

## CHAPTER IV

### GENERAL DESCRIPTION OF RESEARCH SITES

#### 4.1. General Description of Sumenep Regency

Sumenep Regency (Madurese: *Songènèb*) is one regency in East Java province, Indonesia. It has an area of 2,093.47 km<sup>2</sup> and a population of 1,146,94 inhabitants at the 2014 Census (an increase from 985,981 at the previous census in 2000); the latest official estimate (as of January 2014) is 1,071,591. The regency occupies the eastern end of Madura island but also includes numerous islands to the east, north, and south of Madura. It is bordered by Pamekasan Regency to the west, Madura Strait to the south, and Java Sea to the north and east. Its administrative capital is Sumenep.

##### 4.1.1. Administrative Boundaries

Sumenep Regency is located at the eastern end of Madura Island; it also includes 126 scattered islands located between 113 ° 32'54 " -116 ° 16'48" East Longitude and between 4 ° 55' -7 ° 24 'South latitude.

Table 4.1  
Many Island according to District in Sumenep Regency

No	Disrict	Inhabited	Uninhabited	Total
1	Dungkek	1	-	1
2	Talango	2	3	5
3	Giligenting	3	5	8
4	Gayam	1	-	1
5	Nonggunong	2	-	2
6	Raas	9	5	14
7	Sapeken	21	32	53
8	Arjasa	3	9	12
9	Kangayan	3	23	26
10	Masalembu	3	1	4
	<b>Total</b>	<b>48</b>	<b>78</b>	<b>126</b>

Source: Statistic Sumenep Regency years 2015

The number of inhabited islands in Sumenep Regency is 48 (38% of the total), while the uninhabited islands number 78 (62% of the total). Masalembu Karamian island in the District is in the northern part of the outer islands adjacent to the South and the distance 151 + Nautical Miles from the Kalianget Port, while Sakala Island is the outermost islands in the eastern part of the adjacent island of Sulawesi and the distance from the Kalianget Port 165 Mil + Laut.Pulau is the most northern island in the group Karamian Masalembu Islands and the island is the eastern most island of Sakala.

The regency is bordered to the south by the Strait of Madura and Bali Sea, to the north by the Java Sea, to the west by Pamekasan Regency (the only land border) and to the east by the Java Sea and Flores Sea.

#### 4.1.2. Administrative Districts

Sumenep Regency is divided into twenty-seven districts (kecamatan), listed below with their populations at the 2014 Census:

Table 4.2  
The Broad of District Sumenep Regency year 2014

No.	Disriect	Broad (Km <sup>2</sup> )	No.	Disriect	Broad (Km <sup>2</sup> )
1	Pragaan	57,84	15	Dasuk	64,50
2	Bluto	51,25	16	Manding	68,88
3	Saronggi	67,71	17	Batuputih	112,31
4	Giligenting	30,32	18	Gapura	65,78
5	Talango	50,27	19	Batang-Batang	80,36
6	Kalianget	30,19	20	Dungkek	63,37
7	Sumenep	27,84	21	Nonggunong	40,08
8	Batuan	27,10	22	Gayam	88,40
9	Lenteng	71,41	23	Raas	38,90
10	Ganding	53,97	24	Sapeken	201,89
11	Guluk-Guluk	59,57	25	Arjasa	241,89
12	Pasongsongan	119,03	26	Kangayan	204,77
13	Ambunten	50,54	27	Masalembu	40,85
14	Rubaru	84,46			

Source: Statistic Sumenep Regency years 2015

The total area of Sumenep Regency is 1,998.5 km<sup>2</sup>: this was formerly quoted as comprising 179.32 km<sup>2</sup> of settlements, 423.96 km<sup>2</sup> of forest, 14.68 km<sup>2</sup> of grass area or vacant land, 1,130.19 km<sup>2</sup> of farm/moor/bush/field, 59.07 km<sup>2</sup> of pool/aquaculture/brackish water/lakes/reservoirs/wetlands, and 63.41 km<sup>2</sup> of "other" areas. The area of sea of Sumenep Regency, with its vast the diversity of marine resources and potential for fishery, is about 50,000 km<sup>2</sup> +.

#### **4.1.3. Resources and Economy**

##### **1. Natural Resources**

Mineral Resources in Sumenep Regency are quite varied. They consist of Class "C" minerals: phosphates, limestone, calcite / rock star, gypsum, quartz sand, dolomite, kaolin clay and stone.

##### **2. Energy Resources**

Sumenep in addition has the potential of the natural wealth of minerals group C, also have strategic minerals in the form of group A which is located on the island of Pulau Besar Pagerungan Sapeken Throughout the District, River Island Giligenting. Based on the passage of time than in the three island there are still some places that contain indications of gas and petroleum. Among them around the island Masalembu, Aquatic Kalianget, Raas and Block Island waters Kangean Water Resources Based on the aspects of geomorphology, water resources in Sumenep divided in 4 (four) units of the region: a). Plateau region b). Fine Wavy Hills area c). Coarse Wavy Hills region d). Separate Hills area

#### 4.1.4. Agriculture

##### 1. Commodity Food

Based on data of 2014. The Broad fields in Sumenep 25.681,69 ha. Consist of an area of 4.650,44 Ha irrigatioan technical, semi technical irrigation area of 1.833,95 Ha, simple irrigation area of 2.028,73 Ha, 173,00 Ha area off the village irrigation, and rain-fed area of 16.991,84 Ha. Fields including land use rather than the yard, tegal, plantation, farm, field for dry rice cultivation, grassland, while the land is not cultivated, forests, state forests, marshes, ponds, pools etc.

Tabel 4.3  
Rice Field Area by District and Kind Irrigation  
in The Sumenep Regency (Ha) 2014

No	Disrict	Irrigation				Total
		Technical	Half Technical	Modest	Village Non PU	
1	Pragaan	-	62,00	-	-	62,00
2	Bluto	-	-	108,00	-	108,00
3	Saronggi	388,00	148,00	57,00	-	593,00
4	Giligenting	-	-	-	-	-
5	Talango	-	-	-	-	-
6	Kalianget	-	-	-	-	-
7	Sumenep	658,50	-	69,00	-	727,50
8	Batuan	878,50	-	-	-	878,50
9	Lenteng	737,50	-	47,00	-	784,50
10	Ganding	202,75	134,96	-	-	337,71
11	Guluk-Guluk	563,34	913,44	-	-	1.476,78
12	Pasongsongan	-	-	-	139,00	139,00
13	Ambunten	471,20	5,00	-	-	476,20
14	Rubaru	-	-	24,00	-	24,00
15	Dasuk	-	228,55	-	-	228,55
16	Manding	168,64	-	85,40	-	254,04
17	Batuputih	37,00	-	20,00	-	57,00
18	Gapura	523,01	30,00	111,00	-	664,01
19	Batang-Batang	-	-	132,00	-	132,00
20	Dungkek	-	-	-	-	-
21	Nonggunong	-	-	7,43	-	7,43
22	Gayam	-	316,00	31,00	34,00	381,00
23	Raas	-	-	199,00	-	199,00
24	Sapeken	-	-	-	-	-
25	Arjasa	22,00	-	235,00	-	257,00
26	Kangayan	-	-	902,90	-	902,90
27	Masalembu	-	-	-	-	-
	<b>Total</b>	<b>4.650,44</b>	<b>1.837,95</b>	<b>2.028,73</b>	<b>173,00</b>	<b>8.690,12</b>

Source: Statistic Sumenep Regency years 2015

Crops can be grouped into two parts, namely commodity rice (paddy rice and upland rice) and the commodity crops (corn, soybeans, peanuts, green beans, cassava and sweet potatoes).

## 2. Horticultural commodities

Vegetable commodities grown by farmers in Sumenep the year 2014 based on data from BPS (Source: Department of Agriculture Sumenep) is the largest onion 15.947 Kw with production quantities decreased the amount of production by 64.42% from the previous year. Lombok in 2008 is the largest commodity, in the year 2009 decreased by 89.28% from the previous idea. While the change in the amount of production of other commodities such as vegetables: beans, cucumbers, eggplant, kale, spinach and tomatoes are not too significant. For commodity total production of fruits is quite varied. Mango production number 235.884 Kw with the highest fruit commodity in terms of both total production amounting to 98.025.920 Ha. For other commodities such as fruits: banana, papaya, orange, guava, rambutan, sapodilla, Blimbing, barking and avocado invaluable variety

## 3. Plantation Commodities and Forestry

Based on statistical data of 2014 (Source: Department of Plantation and Forestry Perhutanioffice Sumenep and Madura in Pamekasan KPH), the production of plantation commodities and forestry in Sumenep very varied. For the production of plantation crops, the amount of oil production is the highest 40.610,70 tons with total area of Ha. As for the production of tobacco as a commodity Sumenep excellent for farmers in particular the quantity has decreased

by 39.10% from the previous year. Tobacco plants as a favorite commodity known as gold leaf that can change behavior and improve the welfare of tobacco farmers. Tobacco land area 16.260,77 hectares in 2014, with a total of 9.429,74 tons of total production.

#### 4. Fisheries

On production estimates, potential resources of fish in ocean waters capable of producing Sumenep of 50,000 km<sup>2</sup> per year x 4.58 ton = 22,000 tons per year. Meanwhile, according to estimates of potential sustainable source of 60% calculated from the number of existing potential or 60% x 229 000 t = 137 400 tonnes per year. Development of fishery production is directed to improving the welfare of fishermen through increased production and productivity of business-oriented agribusiness. Fisheries production reached Sumenep district in 2014 to reach the sea fisheries 46.672,80 tons per year or 32.68% of the sustainable potential (an increase of 10,09% from the previous year) with a production value of Rp. 479.371.000, -.

#### 5. Farms

Large livestock population in the largest and specific Sumenep the cow. Proved in 2014 the cattle population of about 357.038 individuals (98.61% increase from the previous year) are still traditionally managed as a working cattle, producing manure, and penchant for savings. Advantages, especially beef cattle Sumenep Madura with other areas on the island of Madura where the type is the same: Resistant to specific diseases, have the ability to adapt to unfavorable natural conditions. Have a good response to the improvement of feed through the

increase of feed protein and energy devoted to the consideration of optimal body weight. Have the type of beef cattle and meat of good quality.

Livestock other than cattle are raised by the public many Sumenep particularly island communities in the District Arjasa, Kangayan, and Sapeken is the buffalo. Other large livestock population is the horse. Many small livestock kept in Sumenep in the year 2014 was a goat, sheep, and rabbits. As for the poultry is free-range chicken, chicken, duck and wild duck.

#### **4.1.5. Industry**

Growth and development of industry in Sumenep is determined by the development and growth of four industries include natural gas industry; large industrial / chemical / heavy, small industrial and large industrial, industrial and heavy metals are not in Sumenep. Existing in Sumenep only a small industry and handicrafts that employment is not so much. There is little industry in Sumenep able to absorb the amount of labor as much as 1.545 people, with an investment of Rp. 237.611.120.290 -.

