International Journal of Political, Law, and Social Science
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Open Access Journal
https://ijpls.org/index.php/IJPLS/index
Vol. 4. No.3. ISSN: 2501-7322

THE STRATEGY FOR INCREASING THE HUMAN DEVELOPMENT INDEX IN THE EDUCATION SECTOR IN TAPIN REGENCY

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Submit : March 1, 2023
Accepted : September 5, 2023
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Abstract

In realizing the goals of national development, Indonesia must have superior human resources and a prosperous society. The Human Development Index (HDI) is an indicator in measuring the success of human development in an area. The components that make up HDI in the education sector are mean years of schooling (MYS) and expected year of schooling (EYS) which are indicators of the success of a region's education. The purpose of this study was to determine the influencing factors and strategies for increasing the Human Development Index in the Education Sector in Tapin Regency. The research method used is descriptive quantitative with data collection techniques through research libraries, observations, and questionnaires. Multiple linear regression analysis was used to determine the factors that influence the Human Development Index in the Education Sector with the HDI variable as the dependent variable and primary school enrollment rate, junior high school net enrollment rate, ratio of teachers to elementary students, ratio of teachers to junior high school students, and education budget as an independent variable. SWOT analysis is used in determining the strategy for increasing the Human Development Index in the Education Sector. The results of the study show that the factors that influence the HDI of the education sector in Tapin Regency are the primary school enrollment rate, the junior high school net enrollment rate, and the ratio of teachers to junior high school students, while the ratio of teachers to elementary students and the education budget has no effect. Strategies to increase the Human Development Index in the Education sector in Tapin Regency can be carried out through fulfilling the number of educators through the PPPK route, increasing the use of information technology in every educational facility, increasing the participation of companies with CSR programs to help Equality education institutions in the context of dealing with dropping out of children schools, increasing the fulfillment of educational facilities and infrastructure through the assistance of the Company's CSR program, increasing the implementation of equitable education through collaboration with Islamic boarding schools that do not yet have formal education.

Keywords: Strategy, HDI, Net Enrollment Rate, Teacher Ratio, School Dropout.

INTRODUCTION

The National Development Goals based on the 1945 Constitution are to protect the entire Indonesian nation and all of Indonesia's bloodshed, promote public welfare, educate the nation's life, and participate in carrying out world order based on freedom, eternal peace and social justice and realizing the ideals of the nation. Ridlwan, 2011; Susilawati, 2021). In realizing these development goals, Indonesia must have superior human resources and a prosperous society (Nursetiawan, 2018; Putri et al., 2020; Oktariani et al., 2022). The measure of development progress is not only measured through improvements in the economic sector but also related to progress in social fields such as Education and Health (Mirza, 2012; Yektiningsih, 2018; Todaro & Smith, 2006).

The Human development index (IPM) is an indicator in measuring the success of human development in an area (Melliana & Zain, 2013; Raharti et al., 2020). The Human Development Index since it was first introduced by the UNDP in 1990 has undergone four changes to the calculation methodology. The components that make up HDI are life expectancy at birth, average length of schooling (RLS), long schooling expectations (HLS), and per capita income (Rustariyuni, 2014; Arafat & Rindayati, 2018). Life expectancy at birth (AHH) is an indicator to measure health dimensions (Siswati & Hermawati, 2018). The average length of schooling (RLS) and the expected length of schooling (HLS) are indicators for measuring the dimensions of education. Income per capita is an indicator to measure a decent standard of living (Fitriyanti et al., 2019).

Human development is one of the main priorities in the development planning of the Tapin Regency regional government during the 2018-2023 period. In the 2018-2023 Tapin Regency RPJMD the vision of Tapin Regency is "TO REALIZE TAPIN FORWARD, PROSPEROUS AND RELIGIOUS". This vision is then translated into mission 1, namely Improving the Quality of Religious, Healthy, Intelligent, Cultured and Competitive Human Resources. In achieving healthy and intelligent human resources, the RPJMD of Tapin Regency has formulated regional development goals and targets for 2018-2023, namely Goal 1: Improving the quality of Tapin Regency human resources with the Human Development Index performance indicator which is then formulated into regional development targets, namely Target 1 : The indicators for increasing accessibility and quality of education are the average length of schooling and expected length of schooling. Based on this, the Human Development Index has been used by Tapin Regency as an indicator in measuring the quality of human resources.

