on the formal education system. While some experts argue that education must be transformed at the level of learning experience for students. The increase in the ability of students (experience), GEMAS LIMAS can be an example in overcoming the educational gap for people who have dropped out of school.

Conceptually, overcoming educational disparities must be classified according to the community's educational level or the age of the community. The initial classification identifies each capacity of the community in terms of literature (reading) to carry out transformation (adjustment) at the next level. Second, the classification of reading ability to continue in the process of practice or skill development in certain fields to support the process of improving the socio-economic community and/or region.

The government's policy on addressing APS education is a program of generation improvement, human development, and long-term socio-economic improvement. Rokhmaniyah et al, revealed that education is an important indicator of the state, this is done by developed countries by paying attention to their education index. Apart from that, the form of education is based on the development of HDI which is measured in terms of ability and knowledge through education.²⁸ So that government policy steps are the basis for building HDI through both formal and non-formal education processes.

Conceptually, the existence of GEMAS LIMAS provides a new perspective on alleviating education for school dropouts. However, based on research by experts

²⁷ Cooc and Yang, "Diversity and Equity in the Distribution of Teachers With Special Education Credentials."

²⁸Rokhmaniyah et al., *Anak Putus Sekolah, Dampak, dan Strategi Mengatasinya*, vols. (Surakarta: CV. Pajang Putra Wijaya, 2022), Available: <https://books.google.co.id/books?uid=116868994962272247938&hl=en>.

related to education policy, education in any form requires a curriculum²⁹ Conceptually, the existence of GEMAS LIMAS provides a new perspective on alleviating education for school dropouts. However, based on research by experts related to education policy, education in any form requires a curriculum as a parameter for educational attainment. Khaled Albaker analyzes that education is basically already working on aspects of practice and skills, because education must determine their prospects after the education period is complete, so that people (students) do not only have diplomas (markers) but experience and individual abilities they master.³⁰

4. Function of Government Policy: Alleviating APS Regional Program

Even so, the limited education budget allocated to APS education remains the responsibility of the government in providing public services. Government responsibility can be measured based on policy responsiveness and strategic steps to seek support and cooperation regarding the completion of APS. The government's public policy response ensures the continuity of ASP education through superior and priority programs with legal standing at the PERDA level. However, program support related to alleviation of APS education is based on the GEMAS LIMAS program so that each device can be involved and organized as well as systematic and programmed and unites the mission together. In addition, with the support of the private sector, cooperation between various universities for teaching staff, UNICEF as a foreign cooperation specifically pays attention to the world of education. Thus, collaboration with various parties, in alleviating APS education, can ease the education budget.

Therefore, referring to the report by Victoria E. Sosina and Ericka S. Weathers which states that the educational equity factor caused by financially disadvantaged families can be solved and answered with the GEMAS LIMAS program which is carried out collaboratively with various parties and applies a curriculum more to the practitioner's system than like a formal school in general.³¹ Hisika Ubels et al. Affirming the role of government policy in a systematic and interconnected way to reach the remotest with the same understanding of the mission can have a positive impact. This has been proven by the existence of policies that

²⁹ Tao Wang, "Competence for Students' Future: Curriculum Change and Policy Redesign in China" *ECNU Review of Education*. 2.2 (2019): 234–245.

³⁰ Albaker, "Analytical view of Bahrain's government schools' performance: A quality perspective."

³¹ Victoria E. Sosina and Ericka S. Weathers, "Pathways to Inequality: Between-District Segregation and Racial Disparities in School District Expenditures" *AERA Open*. 5.3 (2019): 1–15.

focus on problems that can create systems and stable solutions within the framework of society, especially education.³²

Policy implications related to the GEMAS LIMAS program require objective understanding of objectives including conceptual development and technical development of the implementation of APS education from various educational backgrounds and ages. The fundamental form of policy is that achievement (objectives) and understanding are the benchmarks, one of which is the curriculum framework. The government policy framework and the GEMAS LIMAS education curriculum at least contain items such as (1) Structural agencies or related institutions from top to bottom to ensure ongoing control and evaluation of achievements, (2) The need for accountable data sources and avoid discrepancies in data from agencies, (3) Cooperation (collaborative) with funders and educators, both universities and private companies as well as non-formal institutions active in the field of education both domestically and abroad, (4) The educational curriculum as the basis and description of short, medium and long term achievements and orientation on the development of knowledge and skills of individual and group experience.

D. Conclusion

Education problems are almost dominated by economic problems and limited budget allocations by the government related to free education. However, the government's initiative to eradicate ASP through GEMAS LIMAS still has findings that are actually conceptualized, including curriculum, teaching staff, and expanding cooperation from various elements, as well as the perception of data that there are still many differences from each agency. Therefore, the LIMAS GEMAS Program policy can stagnate and students will only get legality certificates (Ijasah) as proof. Meanwhile, the educational transformation of various policies from experts that in fact education currently has an increase in individual abilities and skills improvement so that the GEMAS LIMAS education system related to achievement can be collaborated between the values of formal education and vocational education so that it can have long-term implications regarding HDI in Bone Regency. The limitation of this study is that it has not yet deepened the process of achieving students at GEMAS LIMAS including the GEMAS LIMAS Allunmi in Bone Regency. Therefore, for follow-up so that the orientation of education policy by the government is recommended to be followed up by researchers from various points of view.

³² Hiska Ubels, Bettina Bock, and Tialda Haartsen, "An evolutionary perspective on experimental local governance arrangements with local governments and residents in Dutch rural areas of depopulation" *Environment and Planning C: Politics and Space*. 37.7 (2019): 1277–1295.

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