#### **4.1.6. Tourism**

Tourism is one of the leading potential in Sumenep. There are several types of tourism potential, which can be grouped into:

##### **1. Tourism Culture and Architecture**

Sumenep Palace Museum is a museum run by the local government in which Sumenep a good collection of objects of cultural heritage family heritage palaces Sumenep and some relics of the Hindu kingdoms such as statues of Buddha and Vishnu linga is found in Dungkek district, Sumenep. In the museum

there are also several collections of heritage relics such as pottery jars Sumenep Nobility of China and Kareta My Lord granting the United Kingdom to the Sultan Abdurrahman Pakunataningrat I for his services that have helped Thomas Stamford Raffles, one of the British Governor in his research in Indonesia.

Sumenep palace is a heritage relic Sumenep built by King / Duke Sumenep to 31, Panembahan Somala and expanded by his descendants, namely Sri Sultan Abdurrahman I. Pakunataningrat Sumenep own Palace is located right in front of the Palace Museum Sumenep, Sumenep Jamik mosque is a building that has a distinctive architecture, integrating different cultures into a unique and magnificent, built by Panembahan Somala who ruled in 1762-1811M by architect of tionghoa "law pia ngho"

Kalianget Old Town is located in the eastern city of Sumenep, here visitors can see relics of the salt factory, colonial architecture and some of the defenses built by the Colonial Government as Sumenep occupied territories, Traditional House Traditional Madura Tanean Lanjhang, can be found in some areas towards the coast and towards the coast Salopeng waves, Kalimo'ok VOC fortress in Kalianget.

## 2. Tourism Religious / Pilgrimage

Asta Karang Sabu is a family cemetery of King / Duke Sumenep who ruled in the 15th century the Prince Ario kanduruan, Prince and Prince Wetan Lor. This reef area meth Sumenep government he led at the time, Asta Tinggi Sumenep cemetery is the cemetery of the Kings Sumenep which was built in 1644 M High altitude areas are located in the Kebon Agong Sumenep, Asta Yusuf is

one tomb of the missionaries of Islam on the island Talango, the tomb was discovered by Sri Sultan Abdurrahman Pakunataningrat when to Bali in 1212 Hijra (1791), Asta Katandur is one Islamic missionaries graves in Sumenep, Prince Katandur is also one of the characters who are experts in the field of agriculture and according to various sources, is also the creator of Prince Katandur kerapan tradition of cattle, Tomb of Panembahan Joharsari which is one of the Duke of Sumenep to V who first embraced the religion of Islam in Bluto.

### 3. Nature

Lombang beach is a beach with white sand and the cluster of pine shrimp plant that grows in the edge area and around the coast. The atmosphere is very calm and beautiful. Lombang beach is the only beach in Indonesia is overgrown with pine trees shrimp, Slopeng beach is a beach with white sand stretch of mountains that surround the sides of nearly 6 km long beach. This beach area is very suitable for sea fishing fun because the area is rich in various kinds of fish, including tuna fish, Talango Ponjug beach on the island, Badur beach in White Rock District, Water Parks in District Kiermata Saronggi, Goa Jeruk in Asta Tinggi, Goa Kuning in the District Kangean, Goa Payudan in Guluk Guluk,

### 4. Marine Tourism / Sea

Sumenep has 126 islands:

- a. Kangean Islands and surrounding islands Sumenep is located at the eastern tip of the island of Madura. Has many exotic beaches,
- b. Island Marine Parks Mamburit Arjasa

c. Island Marine Parks Gililabak Talango, a 5 hectares island with white sandy beach and convenience for snorkelling, but should be prepared by yourself from outside of the island, because there are no facilities, even the public toilet and also no vendors here. No fresh water, but can sleep in (35 people) houses.

d. White Sand Beach and Coral Reef Island Saor (District Sapeken)

## 5. Conservation Tourism

Bekisar chicken, chicken chicken bekisar is typical of many cultivated Sumenep for pets on the island of Kangean - Deer, an animal in the forest dwellers Arjasa. These animals include animals that are protected. - Shrimp fir, is an evergreen species that exist only in Sumenep

## 6. Special Interest Tour

Tirta Sumekar Indah is one of the bathing pool complex in Sumenep, located in the Rocks district, west of the city Sumenep. Its strategic location, surrounded by a teak tree plantation and cashew nuts, and not far from the cemetery tour Asta Tinggi make this bath a lot of people visit on weekends and school holidays, - Sumenep Square is now a park Adipura, every day, especially at night dibangian Sumenep Square north, there are night markets by providing a wide range of culinary and accessories that can be enjoyed at a cheap price. - Health tourism in the island Giliyang Dungkek District is an area in the district that have Sumenep O<sub>2</sub>/oksigen content of 21.5% or 215 000 ppm,

## 7. Arts, Culture and Tourism Event

- a. Dance - Moang Sangkal dance - Codi Somekkar dance - Gambu dance
- b. art Music - Saronen - Tong-tong Music - lute music
- c. art Craft - Batik, batik centers in Sumenep there in the village of West Pakandangan Bluto district, - Keris, batik centers in the villages there Sumenep Aeng tong tong district and villages Palongan Bluto, - Carving centers located in the village Sumenep Madura Karduluk, - There is a boat building center in the village of Madura Island Slopeng and Sapudi, - Home made madura mask in Marengan and Kalianget
- d. culture - Mamaca - Kalenengan Karaton - Tandha ' - Tan-pangantanan - Ojhung - Topeng dhalang - Lodrok - Sape Sono ' - Kerapan Sapi - Nyadar Ceremony - Ceremony bride Ng ekak Sangger
- e. Tourism event - Last night at the Palace - Arya Wiraraja Inaugural Procession - Bull racing Event - Tellasan Topak

## 4.2. Description of PAUD-DIKMAS

### 4.2.1. Profile of PAUD-DIKMAS

General Directorate of Early Childhood Education and Community Education (PAUD-DIKMAS) headquarters in Sudirman Street of Building E Floor III Senayan, Jakarta 10270. PAUD-DIKMAS is a director general under the auspices of the ministry of education and culture in Republic of Indonesia who care about early childhood education and community education. Initially the name of PAUD-DIKMAS is PAUD-DIKMAS (Early Childhood Education, Non-Formal and Informal), but at this time has changed its name to PAUD-DIKMAS.

But on the tasks and functions are still the same, namely by Indonesian Presidential Regulation No. 67 Year 2010 concerning Position, Duties and Functions of the Ministry of State, and Organizational Structure, Duties and Functions of Echelon of State Ministries.

General Directorate of Early Childhood Education and Community Education (PAUD-DIKMAS) has established policies and development programs for early childhood education, non-formal education and informal which includes cultivated fields and objectives which extends in line with the policy of restructuring the organization and working procedures in the Ministry of Education National. Based on Indonesian Presidential Regulation No. 67 Year 2010 concerning Position, Duties and Functions of the Ministry of State, and Organizational Structure, Duties and Functions of Echelon of State Ministries. Director General of PAUD-DIKMAS establish policies and programs Early Childhood Education (PAUD), Public Education, and Training Classes, Teachers and Education Personnel- PAUD Dikmas, as well as the program Assessment, Development and Quality Control of Education and Management Support program and other Technical Implementation.

PAUD policies and programs Director General of-Dikmas is geared to meet the increasing demands of service quality while working to continue to encourage the availability of and access to education services is increasingly widespread. In performing its duties, Director General of PAUD-DIKMAS the following functions:

- 1) Increase the availability and affordability of services PAUD that meets minimum service standards for PAUD and boost the quality of services simultaneously, holistic-integrative and sustainable, in order to realize a bright child, creative, healthy, cheerful, noble according to the characteristics, growth and development so that the child has a mental and physical readiness to enter further education.
- 2) Increase the availability and affordability of services literacy education aged 15 years and over who empowerment, gender equality and relevant to the needs of individuals and communities within the framework of the Literacy Initiative For Empowerment / LIFE.
- 3) Increase the availability and affordability of the service life skills education, courses and training, and entrepreneurial education quality and competitive and relevant to the needs of the empowerment of the community, business and industry, especially for the dropouts and nontransitioners, so it can work and / or trying to be productive, independent, and professional.
- 4) Increasing the availability, quality and professionalism of teachers and PAUD-DIKMAS through increased qualifications, competency and rewards and protection of quality, equitable, sustainable, and equitable.
- 5) Developing learning services to foster interest and reading culture in society through the provision and improvement of services Community Library, providing reading materials that are useful to improve the insight, knowledge and productivity both for new literates and for the general public.

- 6) Develop educational empowerment of women, the elderly, and gender administrators, to raise the dignity of women, increasing women's participation in all sectors of development, and to eliminate discrimination and violence against women, support efforts to prevent human trafficking, and education parenthood.
- 7) Increase the scouting educational services in order to build the character of the nation through the front group coaching, quality improvement coaches and coaches scout and scout jamboree.
- 8) Improving service quality PAUD-DIKMAS programs through model development and pilot programs conducted by the Technical Implementation Unit and the Regional Center.
- 9) Increase the availability, affordability, quality, equality and service assurance- PAUD Dikmas program through the organization of PAUD-DIKMAS program by working units Department of Provincial Education and Regencies / Municipal and PAUD-DIKMAS institutions managed by the community.
- 10) Enhancing institutional capacity PAUD-DIKMAS, both at central and regional levels through improved information management system, improvement of facilities and infrastructure, in order to PAUD-DIKMAS institutions capable of providing excellent service to all citizens and guaranteed certainty and continuity.

#### **4.2.2. Vision and Mission of PAUD-DIKMAS**

##### **1. Vision of PAUD-DIKMAS**

National education development forward based on the paradigm building serves as a complete Indonesian human subjects that have the capacity to actualize the potential and the human dimension optimally. National education development also aimed to improve the quality and competitiveness of Indonesian human resources in the era of knowledge-based economy and creative economic development. Non-formal and Informal Education, which is part of the national education seeks to actualize the potential and the human dimensions of the affective, cognitive and psychomotor imposed a lifetime. In addition, the formal and informal education is also a systematic process to enhance the holistic human dignity. Thus, the education should be a strategic vehicle for efforts to develop the entire potential of the individual, so that the goal of building the complete Indonesian man can be achieved.

The vision of PAUD-DIKMAS is "The implementation of educational services to realize the Indonesian people who are intelligent, skilled, independent, and professional. An aspiration to establish early childhood education, non-formal and informal directed at the development of Indonesia fully human morality as a human being lifelong learners who are able to actualize themselves optimally in different circumstances and challenges in the future ".

##### **2. Mission of PAUD-DIKMAS**

Mission of PAUD-DIKMAS is Facilitate educational services to students equitably, high quality, relevant, and reach a goal that is not served by formal

education through the organization of services for early childhood education, the provision of public services, the provision of services organization of courses and training, the provision of education services and Non-formal education personnel, educators, life skills education, and other education aimed at developing the capabilities and potential of learners.