The development of the Human Development Index (IPM) in Tapin Regency has continued to increase since the last 5 years. In 2018 the HDI for Tapin Regency was 68.7 while in 2022 it increased to 71.01. However, in 2020 it experienced a decrease of 0.02 compared to the previous year, but in 2021 the HDI of Tapin Regency has again increased. The HDI achievements of Tapin Regency in 2022 are in 5th position out of 12 other Regencies/Cities in South Kalimantan. In the last condition in 2022 the HDI for Tapin Regency only reached 71.02 while the HDI for South Kalimantan Province reached 71.84 and the National HDI in the same year reached 72.91.

Life Expectancy in Tapin Regency has continued to increase from 2018 to 2022. At the last condition in 2022 the life expectancy rate in Tapin Regency reached 70.88 this year indicating that babies born in 2022 are expected to have a chance of living up to the age of 70, 88 years. However, the life expectancy rate for Tapin Regency is still below the National Life Expectancy Rate (AHH), which is 71.85, but when compared to the AHH for South Kalimantan Province, which is 69.13, the AHH for Tapin Regency is still above the AHH for South Kalimantan

Province. . The position of AHH in Tapin Regency in 2022 is in the top 3 of 13 Regencies/Cities throughout South Kalimantan.

The next component that forms HDI is per capita expenditure (Sari et al., 2022). According to BPS, the per capita expenditure of the community in an area determines the level/ability of the people's purchasing power for goods and services which will ultimately reflect the level of community welfare (Arofah & Rohimah, 2019). Per Capita expenditure in Tapin Regency has increased since 2018 from 11,847 to 12,247 in 2022. However, in 2020 it has decreased to 11,841. The above achievements when compared with the achievements of per capita expenditure in the province of South Kalimantan and the National in 2022 are still below the achievements of South Kalimantan's per capita expenditure of 12,469, but when compared to national per capita expenditure of 11. 479 achievements of Tapin Regency are still above the national achievement. When compared to 13 other districts/cities in South Kalimantan, Tapin district's expenditure per capita occupies the top 5 positions.

The components that make up HDI in the education sector are the average length of schooling (RLS) and expected school years (HLS) (Fauzan et al., 2020; Sabrina et al., 2022). The average length of schooling (RLS) in Tapin Regency continues to increase every year. In 2018, the average length of schooling was 7.54 and then increased in 2022 to 7.95. This achievement of 7.95 in 2022 shows that the average population aged 25 years and over in Tapin Regency only reaches grade 1 of junior high school or has not been able to finish junior high school. When compared with the achievement of the province of South Kalimantan of 8.46 and the National Achievement of 8.69, the average length of schooling in Tapin Regency is still below the average length of schooling in South Kalimantan Province and Nationally. Even,

Another HDI forming component for the Education dimension is the Old School Expectations (HLS) (Yektiningsih, 2018). In 2018 the Old School Expectancy rate of 11.85 increased to 12.04 in 2022 this figure shows that the Old School Expectancy in Tapin Regency is at the Junior High School level. When compared with the achievement of the South Kalimantan Province of 12.82 and the achievement of the National HLS in the same year of 13.10. This figure shows that the Old Expectation for Schools in Tapin Regency is still below the Long Expectancy for Schools in the South Kalimantan Province and even below the Long Expectancy for Indonesian Schools.

The low achievement of the average length of schooling and the expected length of schooling is a reflection of the low quality of human resources. Of course, this requires special attention from the Tapin Regency Government to find out what factors influence the increase in the Education index as a component of the HDI formation. The factors referred to are of course the main components that support the performance of the Education sector such as net enrollment rates, teacher to student ratios, and local government budgets for education.