In order to provide direction in an effort to realize the vision, mission elaborate in its implementation in an organization, the following mission:

- 1) Increase the availability and affordability of formal and informal PAUD service quality in order to realize a bright child, creative, healthy, cheerful, noble according to the characteristics and growth and development of children as well as having physical and mental readiness to enter further education.
- 2) Increase the availability and affordability of services literacy education aged 15 years and above based life skills education, grade, gender equality and relevant to the needs of individuals and society.
- 3) Increase the availability and affordability of services and training courses, and the quality of women's empowerment, justice, sustainability, competitiveness, gender equality for the development of a sustainable, competitive and relevant to the needs of individuals and society.
- 4) Implement the strengthening of the education management system covers non-formal and informal governance, accountability, and public image in the context of quality assurance.

- 5) Developing the public interest through the availability of Wildlife Learning Communities equitable and widespread as well as quality.
- 6) Increase the availability and affordability of services of teachers and professional and dignified in accordance with the needs and sustainable manner.
- 7) Develop educational empowerment of women and gender mainstreaming in order to increase the dignity of women that equitable gender.

#### **4.2.3. Organizational Structure of PAUD-DIKMAS**

Organizational Structure in Dikmas PAUD-shaped line and staff where the supreme leader is held by the Director General early childhood education and community and assisted by the Director of Education Literacy and Equality, Director of Family Education, Director of Early Childhood Education and Director of Courses and Training. Here is a picture of the structure PAUD-DIKMAS:

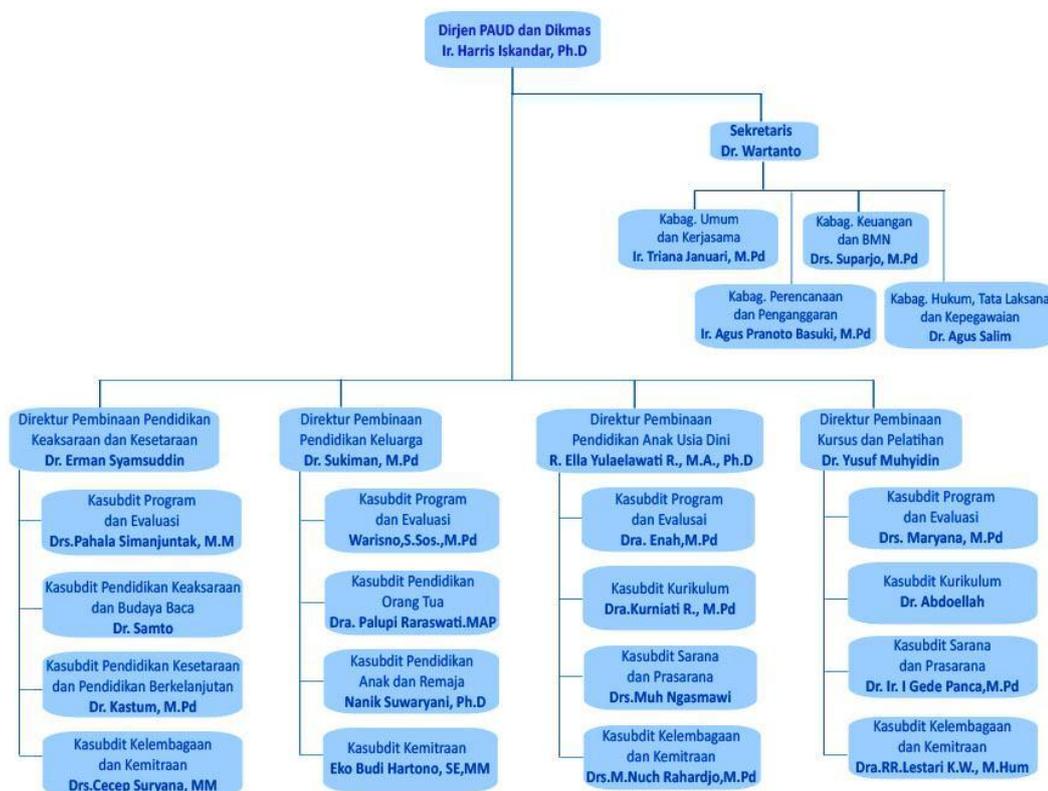


Figure 4.1: the structure of central PAUD-DIKMAS  
Source: Official Website of PAUD-DIKMAS

#### 4.2.4. The Target and Program of PAUD-DIKMAS

The existence of early childhood education, non-formal and informal PAUD-DIKMAS complements the formal education to support lifelong learning. PAUD-DIKMAS is flexible when compared to formal education. PAUD-DIKMAS flexibility regarding the timing of study, age of learners, subject content, teaching management practices, and ways of assessment of learning outcomes. PAUD-DIKMAS able to provide more free space for students and educators in implementing the learning process.

Through a very large target and multisegments, from early childhood to old age, from dropping out of school to who wants to increase their knowledge and

practical skills, early childhood-Dikmas able to apply the motto "to serve the underserved".

PAUD-DIKMAS Profile provides an overview of objectives relating to PAUD programs-Dikmas as mandated by the Education Strategic Plan 2010-2014. In the plan, there are three pillars of education policy, namely equity and expanding access to education, improving the quality, relevance and competitiveness of education, and governance, accountability of public image of education. The three pillars of the policy outlined in the Education Mission 5K. Mission Education 5K consists of 1) Mission K1 increase the availability of education services, 2) mission K2 expand the affordability of educational services, 3) Mission K3 improve the quality / quality and relevance of education services, 4) Mission K4 equality in obtaining education services, and 5) mission K5 guaranteeing obtain education services.

Selection of these indicators are determined in accordance with the data PAUD-DIKMAS available, so it does not cover all education indicators. It is expected that with an idea based on education indicators can be useful as inputs for policy formulation and development of education, especially PAUD-DIKMAS.

#### **4.2.5. The Implementation of PAUD-DIKMAS in Sumenep Regency**

The general picture PAUD-DIKMAS consists of seven variables, namely the institution/study groups, students, candidates, graduates, educators, administrators, and school-age population. The general picture PAUD-DIKMAS Sumenep presented in Table 4.4. Not all Sumenep handles sixth PAUD program.

At this time, Sumenep Regency has PAUD consisting of six courses, namely 1) Literacy Education, 2) PAUD, 3) Educational Equality, 4) Continuing Education, 5) PKBM (Community Learning Center/CLC), and 6) TBM (Public Reading Park). When viewed from the type of program are 1,221 pieces consisting of institutions and study groups.

Table 4.4  
Overview of PAUD in Sumenep Regency Year 2013/2014

No.	Kind of Program	Institution	Student Member	Exam Member	Graduate	Tutor	Manager
1	Literacy Education	58	10.167	10.167	10.167	1.017	58
2	PAUD	853	26.852	-	8.936	3.965	862
	a. TPA	7	177	-	-	43	3
	b. KB	363	8.891	-	-	1.681	362
	c. SPS	103	2.235	-	-	450	122
	d. TK	380	15.549	-	8.936	1.791	375
3	Educational Equality	187	8.911	4.568	2.614	1.877	1.033
	a. Packet A Equal Elementary	37	1.345	922	223	150	37
	b. Packet B Equal Junior High	72	3.452	1.842	860	803	72
	c. Packet C Equal Senior High	78	4.114	1.804	1.531	924	924
4	Sustainable Education	40	2.181	2.181	2.004	58	43
	a. Course	30	1.981	1.981	1.879	38	23
	b. PKH	10	200	200	125	20	20
5	PKBM	73	-	-	-	1.877	1.033
6	TBM	10	540	-	-	-	10
	Amount	1.221	48.651	16.916	23.721	8.794	3.039

Source: Profile of PAUD-DIKMAS in Sumenep Regency 2013/2014

PAUD, courses, CLC, and TBM had while literacy education institutions, educational equality, PKH administrators, and KBU have study groups. Number of PAUD institutions amounted to 853 institutes that comprise the landfill by 7 institutions, amounting to 363 KB agency, SPS by 103 institutions, and TK of 380 institutions, while there are 30 institutes course, PKBM by 73 institutions, and the TBM at 10 institutions. The number of study groups of 58 groups of literacy education, equality education of 187 groups with details Package A similar group of 37 elementary, junior high Package B by 72 groups, similar high school Package C by 78 groups. PKH has 10 groups and KBU not have a group.

Learners PAUD-DIKMAS contained in five PAUD-DIKMAS program while immature area is visitors. Learners are five types of programs for 48 111 children / people, the largest PAUD for 26 852 children, followed by 10 167 people Literacy Education, Educational Equality for 8911 people and the smallest is the Continuing Education of 1,981 people. Of the five types of programs PAUD-DIKMAS, it turns out that there is a test of literacy education, equal education, and courses. Candidates in the three programs amounted to 16 916 people and is the largest in Literacy Education program amounted to 10 167 people and the smallest is the continuing education program for 2,181 people. Graduates only from four programs including kindergarten. The number of graduates PAUD of 23.721 people with the greatest graduates in Literacy Education for 10.167 people and the smallest at the Continuing Education of 2,004 people.

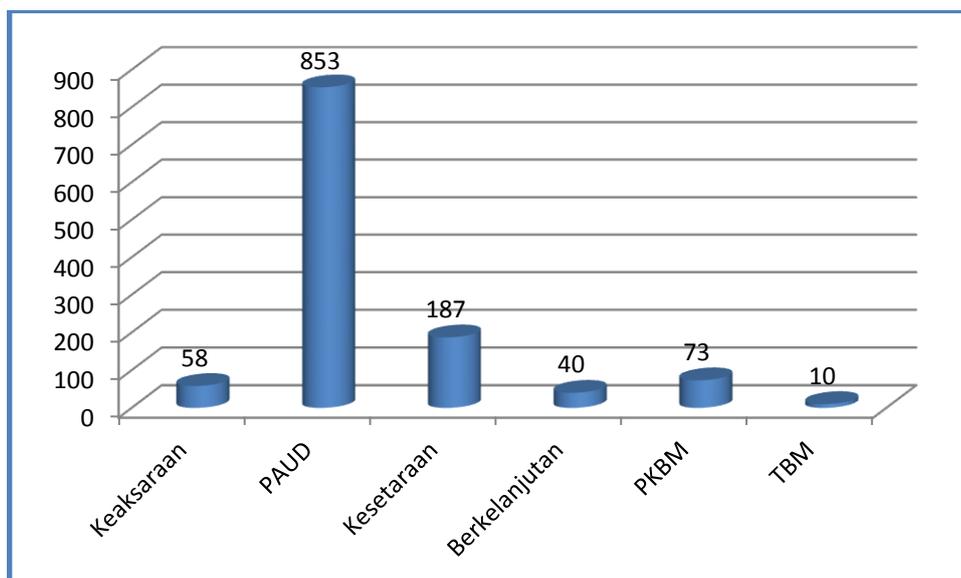


Figure 4.2  
Graph Number of Institutions and Study Group PAUD  
Sumenep Regency Year 2013/2014

Educators PAUD-DIKMAS only found in five programs because it is not contained in the immature area. Educators five such programs amounted to 8794 people. The educators are the PAUD-DIKMAS program for 3,965 people while the smallest one is in the Continuing Education program by 58 people.