One form of improving the quality and utilization of educational facilities in Indonesia can be seen from the percentage of population participation (Perdana, 2019). School participation in an area can also be seen from the achievement of the Pure Enrollment Rate (APM) in that area (Safira & Wibowo, 2021). APM shows the school participation of the school-age population at a certain level of education (Amaliah, 2016). The results of research conducted by Rosyadah (2021) show that the net enrollment rate (APM) has a significant influence on the Human Development Index. This means that if there is an increase in the Net Participation Rate (APM) level, the human development index (IPM) will also increase.

Based on school enrollment, the population is grouped into three categories, namely: never/never attended school, still in school, and no longer in school. In 2020 the Tapin Regency Education Office has collected data on out-of-school children or children who do not go to

school in all areas of Tapin Regency. The results of the data collection revealed that there were 819 school dropouts spread across every sub-district throughout the Tapin Regency. The high dropout rate causes youth to have no positive activities, and marriage is one way to fill it. A study conducted by the Development Planning, Research and Development Agency (Bappelitbang) of Tapin Regency in 2021 shows that the education of children who carry out marriages is mostly high school graduates, 37.21%, then 32.59% junior high school graduates, Elementary school graduates 25.58% and 4.65% did not attend school. Low level of education or did not continue schooling. A low level of education or not continuing school for a teenager can encourage someone to get married quickly.

Fulfillment of the number of educators is a very important thing in improving the quality of education (Primayana, 2015). An adequate number of teaching staff will affect the workload of teachers (Jalil, 2019). The number of teachers who are not balanced with the number of students being taught will reduce the quality or quality of education (Musfah, 2012). The teacher to student ratio reflects the average number of students a teacher is responsible for. The results of research by Melliana & Zain (2013) show that the teacher-student ratio of SMP/MTs has an influence on HDI. Meanwhile, the results of research by Mahendra, Fariyanti & Falatehan (2016) stated that the priority strategy for increasing the education index as a booster for HDI was to equalize the quantity of teaching staff.

RESEARCH METHODS

The approach used in this study is descriptive quantitative, namely a method that aims to create an objective picture or description of a situation using numbers, starting from data collection, interpretation of the data as well as the appearance and results. This study aims to provide an overview of the factors that influence the Human Development Index (IPM) of the Education sector in Tapin Regency and then formulate strategies for increasing the Human Development Index (IPM) of the Education sector in Tapin Regency. Location The research was conducted in Tapin Regency with the object of research being the local government of Tapin Regency.

The population in this study were all structural officers and principals of the Education Office and Bappelitbang structural officials in Tapin District. The total population is 270 people consisting of 17 structural officials from the Education Office, 195 elementary school principals, 41 junior high school principals, 14 headmasters of equitable institutions and 3 Bappelitbang structural officials in charge of education. The sample collection technique uses disproportionate stratified random sampling, namely determining the sample taken randomly and if the population is stratified but not proportional (Sugiyono, 2019). Based on the table for determining the number of samples from a certain population developed by Isaac and Michael with an error rate of 5% of the total population of 270, the number of samples is 152.

Sources of data include primary data and secondary data. Primary data from the results of a survey of respondents to be selected by disproportionate stratified random sampling. The results of this survey will be used in a SWOT analysis to formulate alternative strategies. Secondary data were obtained from related institutions, namely the Tapin Regency Central Bureau of Statistics, the Tapin Regency Research and Development Agency, and the Tapin Regency Education Office for 12 years from 2011 to 2022.

Data collection techniques in this study were carried out using literature, observation, and questionnaires. Literature study is conducted to collect data from journals, books, results of research or studies that have been done previously or other data sources that are relevant to this research. Observations were made in the context of collecting data through direct observation. These observations were recorded systematically and linked to general propositions. In this

research, a questionnaire is needed for SWOT analysis in determining the formulation of a strategy based on internal factors and external factors that have an impact or are a support for increasing the HDI in the Education sector in Tapin Regency. Each respondent gave a rating from 1 = strongly disagree, to 5 = strongly agree. In the use of the previous questionnaire, identification of indicators that became internal and external strategic factors was carried out. The way to identify SWOT indicators is by using literature reviews, interviews or exploratory research (Rangkuti, 1997).