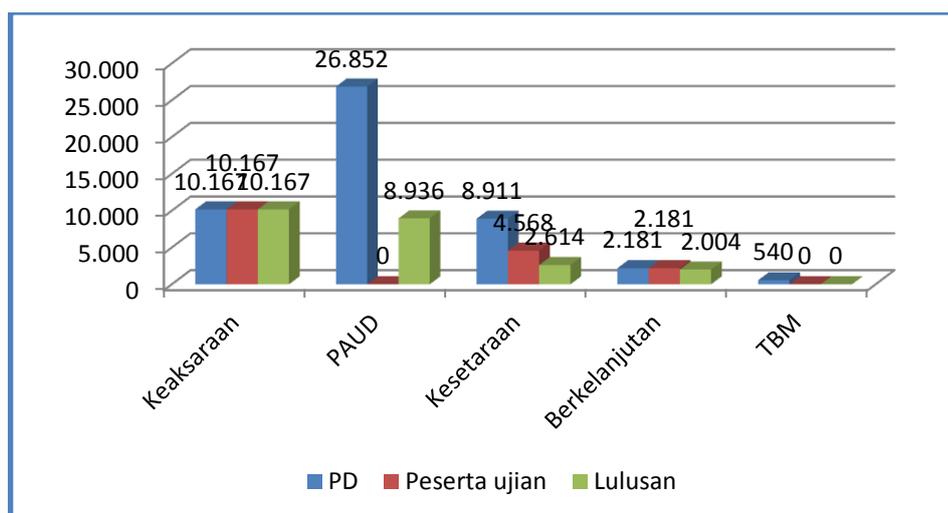


Figure 4.3  
Graph Number of students, examinees, and graduates PAUD-DIKMAS  
Sumenep Regency Year 2013/2014

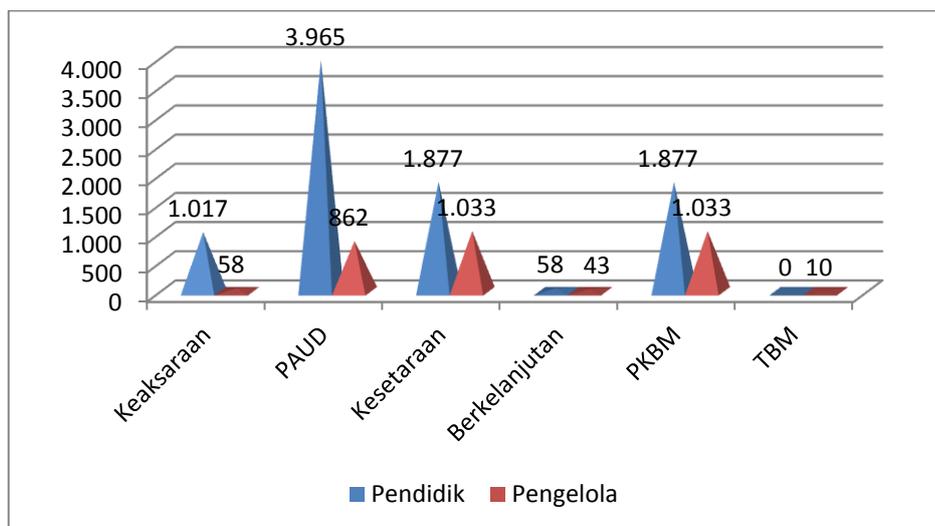


Figure 4.4  
Graph Number of teachers and manager Nonformal Education  
Sumenep Regency year 2013/2014

The manager PAUD-DIKMAS contained six PAUD-DIKMAS program. Managers at six programs amounted to 3,039 people. The manager of the Education Equality and PKBM of 1,033 people while the smallest on the immature area by 10 people.

In addition, also presented the school age of 0-6 years for early childhood, the population aged 4-6 years old for kindergarten, children aged 7-12 years for similar SD Package A, the population aged 13-15 years for Package B equivalent to junior high school, and the population aged 16-18 years for similar high school Package C while for Educational Equality is the population aged 7-18 years. Population aged 0-6 years Sumenep of 11 303 children, aged 4-6 years amounting to 15 549 children, aged 7-12 years amounted to 1,345 children, aged 13-15 amounted to 3,452 persons, 16-18 years of age amounted to 4,114 people while the 7- 18 years amounted to 8911 people.

Table of 4.5  
Student of PAUD based on School Age in Sumenep Regency of 2013/2014

No.	Kind of Program	0-1 y.o	2-3 y.o	4-6 y.o	7-12 y.o	13-15 y.o	16-18 y.o	19-24 y.o	> 24 y.o	Amount
1	Literacy Education	-	-	-	-	255	575	789	8.548	10.167
2	PAUD	366	8.369	15.382	2.735	-	-	-	-	26.852
	a. TPA	43	67	67	-	-	-	-	-	177
	b. KB	198	4.355	4.338	-	-	-	-	-	8.891
	c. SPS	125	965	1.145	-	-	-	-	-	2.235
	d. TK	-	2.982	9.832	2.735	-	-	-	-	15.549
3	Equality Education	-	-	-	250	1.725	3.020	1.414	2.502	8.911
	a. Packet A Equal Elementary	-	-	-	250	775	220	75	25	1.345
	b. Packet B Equal Junior High	-	-	-	-	950	2.050	275	177	3.452
	c. Packet C Equal Senior High	-	-	-	-	-	750	1.064	2.300	4.114
4	Sustainable Education	-	-	-	-	0	350	4.900	4.905	10.155
	a. Course	-	-	-	-	0	150	4.900	4.905	9.955
	b. PKH	-	-	-	-	0	200	0	0	200
	Parks of Community Reading (visitors)	-	-	-	150	75	92	122	101	540
5	Amount	366	8.369	15.382	3.135	2.055	4.037	7.225	16.056	56.625

Source: Profile of PAUD-DIKMAS in Sumenep Regency 2013/2014

In the formal education described the age range and the time required for school age children. The age range of learners at the level of elementary school age is 7-12 years, SMP is 13-15 years, and the high school is 16-18 years. In the course of NFE, age range does not apply to the fulfillment of learning needs. This is in accordance with the motto of lifelong learning. However, an idea of the age of students in each program continue to be presented as necessary to assess keterjaringan program targets to be achieved.

Literacy education is intended for people aged 15 years and above. Based on the data in Table 4.5 Sumenep, literacy education learners greatest in those aged > 24

years amounted to 8548 people and smallest at the age of 13-15 years by 225 people.

PAUD is a program designed for children aged 0-6 years were divided into four age groups, namely 0-1 years, 2-3 years, and 4-6 years. The PAUD learners at the age of 4-6 years amounted to 49.10% and the smallest at the age of 0-1 years 3.24%. This is in contrast to the landfill, the largest learners aged 2-3 years amounted to 37.85% and the smallest at the age of 0-1 years at 24.29%. The KB learners at the age of 2-3 years amounted to 48.98% and the smallest at the age of 0-1 years at 2.23%. The SPS learners at the age of 4-6 years amounted to 51.23% and the smallest at the age of 0-1 years by 5.59%. Kindergarten is for children aged 4-6 years. It turns out the largest kindergarten at age 5 years by 4750 and the smallest children at the age of 4 years.

Education equality is intended for children aged 7-18 years. However, in fact ranged from 7 to > 24 years. At equal education, learner greatest at the age of 16-18 years amounted to 33.89% and the smallest at the age of 7-12 years with 2.81%. A similar package which should be devoted to the primary school children aged 7-12 years, was the largest learners aged 13-15 amounted to 57.62% and the smallest at the age of > 24 years of 1.86%. Package B equivalent to junior high school that should be devoted to the population aged 13-15 years, was the largest learners at age 16-18 years amounted to 38.72% and the smallest at age > 24 years at 3.34%. Package C equivalent of high school devoted to the population aged 16-18 years, was also the largest learners at age > 24 tahun amounted to 38.86% and the smallest at the age of 16-18 years amounted to 12.67%.

Sustainable programs cater for the population aged 13-15 years to > 24 years. On the course, learners are greatest in those aged > 24 years amounted to 45.40% and the smallest at the age of 16-18 years of 1.39%. On PKH administrators, the largest learners at age 16-18 years by 100.00%.

By looking at the composition age of learners on programs PAUD-DIKMAS, be aware that most of the students are at the age > 24 years at 71.65%, and the smallest at the age of 0-1 years at 28.35%. This could be a material foundation for the drafting of appropriate programs for students at that age and reflects the network level PAUD-DIKMAS age of learners that can be input for policy planning and improvement of educational equality.

Table 4.6  
Teacher of PAUD-DIKMAS based on Education, Job, and Training Level  
Sumenep Regency Year 2013/2014

No .	Kind of Program	Educational Level						Jobs		Training	
		Junior High	Senior High	Diplo ma	S1/ D4	S2/ S3	Amount	Teacher	Non-Teacher	Have Done	Not Yet
1	Literacy Education	20	445	261	291	0	1.017	817	200	423	594
2	PAUD	140	1.235	1.854	599	137	3.965	3.401	564	2.673	1.292
	a. TPA	0	20	8	15	0	43	29	14	19	24
	b. KB	120	878	230	452	1	1.681	1.274	407	683	998
	c. SPS	20	250	48	132	0	450	307	143	180	270
	d. TK	-	87	1.568	0	136	1.791	1.791	0	1.791	0
3	Equality Education	0	191	287	1.399	0	1.799	1.400	477	889	988
	a. Packet A Equal ES	0	67	29	54	0	150	100	50	35	115
	b. Packet B Equal JHS	0	78	162	563	0	725	550	253	450	353
	c. Packet C Equal SHS	0	46	96	782	0	924	750	174	404	520
4	Sustainable Education	0	8	10	40	0	58	15	43	23	35
	a. Course	0	8	10	20	0	38	15	23	3	35
	b. PKH	0	0	0	20	0	20	0	20	20	0
5	PKBM	0	191	287	1.399	0	1.877	1.400	477	889	988
	Amount	160	2.070	2.699	3.728	137	8.716	7.033	1.761	4.897	3.897

Source: Profile of PAUD-DIKMAS Sumenep Regency in 2013/2014

Greatly affect the quality of education is derived from the human resources which in this case is an educator. The level of education of educators PAUD-DIKMAS broken down into five types, namely SMP / MTs, SMA / MA, Diploma, S1 / D4, and S2 / S3. The level of education of educators in each program looks varied. According to Table 4.6, the level of education of educators of literacy education which is the largest high school graduate / MA of 445 and the smallest is a graduate of SMP / MTs by 20 Educator ECD is the largest graduate Diplomasebesar 1854 and the smallest is a graduate S2 / S3 by 137 educators TK is the largest graduate Diploma of 1568 and the smallest is a high school graduate / MA of 87Pendidik educational equality is the largest graduate S1 / D4 of 1399 and the smallest is a high school graduate / MA of 191 Educators continuing education is the largest graduate S1 / D4 of 40 and the smallest is a high school graduate / MA of 8 Educator The course is a graduate S1 / D4 is 20 and the smallest is a high school graduate / MA at 8 Educator's largest CCT is a graduate S1 / D4 by 20 Educator's largest CLC is a graduate S1 / D4 of 1399 and is the smallest high school graduate / Ma at 191.

Among the five PAUD-DIKMAS program, the largest educational level is S1 / D4 of 3728 and the smallest is a graduate S2 / S3 at 137. It should be a concern as materials in order to improve the quality of human resources PAUD-DIKMAS educator. When there is equalization program, the educators of educators in PAUD-DIKMAS should get priority to continue their education to a higher level of at least S1 / D4.

Educator jobs as teacher of formal literacy education for 817, early childhood educators come from formal educators of 3,401. For landfill, the largest educator job Teacher by 29. For KB, the largest educators work is teacher of 1,274. For SPS, the largest educators work by teacher 307. The largest educators in equity education is teacher amounted to 1,400. The largest educators on continuing education are non teacher jobs amounted to 43. The course is non teacher by 23 educators PKH biggest job is non teacher of 20, Jobs is the largest CLC educators Teacher educators by 1,400 jobs smallest CLC is nonguru sebesar477. Overall, the educators in Sumenep Regency PAUD-DIKMAS program has the main job of teachers by 7033 and are not teachers by 1761. This should be a concern for educators who are not teachers could affect the quality of PAUD-DIKMAS. Moreover, it turns almost all educators have not received training on PAUD-DIKMAS.

Literacy education educators who have received training of 423 literacy, early childhood educators who have received training ECD for 2673 For the landfill, which has been trained by 19. For KB, which have been trained by 683. For SPS, which has trained 180 educators for educational equality that have received equity amounting to 889 training, continuing education Educators of 23 educators who have received training courses for 3, PKH Educators who have received training at 20, PKBM educators who have received training in PAUD-DIKMAS of 1877, CLC educators who have received training amounted to 889. overall, the educators at PAUD-DIKMAS program Sumenep who have received training PAUD-DIKMAS of 4897 and has not received training by 3897. This

should be a concern for educators who have received training on PAUD-DIKMAS could affect the quality of PAUD-DIKMAS. Moreover, it turns almost all educators have not received training on PAUD-DIKMAS.

Table 4.7  
The Manager of PAUD-DIKMAS based on Education and Training Level  
Sumenep Regency Year 2013/2014

No.	Kind of Program	Educational Level						Training	
		Junior High	Senior High	Diploma	S1/D4	S2/S3	Amount	Have Done	Not Yet
1	Literacy Education	0	8	18	28	4	58	20	38
2	PAUD	6	209	208	431	8	862	507	355
	a. TPA	0	1	0	2	0	3	0	3
	b. KB	6	165	15	170	6	362	95	267
	c. SPS	0	43	8	69	2	122	37	85
	d. TK (Kepsek)	-	0	185	190	0	375	375	-
3	Equality Education	-	0	141	842	50	1.033	294	739
	a. Packet A Equal ES	-	0	7	30	0	37	12	25
	b. Packet B Equal JHS	-	0	10	62	0	72	32	40
	c. Packet C Equal SHS	-	0	124	750	50	924	250	674
4	Sustaiaable Education	0	6	0	37	0	43	0	43
	a. Course	0	3	0	20	0	23	0	23
	b. PKH	0	3	0	17	0	20	0	20
5	PKBM	0	0	141	842	50	1.033	294	739
6	TBM	0	0	3	7	0	10	4	6
	Amount	6	223	511	2.187	112	3.039	1.119	1.920

Source: Profile of PAUD-DIKMAS Sumenep Regency in 2013/2014

The education level managers PAUD-DIKMAS broken down into five types, namely SMP / MTS, SMA / MA, Diploma, S1 / D4, and S2 / S3. The education level of managers in each program looks varied.

Based on Table 4.7, the education level of literacy education is the largest manager of S1 / D4 at 28 and the smallest is the S2 / S3 by 4 Level of education is the largest early childhood program manager of SMA / MA by 209. To TPA, the level of education is the largest manager of S1 / D4 of 2. For KB, the level of

education is the largest manager of S1 / D4 of 170. For the SPS, the level of education is the largest manager of S1 / D4 of 69. For kindergarten, educational level of the largest schools is S1 / D4 at 190. The level of education is the largest manager of educational equality S1 / D4 at 28 and the smallest is the S2 / S3 for 4. The level of education is the largest manager of continuing education S1 / D4 is 37 and the smallest is the SMA / MA of 6. Level The course manager education is S1 / D4 is 20 and the smallest is the SMA / MA at 3. The level of education is the largest manager of CCT S1 / D4 by 17 and the smallest is the SMA / MA at 3. The level of education is the largest manager of CLC S1 / D4 of 842 and the smallest is the S2 / S3 by 50. The level of education is the largest manager of TBM S1 / D4 by 7 and the smallest is the Diploma of 3. Di between the sixth PAUD-DIKMAS program is the largest manager of education level S1 / D4 amounted to 2,187, and the smallest is the SMP / MTs of 6.

Literacy education managers who have received training in PAUD-DIKMAS by 20, manager of early childhood that have received training for 507 to landfill, which has been trained by 0. For KB, which have been trained by 95. For SPS, which has been trained by 37. business education equality that have received training for continuing education 294. business who have received training at 0. business training courses which have been received by 0. the business PKH who have received training at 0. PKBM have received training for the TBM 294. business have received training of 4. overall, the managers of the program PAUD-DIKMAS Sumenep who have received training by 1119 and have not received training by 1920. This should be a concern for managers who have not received

training on PAUD-DIKMAS could affect the quality of PAUD-DIKMAS. Moreover, it turns almost all managers have not received training on PAUD-DIKMAS.

Then, in this study, researchers focused more to the CLC as non-formal learning programs to the public. CLC is an acronym for Community Learning Center. Sumenep Regency has approximately 75 PKBM registered at the Directorate of Early Childhood Education and Public Education, Ministry of Education and Culture of the Republic of Indonesia, which is as follows.

Table 4.8  
List of CLC in Sumenep Regency

No	District	Name of CLC	Address	Telp.	Nilem
1	Ambuten	PKBM Al-Rohman	JL. Raya Pasar Kolla DS. Beluk Raja	03287706783	P2965008
2	Ambuten	PKBM Darussalam	Sogian	087866146332	P2965009
3	Arjasa	PKBM An-Nahdlah	Desa Duko	-	-
4	Batang-Batang	PKBM Aswaja	Jl.Cemara Udang No. 36	0328511775	P2961763
5	Batang-Batang	PKBM Handayani	A.Raung Ulaweng Cinnong	-	-
6	Batang-Batang	PKBM Nurul Anwar	Dusun Pesisir Barat	-	-
7	Batu Putih	PKBM Mandiri	Dusun Gunung Tengah	-	-
8	Batu Putih	PKBM Raudathul Muttaqin	Duwa Serong Ds. Batu Putih Kenek	-	<u>P2962322</u>
9	Batu Putih	PKBM Rohmatul Ummah	Dsn. Gunung Paapan Ds. Gedang-Gedang	081932289388	<u>P2962909</u>
10	Batu Putih	PKBM Al-Hikmah	DsnKalompek, Ds Batu putih Laok	082301050059	<u>P2962664</u>

11	Batu Putih	PKBM Al-Fatah	Dsn. Noom Barat, Ds. Aeng Merah	087850131218	<u>P2962329</u>
12	Batu Putih	PKBM Nurul Islam	Dsn. Tambaran RT/RW 04/10, Ds. Gedang-Gedang	087850860302	<u>P9908348</u>
13	Batuan	PKBM Yokinza Asri	Perum Batuan	-	-
14	Bluto	PKBM Al-Fajar	Dsn. Panggulan Ds. Sera Barat	081935177639	<u>P2964624</u>
15	Bluto	PKBM Al-Muntaha	Aeng Baja Raja	-	-
16	Bluto	PKBM Al-Iftiqor	Jl. Phiton Ds. Kapao	081935172087	-
17	Bluto	PKBM Nurul Hidayah	Kaliasih	081803178556	<u>P2964621</u>
18	Dasuk	PKBM Darma Mulya	Renah Panjang	-	-
19	Dasuk	PKBM As-Shabah	Dsn Berca Ds. Mantajun	087866119414	<u>P2964775</u>
20	Dasuk	PKBM K. Nawari Umar	Jl. K. Nawari Umar No 1 Dsn.Laok Betas	087850269384	<u>P9908349</u>
21	Dasuk	PKBM Darul Ulum	Dsn. Data RT. 006 RW. 003, Ds.Kecer	087752060882	-
22	Dungkek	PKBM Al-Kiram	Raya Pantai Lombang	081703048965	<u>P2963037</u>
23	Dungkek	PKBM As-Salam	Jl Pantai Lombang Dsn. Pangkalan Ds. Lapa Taman	081938439119	<u>P2963036</u>
24	Dungkek	PKBM Islamiyah	Jl. Besuki No.35	-	-
25	Dungkek	PKBM Wali Songo	Ds. Romben Barat	082330649016	<u>P2962475</u>
26	Dungkek	PKBM Bina Jaya	Kemantran	-	-
227	Dungkek	PKBM Al-Itqan	Jl. Raya Dungkek-Candi No 17 Ds. Dungkek	081703354654	<u>P2963035</u>
28	Dungkek	PKBM Miftahul Ulum	Ds. Bancamara	082301838749	<u>P9908350</u>
29	Ganding	PKBM Ar-Rawiyah	Dsn. Daja Songai	-	<u>P2962980</u>
30	Ganding	PKBM Al-Hikmah	Dsn. Ganding Timur	081803268449	<u>P2962974</u>

31	Ganding	PKBM Ar-Rohmah	Ketawang Larangan Ds. Gadu Barat	08175144436	<u>P2963119</u>
32	Ganding	PKBM Barokah	Ds. Gadu Barat	087752000758	<u>P9908351</u>
33	Gapura	PKBM Nurul Mannan	Ds. Banjar Barat	085331649848	<u>P9908768</u>
34	Gayam	Paket B Harapan	-	-	-
35	Gayam	PKBM Sumber Bunga	Batu Agung Jaya Ds. Pancor	081931999900	<u>P2961924</u>
36	Gili Genting	PKBM Bina Insan Mandiri	Desa Banbaru	-	-
37	Gili Genting	PKBM Nurul Hikmah	-	-	-
38	Gili Genting	PKBM Nurul ULum	-	-	-
39	Gili Genting	PKBM Ar-Rohman	Jl. K. Habriya	-	-
40	Guluk Guluk	PKBM Mambul Ulum	-	-	-
41	Guluk Guluk	PKBM Al-Khoirot	Dsn. Lengkong Timur Ds. Bragung	081803103300	-
42	Guluk Guluk	PKBM Al- Islah	-	-	-
43	Guluk Guluk	PKBM Al-Khoirot	-	-	-
44	Kalianget	PKBM Al Misbah	Kalianget	-	-
45	Kota Sumenep	PKBM Pencerahan	Cempaka II, Kolor Sumenep	08170335395	<u>P2961955</u>
46	Kota Sumenep	PKBM Sumekar	Jl. Kartini Pangarangan	-	-
47	Kota Sumenep	PKBM Al-Ikhlas	Mahono	-	-
48	Kota Sumenep	PKBM Bina Bangsa Cendikia Sumenep	Jl. Tongkol No 9 Kolor	-	-
49	Kota Sumenep	PKBM An-Nahdlyah	Jl Teuku Umar	081703936323	<u>P2965962</u>
50	Lenteng	PKBM Raudatul Islam	Saronggi	081803030567	<u>P2964766</u>
51	Lenteng	PKBM Nurul Khomarudin	Ds. Paroreh Tengah RT 02 RW 01	087854876999	-
52	Manding	PKBM Al Jakfari	Desa jambaan	081939403334	<u>P2960061</u>
53	Manding	PKBM darul Falah	Desa Lanjuk	081935161035	<u>P2962221</u>