RESULTS AND DISCUSSION

Factors influencing the Education Sector Human Development Index in Tapin District

One of the objectives of this research is to find out what factors influence the Human Development Index (IPM) in the education sector in Tapin Regency. The variables used to find influence in the regression equation are the human development index as the dependent variable, while the primary school enrollment rate, junior high school net enrollment rate, ratio of teachers to elementary school students, ratio of teachers to junior high school students, and the education budget. Data from each variable is presented in the following table:

Table 1. Variable Components of the Regression Equation

Year	IPM	APM SD	SMP APM	Elementary Teacher to Student Ratio	Middle School Teacher to Student Ratio	Education Budget
2011	65.41	95.52	60.53	0.08	0.11	205428
2012	65.92	93.16	69.81	0.09	0.10	240266
2013	66.48	95.68	64.36	0.08	0.11	257402
2014	66.99	97.71	72.91	0.12	0.08	267285
2015	67.67	98.76	67.63	0.09	0.08	306100
2016	68.05	97.36	71.33	0.09	0.08	279958
2017	68.7	99.98	72.72	0.08	0.08	238253
2018	69.53	99.69	71.59	0.08	0.08	239111
2019	70.13	99.41	72.31	0.08	0.09	251093
2020	70.11	98.98	72.2	0.09	0.10	235320
2021	70.31	99.41	72.42	0.09	0.08	268362
2022	71.02	99.38	72.86	0.09	0.09	276778

Source: BPS and the Tapin District Education Office

Classic Assumption Test

1. Determination coefficient test

The coefficient of determination test is used to measure how much the relationship between the dependent variable and the independent variable is indicated by the R value. The results of the coefficient of determination test can be seen from table 2.

Table 2. Test Results for the Coefficient of Determination

Summary modelb

Model	R	R Square	Adjusted R Square	std. Error of the Estimate	Change Statistics				
					R Square Change	FChange	df1	df2	Sig. FChange
1	.958a	.917	.848	.73500	.917	13,312	5	6	003

a. Predictors: (Constant), EDUCATION BUDGET, NER SD, RATIO ELEMENTARY TEACHERS, NER SMP, RATIO SMP TEACHER

b. Dependent Variable: HDI

Based on the table above, the R value is 0.985, which means that the net enrollment rate for primary school, the net enrollment rate for junior high school, the ratio of elementary school teachers to students, the ratio of teachers to junior high school students, and the education budget have a strong relationship with the human development index. Meanwhile for the R-square value of 0.917, this means that the variables of pure elementary school enrollment rate, junior high school enrollment rate, ratio of elementary school teachers to students, ratio of teachers to junior high school students, and the education budget have an influence of 91.17% on HDI while 8, The remaining 83 are influenced by other variables.

2. Multicollinearity test

The multicollinearity test is used to test the correlation between the independent variables. The results of the multicollinearity test are described in Table 3.

Table 3. Multicollinearity Test Results

Coefficientsa

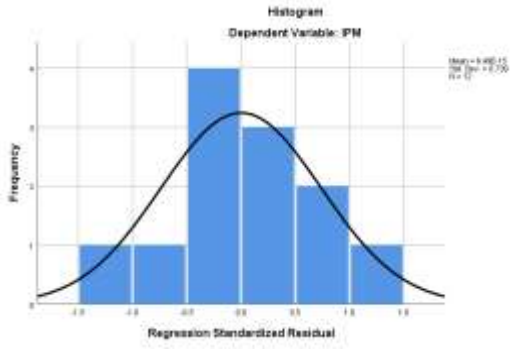
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	std. Error	Betas			tolerance	VIF
1	(Constant)	-23,361	17,953		-1,301	.241		
	APM SD	.623	.159	.700	3,911	008	.430	2,326
	SMP APM	.327	087	.685	3,772	.009	.418	2,392
	SD TEACHER RATIO	-37,418	24,724	-.221	-1,513	.181	.647	1,546
	SMP TEACHER RATIO	81,793	33,165	.523	2,466	.049	.307	3,258
	EDUCATION BUDGET	1.468E-5	.000	.205	1,381	.217	.624	1,602