54	Masalembu	PKBM Ihyaussunnah	-	-	-
55	Masalembu	PKBM Nurul Ilmi	Jl. Dusun Tengah Masalembu	085331114888	<u>P2964770</u>
56	Masalembu	PKBM Nurul Hidayah	-	-	-
57	Masalembu	PKBM Ihyaussunnah	Dsn. Mandar Ds. Sukarejuk	081332575662	-
58	Nanggunong	PKBM Nurul Salam	Raya Sorong	081331775995	<u>P2962330</u>
59	Nanggunong	PKBM Nurul Alam	Sokarame pasesar	-	-
60	Pragaan	PKBM Nurul Jali	-	-	-
61	Pragaan	PKBM SukaMaju	-	-	-
62	Pragaan	PKBM Nasy'Atun Najah	Masjid At-Taqwa Blajud Karduluk	087866123187	<u>P2964761</u>
63	Raas	PKBM Al-Jazirah	Raya Kropo	-	-
64	Raas	PKBM Al-Jaziroh	Ds. Kropoh	081999788836	<u>P2963603</u>
65	Rubaru	PKBM Al-Qodiri	-	-	-
66	Rubaru	PKBM Darussalam	Bunbarat	-	-
67	Rubaru	PKBM Al-Qodri	Jl. Pakondang	-	-
68	Rubaru	PKBM AL-Qodir	-	-	-
69	Sapeken	PKBM Madi laut	RA. Kartini	-	-
70	Saronggi	PKBM Nurul Jannah	Ds. Langsar	-	<u>P2964619</u>
71	Saronggi	PKBM Kusuma Bangsa	Raya Tanjung	081803218892	<u>P9908352</u>
72	Talango	PKBM Nurul Jadid	Ds. Kombang	081913666363	<u>P2961761</u>
73	Talango	PKBM Amal Bakti	Luppereng	-	-
74	Talango	PKBM AL-Hidayah	Ds. Padike	087850552702	<u>P9908770</u>
75	Talango	PKBM AL-Hikam	Dsn. Samor Alem Ds. Gapurana	087751063285	-

Source: Secondary Data, Analysed by Researcher

#### **4.2.6 Analysis of Implementation Indicators PAUD-DIKMAS in Sumenep**

Indicators of education is one of a number of very important factor in the effort to detect the achievement of the ideals of the national education system. Education indicators can be used as an early warning of problems that exist in the field of education.

PAUD-DIKMAS indicators compiled to determine the performance of an area of education denganmendasarkan on quantitative data. Educational performance is measured using educational mission 5K consisting of 1) the mission K1: the availability of education services, 2) mission K2: affordability of educational services, 3) mission K3: the quality of education services, 4) mission K4: equality of educational services, and 5) K5 mission: service assurance education. Merging the fifth mission of education 5K yield performance accountability PAUD-DIKMAS development program.

Based on the educational mission 5K is then composed of six types of indicators, namely:

1. Mission K1: the availability of education services uses three types of indicators such as the ratio of students per institution, the ratio of students per educator, and the ratio of teachers per institution.
2. Mission K2: affordability of educational services is a unit of charge, there are no available data
3. Mission K3: quality of educational services using the percentage of exams, percentage of graduates, the percentage of decent educators teach, the percentage of educators who come from formal educator, a percentage

educator training, the percentage of managers S1 / D4 and higher, and the percentage of manager training.

4. Mission K4: equality of educational services using gender differences gender ratio of learners and learners.
5. Mission K5: education service assurance using a portion PAUD-DIKMAS program and special APK particular program.

The educational Indicators are used in this profile of PAUD-DIKMAS are 4 missions, mission K1, mission K3, mission K4, and mission K5. Therefore, presented several indicators PAUD-DIKMAS generated from questionnaires Profile PAUD-DIKMAS so that they can know whether PAUD-DIKMAS development through programs that include education PAUD-DIKMAS literacy, early childhood, Equality Education and Continuing Education, CLC, and the TBM has been performing well.

Based on the 2010-2014 Education Strategic Plan, required education indicators to assess the availability of educational services, including PAUD-DIKMAS. Therefore, the corresponding indicator PAUD-DIKMAS include 1) The ratio of students per institution / study groups, 2) The ratio of students per educator, and 3) Ratio of educators per institution / group study.

Table 4.9  
Availability of PAUD-DIKMAS services: Mission K1  
(the Ratio of student/institution/study group, student/teacher, and  
teacher/institution/study group) Sumenep Regency Year 2013/2014

No.	Kind of Program	R-PD/Lbg/ Study Group	R-PD/P	R-P/Lbg/ Study Group
1	Literacy Education	175,29	10,00	17,53
2	PAUD	31,48	6,77	4,65
	a. TPA	25,29	4,12	6,14
	b. KB	24,49	5,29	4,63
	c. SPS	21,70	4,97	4,37
	d. TK	40,92	8,68	4,71
3	Equality Education	47,65	4,75	10,04
	a. Packet A Equal ES	36,35	8,97	4,05
	b. Packet B Equal JHS	47,94	4,30	11,15
	c. Packet C Equal SHS	52,74	4,45	11,85
4	Sustainable Education	54,53	37,60	1,45
	a. Course	66,03	52,13	1,27
	b. PKH	20,00	10,00	2,00
5	PKBM	-	-	25,71
6	TBM	54,00	-	-
	Average	39,85	5,53	7,20

Source: Profile of PAUD-DIKMAS Sumenep Regency 2013/2014

The ratio of students per institution / study groups used to calculate the average number of students in an institution / study groups. It is necessary to know the density of the institution. The greater this ratio means more dense learners in an institution / study groups. Based on the ratio of students per institution / group learning can be known that the smallest ratio which means *terjarang* contained in the CCT program amounted to 20.00 and the biggest meaning contained in the densest illiterates amount of 175.29 for PAUD education, which is the densest type of program is TPA amount of 25,29 except kindergarten at 40.92 while for equal education that densest is SMA Package C equivalent of 52.74 for continuing education, type of program is the most

populous course. whereas TBM of 54.00 Overall, the ratio of students per institution / study groups of six PAUD-DIKMAS program at 39.85.

The ratio of students per educator illustrates how the number of students who can be served by educators. The greater this ratio means that more and more educators who serve learners or educators increasingly less available. The ratio, which means the less educator contained in courses at 52.13 and the lowest for the landfill of 4,12. Overall, the ratio of students per educator at 5.53.

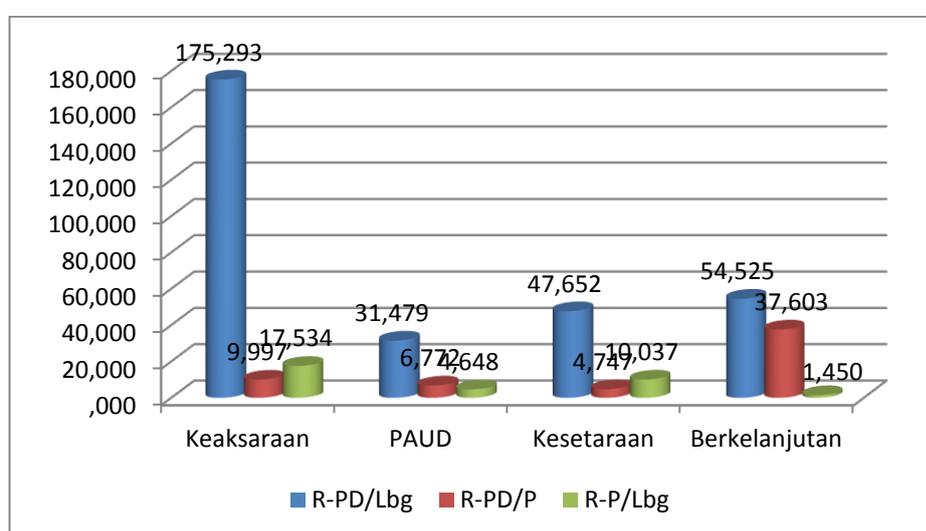


Figure 4.5  
Availability of PAUD-DIKMAS services: Mission K1  
(the Ratio of student/institution/study group, student/teacher, and  
teacher/institution/study group) Sumenep Regency Year 2013/2014

The ratio of teachers per institution / group learning is used to calculate the average of educators in the institution / group study. It is necessary to determine the average educator in an institution / study groups. Based on the ratio of teachers per institution / group study note that the smallest ratio, which means the less educators are at 1.27 and largest kursusbesar program on equality of Education program at 17.53. This means that the course program is still needed additional

educators, although other PAUD-DIKMAS better program but all programs still require additional educators because its value is very small. Overall, the ratio of teachers per institution / group study of 7,20. From the summary of six program PAUD-DIKMAS then educators need to be improved in quantity.

#### 1) Mission K2: Affordability Service PAUD-DIKMAS

Analysis of K2's mission is to see keterjangkau PAUD-DIKMAS services in an area. Affordability of services PAUD-DIKMAS intended that every student can attend school without adding to their burden of having to pay. Therefore, indicators of the unit costs were not included in the mission of K2.

#### 2) Mission K3: Quality of Service PAUD-DIKMAS

analysis of K3 mission is to look at the quality of service PAUD-DIKMAS in an area. Quality of service PAUD-DIKMAS intended that each learner get a qualified service of PAUD-DIKMAS program.

Based on the 2010-2014 Education Strategic Plan, required education indicators to assess the quality of educational services, including PAUD-DIKMAS. Therefore, the indicators PAUD-DIKMAS corresponding seven, namely 1) Percentage of examinees, 2) Percentage of graduates, 3) Percentage of educators worthy of teaching, 4) The percentage of educators of educators formal, 5) Percentage of educators received training, 6) Percentage of managers S1 / D4 and higher, and 7) Percentage of managers trained.

Analysis of quality improvement PAUD-DIKMAS used to measure the quality of PAUD-DIKMAS in an area. Quality and quality PAUD-DIKMAS views of learners, educators, and managers PAUD-DIKMAS.

Table 4.10  
Quality of Service PAUD-DIKMAS: Mission K3  
(% teacher, Graduates,% Educator decent teaching, Master, Training,% business  
S1 / D4 and Training) Sumenep Regency Year 2013/2014

No.	Kind of Program	% Examination Participants	% Graduates	% Proper Examiner	% Formal Examiner	% Training Examiner	% S1/D4 +	% Training
1	Literacy Education	100,00	100,00	28,61	80,33	41,59	55,17	34,48
2	PAUD	-	-	18,56	85,78	67,41	50,93	58,82
	a. TPA	-	-	34,88	67,44	44,19	66,67	0,00
	b. KB	-	-	26,95	75,79	40,63	48,62	26,24
	c. SPS	-	-	29,33	68,22	40,00	58,20	30,33
	d. TK	-	57,47	7,59	100,00	100,00	50,67	100,00
3	Equality Education	51,26	57,22	77,77	74,59	47,36	86,35	28,46
	a. Packet A Equal ES	68,55	24,19	36,00	66,67	23,33	81,08	32,43
	b. Packet B Equal JHS	53,36	46,69	77,66	68,49	56,04	86,11	44,44
	c. Packet C Equal SHS	43,85	84,87	84,63	81,17	43,72	86,58	27,06
4	Sustainable Education	100,00	91,88	68,97	25,86	39,66	86,05	0,00
	a. Course	100,00	94,85	52,63	39,47	7,89	86,96	0,00
	b. PKH	100,00	62,50	100,00	0,00	100,00	85,00	0,00
5	PKBM	-	-	74,53	74,59	47,36	86,35	28,46
6	TBM	-	-	-	-	-	70,00	40,00
	Average	34,77	129,12	44,34	79,97	55,69	75,65	36,82

Source: Profile of PAUD-DIKMAS Sumenep Regency in 2013/2014

PAUD-DIKMAS quality of students can be seen in indicator percentage of examinees and the percentage of graduates. According to Table 13, Sumenep turned out students who took the exams literacy education amounted to 100.00%. To provide equal education, students who take the exam amounted to 51.26%, with details similar Package A SD of 68.55%, Package B amounting to 53.36% of junior high and high school equivalent of Package C of 43.85%. For continuing education, students who take the exam amounted to 100.00% with the details in the course of 100.00%, and 100.00% PKH. Overall PAUD-DIKMAS program, students who took the exam at 34.77%.

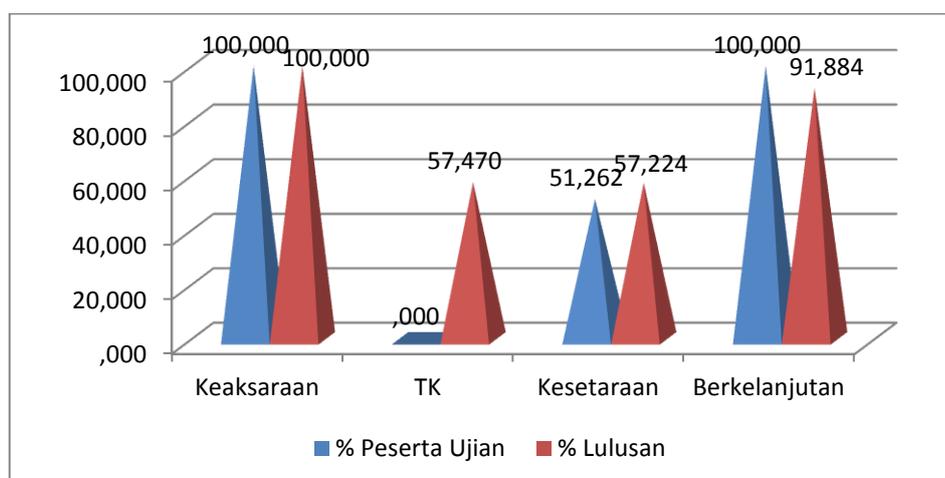


Figure 4.6

Quality of Service PAUD-DIKMAS: Mission K3 (% Trial Participants and % Graduates) Sumenep Regency Year 2013/2014

The examinees who passed the literacy education turned out to 100.00%. For formal PAUD or kindergarten then passed by 57.47%. To provide equal education by 57.22% with similar details SD Package A of 24.19%, Package B equivalent to junior high at 46.69% while the equivalent C Package SMA by 84.87%. For continuing education, examinees who passed by 91.88% with the details in the course of 94.85%, and amounted to 62.50% PKH. Overall, the average graduate of 129.12% examinee of PAUD-DIKMAS program that does not pass.

Quality PAUD-DIKMAS views of educators can be seen from the level of education. PAUD-DIKMAS educator education level varies greatly from SMP / MTs to S2 / S3. The level of education in accordance with the provisions of Law No. 14 Year 2005 on Teachers and Lecturers (Law No.14 / 2005) is S1 / D4 is feasible means of teaching so as to improve the quality of education. Although Law No.14 / 2005 was for formal schooling, but when use on PAUD-DIKMAS then educators on teaching literacy education worthy of 28.61%. For early

childhood educators eligible to teach at 18.56% with details of polling stations by 34.88%, KB amounted to 26.95%, 29.33%, while the SPS for kindergarten by 7.59%. To provide equal education, educators eligible to teach at 77.77% with similar details SD Package A of 36.00%, Package B equivalent to junior high at 77.66% while the equivalent C Package SMA by 84.63%. For continuing education, educators eligible taught by 68.97% with the details of the course at 52.63% and 100.00% PKH. Overall, a decent education taught by 44.34%. This means there are 55.66% PAUD-DIKMAS educators are not worth teaching.

Quality of PAUD-DIKMAS seen from the type of work and involvement in training. This type of work as an educator of educators formally assumed to be better than that is not of formal educators. The same is for educational training of trained assumed to be taught better.

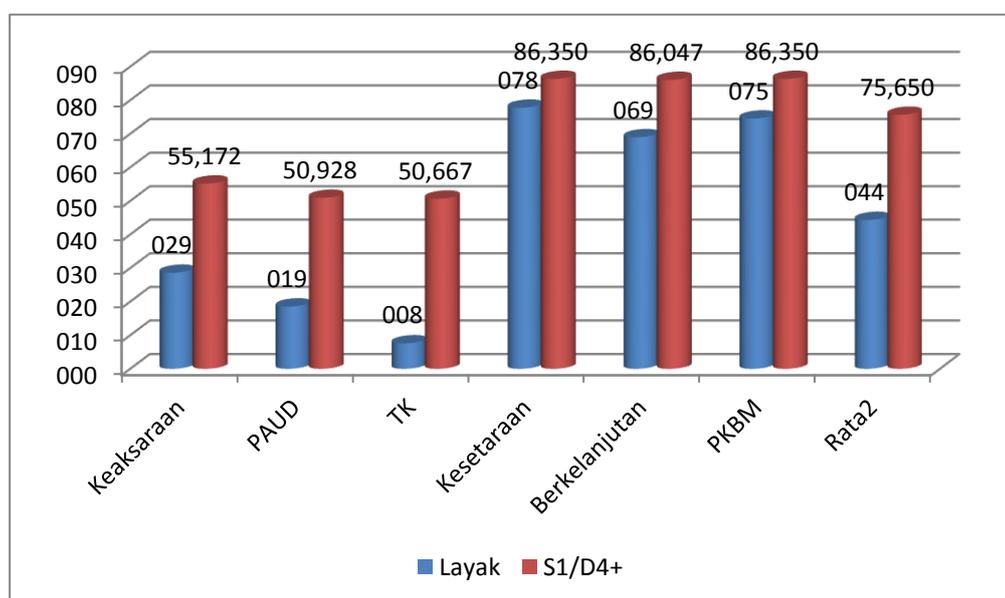


Figure 4.7  
Quality of Service PAUD-DIKMAS: Mission K3  
(% Educator Teaching and business Decent S1 / D4 and higher)  
Sumenep Regency Year 2013/2014

In literacy education, educators from the formal educators of 80.33%. For early childhood educators from formal educators of 85.78% with a 6% TPA details 7,44, KB amounted to 75.79%, and SPS amounted to 68.22%. To provide equal education of educators from the formal educators of 74.59% with similar details SD Package A 66.67%, Package B equivalent to junior high at 68.49% while the equivalent C Package SMA by 81.17%. For continuing education, educators from the formal educators of 25.86% with the details of the course at 39.47%, and PKH 0%. Overall, educators from the formal educators of 79.97%. This means there are 20.03% PAUD-DIKMAS educators who do not come from formal educators. This condition needs to be a concern for educators who come from non formal educators could affect the quality of the program PAUD-DIKMAS. Therefore, it is necessary improvement of educators who are not of school educators to receive training so that quality can be improved and achieved PAUD-DIKMAS in line with expectations.

In literacy education, educators who have received training on the literacy of 41.59%. For PAUD educators who have been trained in PAUD by 67.41% with the details of the landfill by 44.19%, KB amounted to 40.63%, and 40.00% SPS. To provide equal education educators who have been trained on equity amounted to 47.36% with the details of Package A equivalent SD amounting to 47.36%, with details similar Package A SD of 23.33%, Package B equivalent to junior high at 56.04% while the equivalent C Package SMA by 43.72%. For continuing education, educators who have been trained on PAUD-DIKMAS amounted to 39.66% with the details of the course at 7.89%, and 100.00% PKH. Overall,

educators who have received formal training PAUD-DIKMAS tentan of 55.96%. This means there are 44.04% PAUD-DIKMAS educators who have not received training on PAUD-DIKMAS.

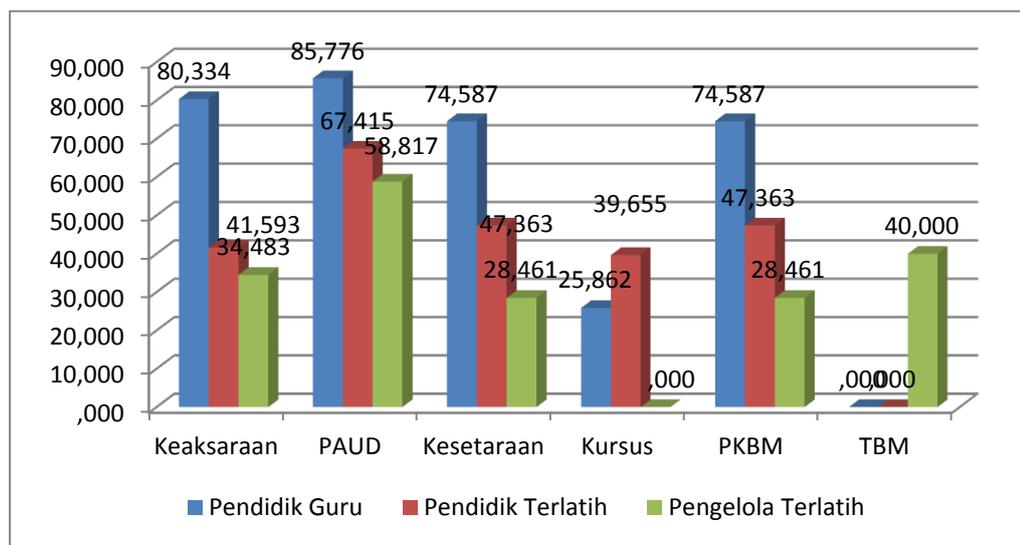


Figure 4.8

Quality of Service PAUD-DIKMAS: Mission K3 (% of Teachers and Educators Trained and Trained% business) Sumenep Regency Year 2013/2014

The quality of education can also be seen from the program manager PAUD-DIKMAS through educational attainment and participation in training programs PAUD-DIKMAS. The level of education also varies PAUD-DIKMAS program managers, namely of SMP / MTs to S2 / S3. When managers have a high diploma is expected to manage PAUD-DIKMAS well and can provide motivation for learners to have higher education as well.