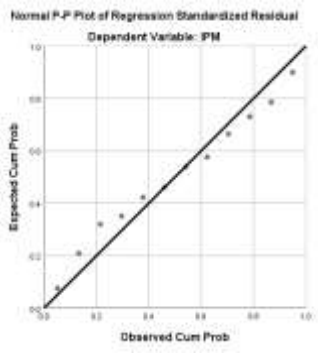
Dependent Variable: HDI

Based on the table above, the tolerance value for each independent variable is nothing less than 0.10, which means there is no correlation between the independent variables. Then, when viewed from the value of the Variance Inflation Factor (VIF), it also shows the same thing, there is not one independent variable that has a VIF value of more than 10.

3. Normality test

The normality test is used to test the regression model of confounding or residual variables having a normal distribution. The following are the results of the normality test: The results of the normality test can be seen in the graph below:





Based on the histogram graph, the image is formed like a bell (symmetrical), which means that the data is normally distributed, as well as when viewed from the norm graph, the

probability plot where the points follow the diagonal line so that the regression model is normally distributed, which means that there is normality.

4. F test

Based on the table below, the significant value of the probability value is 0.03 <alpha (0.05). These results indicate that the net enrollment rate for primary school, the net enrollment rate for junior high school, the ratio of teachers to elementary school students, the ratio of teachers to junior high school students, and the education budget have a simultaneous effect on the human development index.

Table 4. ANOVA Test Results

ANOVAa

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	35,956	5	7,191	13,312	.003b
	residual	3,241	6	.540		
	Total	39,198	11			

a. Dependent Variable: HDI
b. Predictors: (Constant), EDUCATION BUDGET, NER SD, RATIO ELEMENTARY TEACHERS, NER SMP, RATIO SMP TEACHER

5. T test

The t test is used to determine the independent variable (partially influencing the dependent with the following hypothesis:

- H0 : β1… β5 = 0; primary school net enrollment rate, junior high school net enrollment rate, ratio of teachers to elementary school students, ratio of teachers to junior high school students, and education budget) do not have a partial effect on the dependent (Human Development Index)
- H1 : β1… β5 ≠ 0; primary school net enrollment rate, junior high school net enrollment rate, ratio of teachers to elementary students, ratio of teachers to junior high school students, and education budget) have a partial effect on the dependent (Human Development Index).

Table 5 Test Results t

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	-23.36	17.95		-1.30	0.24
	APM SD	0.62	0.16	0.70	3.91	0.01
	SMP APM	0.33	0.09	0.68	3.77	0.01
	SD TEACHER RATIO	-37,42	24,72	-0.22	-1.51	0.18
	SMP TEACHER RATIO	81.79	33,17	0.52	2.47	0.049
	EDUCATION BUDGET	0.0000147	0.0000106	0.205	1,381	0.217
Dependent Variable: HDI						

Based on the t test results table above it can be described with the following explanation:

- Primary School Pure Enrollment Rate
  As for the APM SD variable, it has a coefficient of 0.622675 and a probability value of 0.0079 <alpha (0.05). In other words, the APM SD variable has a positive and significant relationship to the human development index. The conclusion obtained is that the NER SD has an effect on the human development index. The results of the same research were also obtained by Rosyadah (2021) the net enrollment rate (APM) has a significant influence on the Human Development Index based on the results of the t test which obtains a t-statistical value of 2.4919 > t-table 1.664.
- SMP Pure Enrollment Rate
  As for the APM SMP variable, it has a coefficient of 0.327482 and a probability value of 0.0093 <alpha (0.05). In other words, the APM SMP variable has a positive and significant relationship to the human development index. The conclusion obtained is that NER SMP has an effect on the human development index.
- Elementary Teacher Ratio
  As for the primary teacher ratio variable, it has a coefficient of -37.41839 and a probability value of 0.1809 > alpha (0.05). In other words, the primary teacher ratio variable has a negative but not significant relationship to the human development index. The conclusion obtained is that the ratio of elementary school teachers has no effect on the human development index. The results of a similar study were also obtained by Jamal (2021) that the ratio of Elementary School Teachers had a negative effect on the Education Index as a Driving Locomotive for Increasing the Human Development Index in Selayar Islands Regency.
- Middle School Teacher Ratio
  In the junior high school teacher ratio variable, it has a coefficient of 81.79256 with a probability value of 0.049 <alpha (0.05). In other words, the variable ratio of junior high school teachers has a positive and significant relationship to the human development index. This result is in line with the results of research obtained by Melliana & Zain (2013) that the teacher-student ratio of SMP/MTs has an influence on HDI based on a partial test, a probability value of 0.049 is obtained which is less than α = 0.05. Fulfillment of the number of educators is a very important thing in improving the quality of education. An adequate number of teaching staff will affect the workload of teachers. The number of teachers who are not balanced with the number of students being taught will reduce the quality or quality of education.
- Education Budget
  As for the education budget variable, it has a probability value of 0.217 > alpha (0.05). In other words, the education budget variable has no effect on the human development index. Research results fromFadhilah and Setiartiti (2021) that government spending in the education sector has no effect on HDI where a probability of 0.2687 > alpha (0.05) is obtained. The same result was also obtained by Morgan (2019) who obtained the result that local government spending on education from the squared GRDP (DIK_D2) did not significantly affect HDI either α=1%, α=5% or α=10%. The same results from Soejoto and Meydiasari (2017) from the results of the t-test also obtained a probability of 0.4133 exceeding 0.

Based on the t-test results table above, the multiple linear regression equation can be described as follows:

HDI = -23.36 + 0.62X1 + 0.33X2 + (-37.42) X3 + 81.79X4 + 0.0000147X5

The regression equation above means that if the NER for SD (X1), NER for SMP (X2), Ratio for Elementary School Teachers (X3), Ratio for Middle School Teachers (X4), Education Budget (X5) is 0 then the HDI value will be -23.36.

SWOT Analysis

Strategy formulation is carried out using the swot matrix. This SWOT matrix describes internal strengths and weaknesses that can be adjusted to external opportunities and threats that will be faced. Strategy formulation with SWOT matrix can be divided into 4 parts as follows:

a. SO (Strength-Opportunity) Strategy
   - Fulfillment of the number of educators through the PPPK route is a regional development priority in the education sector
     Increasing the status of honorary teachers to ASN PPPK is one of the solutions for improving the quality of education in Tapin Regency. The status of honorary teachers or non-ASN teachers certainly has a different level of welfare from ASN teachers so that it will affect motivation in teaching. However, according to Mbato (2022) many teachers still adhere to and are committed to their profession even though their welfare is not good. Based on data from the Tapin District Education Office, in 2022 there will still be 960 teachers with honorary or non-ASN status, consisting of 547 kindergarten teachers, 310 elementary school teachers and 103 junior high school teachers.
   - Increasing the use of information technology in every educational facility throughout Tapin District.
     The use of information technology today has touched various sectors including the use of information technology in the field of Education. The importance of using information technology will help make the teaching and learning process between students and teachers more effective and efficient. In this strategy the Tapin Regency Government can be implemented through policies to strengthen and expand the mastery and utilization of Information Communication Technology (ICT) in the education sector
   - Increasing the participation of companies with CSR programs to help Equality education institutions in the context of overcoming school dropouts.
     There are 14 equality institutions or PKBM in Tapin Regency spread across all sub-districts. This is capital for local governments that can be used to overcome dropout rates in every corner of the region. Besides that, in Tapin Regency, there are many coal mining and palm oil companies that can be partnered with in terms of education funding for handling school dropouts. This is in line with the results of research conducted by Mizan, Faletehan & Wahyuni (2018) that strategies to increase the Education index in Banten Province include increasing cooperation and institutional relations between the government and partnerships with the private sector.

b. WO (Weakness-Opportunity) Strategy
   - Improving and optimizing the role of equality education institutions in overcoming dropout children or children who are not in school through the use of information technology can be done by distance learning.
     With the existence of information technology such as the widespread use of the internet and mobile phones, of course, it will be very helpful in the process of learning and

teaching activities. Formal educational institutions such as PKBM in the process of teaching and learning activities do not always have to be present in class, but students can study at home through the modules provided and through distance learning using internet facilities.

- Increasing the fulfillment of educational facilities and infrastructure through the assistance of the Company's CSR program.
  The involvement of companies in the education sector is very much needed in order to help the quality of Indonesian education because this burden has only been borne by the community or the government so far. The participation of the business world in improving the quality of education has been regulated in Law Number 21 of 2003 article 54, the intended participation includes professional organizations, employers and community organizations. (Naraduhita & Sawarjuwono, 2012).

c. ST Strategy (Strength-Threats)

- Improving the implementation of equality education through collaboration with Islamic boarding schools that do not yet have formal education.
  The existence of non-formal educational institutions spread throughout the district is certainly a big asset for overcoming non-school children or Islamic boarding school students who do not receive formal education. It is hoped that the HDI in the education sector can increase equality education institutions such as PKBM, which will be given the maximum role in implementing formal education through collaboration with Islamic boarding schools. Referring to the research results of Fitriyanti, Pradana and Awar (2019) it was revealed that the existence of PKBM-based non-formal education institutions in each sub-district & 1 (one) Learning Activity Center (SKB) in Hulu Sungai Utara Regency can increase the number of people outside of productive age who can take part in Pursuing Packages A, B, and C programs,
- Improving the handling of school dropouts as a regional development priority.
  The cause of high dropping out of children or children not going to school can be caused by various factors. Such as the poverty factor or the economic factors of parents who are not yet stable in terms of income so they decide to help their children work so that they have additional income. Apart from that, there are still people who do not understand the importance of education for children, so it is necessary for local governments to pay special attention to it through priority regional development policies.

d. WT Strategy (Weakness-Threats)

- Increase the education budget through the APBD in overcoming school dropouts.
  The handling of school dropouts can be made a regional development priority through various policies such as allocating the Regional School Operational Assistance (BOSDA) budget using the APBD. The allocation of school operational funds in Tapin Regency is currently still dominated by BOS and BOP which are Special Allocation Funds from the central government.
- Improving communication and outreach to Islamic boarding schools and the community about the importance of formal education for children.
- Through an approach to Islamic boarding schools involving support from various parties, such as the local government through the People's Welfare Section of the Regional Secretary of Tapin Regency, the Education Office, the Office of the Ministry of Religion, Formal Education Institutions and community leaders to invite several Islamic

boarding schools that have not implemented formal education activities. From the various pesantren boarding schools, there are a very large number of students. If this program can be implemented, it will certainly improve RLS and HLS in Tapin Regency.

CONCLUSSION

The strategy to increase the Human Development Index in the Education sector in Tapin Regency can be carried out by fulfilling the number of educators through the PPPK route. Increasing the use of information technology in every educational facility throughout Tapin District. Increasing the participation of companies with CSR programs to help Equality educational institutions in the context of overcoming school dropouts. Increasing the fulfillment of educational facilities and infrastructure through the assistance of the Company's CSR program. Improving the implementation of equality education through collaboration with Islamic boarding schools that do not yet have formal education.Increase the education budget through the APBD in overcoming school dropouts. Policies such as Allocation of the Regional School Operational Assistance (BOSDA) budget. It is recommended to choose a wider educational development research object starting from the kindergarten/PAUD level up to tertiary institutions. In this study, the object of research was the district government, so that the education sector studied was only based on the authority of the district government, such as elementary, junior high school and equivalency education. Meanwhile for Education which is under the authority of the Ministry of Religion such as madrasas, the authority of the provincial government such as SMA/SMK and the authority of the central government are not the object of this research.

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