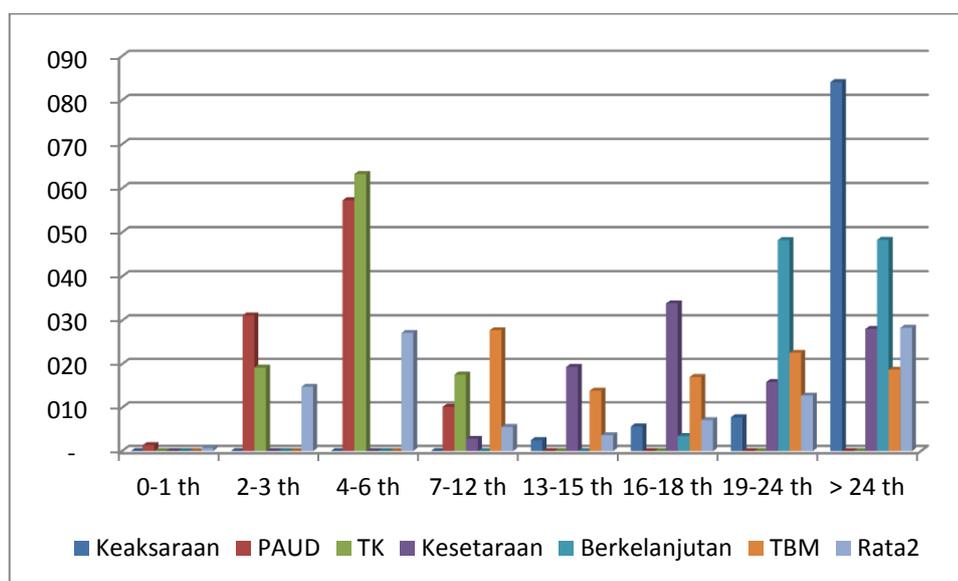


Figure 4.9  
Quality of Service PAUD-DIKMAS: Mission K3 (% Age of Students PAUD-DIKMAS) Sumenep Regency Year 2013/2014

When used in Law No.15 / 2005 as well as the formal educators in literacy education managers are certified S1 / D4 and higher by 55.17%. For early childhood, the manager of the certified S1 / D4 and higher by 50.93% to 66.67% TPA details, KB amounted to 48.62%, 58.20%, while the SPS for kindergarten principal of 50.67%. For educational equality, the manager of the certified S1 / D4 and higher by 86.35%, with details similar Package A SD of 81.08%, Package B equivalent to junior high at 86.11% while the equivalent C Package SMA by 86.58%. For sustainable management, the manager of the certified S1 / D4 and higher by 86.05% with the details of the course at 86.98% and amounted to 85.00% PKH. Overall, managers are certified S1 / D4 and were higher by 75.65%. This means there are 24.35% PAUD-DIKMAS manager who berijzah lower than S1 / D4. Therefore, managers are needed to boost the low educational levels to

obtain equivalency to a minimum S1 / D4 PAUD-DIKMAS so that quality can be improved and achieved in line with expectations.

In literacy education, managers who have received training on the literacy of 34.48%. For early childhood, managers who have been trained in PAUD by 58.82% with the details of TPA of 0%, KB amounted to 26.24%, and SPS amounted to 30.33%. To provide equal education, managers who have been trained on equity amounted to 28.46%, with details similar Package A SD of 32.43%, Package B equivalent to junior high 44.44% while the equivalent C Package SMA by 27.06%. For continuing education, managers who have been trained on PAUD-DIKMAS amounted to 0% with the details of the course at 0%, and 0% PKH. Overall, managers who have received training on PAUD-DIKMAS amounted to 36.82%. This means there are 63.18% PAUD-DIKMAS managers who have not received training on PAUD-DIKMAS. Therefore, it should be planned so that managers who have received training can obtain training on how to implement the program PAUD-DIKMAS.

In the formal education known school age at certain levels. In PAUD-DIKMAS lines, age range does not apply to those who are going to school or learning needs in PAUD-DIKMAS. This is in accordance with the motto of lifelong learning. However, an idea of the age of learners on each program is required to assess network program targets to be achieved.

Literacy education is reserved for the adult population, the age group 16-18 years until the > 24 years. PAUD is a program designed for children aged 0-6 years, while the kindergarten at the age of 4-6 years. Educational equality of the

age group 7-12 years, 13-15 years and 16-18 years. Continuing education from kindergarten age to age.

Table 4:11  
Quality of Service PAUD-DIKMAS: Mission K3 (Percentage age of learners PAUD-DIKMAS) Sumenep Regency Year 2013/2014

No	Kind of Program	0-1 y.o	2-3 y.o	4-6 y.o	7-12 y.o	13-15 y.o	16-18 y.o	19-24 y.o	> 24 y.o	Amount
1	Literacy Education	-	-	-	-	2,51	5,66	7,76	84,08	100,00
2	PAUD	1,36	31,17	57,28	10,19	-	-	-	-	100,00
	a. TPA	24,29	37,85	37,85	-	-	-	-	-	100,00
	b. KB	2,23	48,98	48,79	-	-	-	-	-	100,00
	c. SPS	5,59	43,18	51,23	-	-	-	-	-	100,00
	d. TK	-	19,18	63,23	17,59	-	-	-	-	100,00
3	Equality Education	-	-	-	2,81	19,36	33,89	15,87	28,08	100,00
	a. Packet A Equal ES	-	-	-	18,59	57,62	16,36	5,58	1,86	100,00
	b. Packet B Equal JHS	-	-	-	-	27,52	59,39	7,97	5,13	100,00
	c. Packet C Equal SHS	-	-	-	-	-	18,23	25,86	55,91	100,00
4	Sustainability Education	-	-	-	-	0,00	3,45	48,25	48,30	100,00
	a. Course	-	-	-	-	0,00	1,51	49,22	49,27	100,00
	b. PKH	-	-	-	-	0,00	100,00	0,00	0,00	100,00
5	TBM	-	-	-	27,78	13,89	17,04	22,59	18,70	100,00
	Average	0,65	14,78	27,16	5,54	3,63	7,13	12,76	28,35	100,00

Source: Profile of PAUD-DIKMAS Sumenep Regency 2013/2014

The percentage of learners aged PAUD-DIKMAS Sumenep presented in Table 4.11 above. In fact, the age of the students is not as expected. For literacy education, learners aged from 13-15 years to > 24 years, the biggest learners at age > 24 years amounted to 84.08% and the smallest at the age of 13-15. year of 2.51%. ECD learners in the age group 0-1 years to 7-12 years. The learners at the age of 4-6 years amounted to 57.28% and the smallest 0-1 year amounted to

1.36%. To TPA at age 2-3 tahun amounted to 37.85% and the age of 0-1 years amounted to 24.29%, for the birth of the biggest at the age of 2-3 years amounted to 48.98%, for the SPS at the age of 4-6 years at 51 , 23%, while for the largest kindergarten at the age of 4-6 years of 63.23%.

The age range of students in elementary school should have Package A 7-12, Package B should have 13-15 years of junior high and high school equivalent Package C should have 16-18 years. However, in reality shows age of learners Education Equality is not in accordance with the provisions of school age in school or formal education. This discrepancy reflects the level keterjaringan learners on Education Equality. Equality education learners aged from 7-12 years to > 24 years. Learners aged 16-18 amounted to 33.89% of the largest and the smallest at the age of 7-12 years with 2.81%. At A Discount largest elementary school at the age of 13-15 years amounted to 57.62% and the smallest at the age of > 24 years of 1.86%. In Package B equivalent to junior greatest at the age of 16-18 years amounted to 59.39% and the smallest at age > 24 tahun amounted to 5.13%. In similar SMA Package C greatest in those aged > 24 years amounted to 55.91% and the smallest at the age of 16-18 years amounted to 18.23%.

In continuing education, the age of the course participants greatest in those aged > 24 years amounted to 48.30% and the smallest at the age of 16-18 years amounted to 3.47%. The age of participants PKH at age 16-18 sebesar 100.00. The TBM visitors age at the age of 7-12 years at 27.78%.

By looking at the composition age of learners at PAUD-DIKMAS, we know that learners are greatest in those aged > 24 years at 28.35%, and the

smallest at the age of 0-1. year at 0.65%. This condition can be a material foundation for the drafting of appropriate programs for students PAUD-DIKMAS.

#### 1) Mission K4: Equality Acquire Services PAUD-DIKMAS

Analysis K4 mission is to see equality PAUD-DIKMAS obtain services on an area. Equality PAUD-DIKMAS services intended for individual learners get the same treatment between men and women.

Based on the 2010-2014 Education Strategic Plan, required education indicators to assess the equivalence of educational services, including PAUD-DIKMAS. Therefore, the corresponding indicator PAUD-DIKMAS include 1) Gender differences learners and 2) gender ratio of learners.

Development of education conducted so far has demonstrated progress in many areas but still contains gaps in terms of equal partnership between men and women. Viewed from the side of education, the gap seemed to see the condition of the high rate of illiteracy (ABH) ABH women when compared with men. Moreover, the higher the education level, the lower the participation of female learners at these levels. Therefore, to achieve equality and gender balance in all areas, gender responsive data management is done in a systematic, orderly and sustainable is a major component. With the quality data will generated a policy based on public needs.

Conditions gender equality PAUD-DIKMAS views of gender differences (PG) and the gender ratio (RG). PG is calculated from the percentage of male students reduced the percentage of female learners while RG is calculated from the percentage of female students divided by the male students at PAUD-DIKMAS.

Table 4.12  
Gaining equality PAUD-DIKMAS Service: Mission K4 (gender differences and gender ratio) Sumenep Year 2013/2014

No.	Kind of Program	Student			% Student		Differentiation of Gender	Ratio of Gender
		M	F	Amount	M	F		
1	Literacy Education	3.196	6.971	10.167	31,44	68,56	-37,13	2,18
2	PAUD	12.069	14.783	26.852	44,95	55,05	-10,11	1,22
	a. TPA	93	84	177	52,54	47,46	5,08	0,90
	b. KB	4.283	4.608	8.891	48,17	51,83	-3,66	1,08
	c. SPS	1.098	1.137	2.235	49,13	50,87	-1,74	1,04
	d. TK	6.595	8.954	15.549	42,41	57,59	-15,17	1,36
3	Equality Education	5.123	3.788	8.911	57,49	42,51	14,98	0,74
	a. Packet A Equal ES	729	616	1.345	54,20	45,80	8,40	0,84
	b. Packet B Equal JHS	1.923	1.529	3.452	55,71	44,29	11,41	0,80
	c. Packet C Equal SHS	2.471	1.643	4.114	60,06	39,94	20,13	0,66
4	Sustainable Education	1.950	231	2.181	89,41	10,59	78,82	0,12
	a. Course	1.800	181	1.981	90,86	9,14	81,73	0,10
	b. PKH	150	50	200	75,00	25,00	50,00	0,33
5	TBM	230	310	540	42,59	57,41	-14,81	1,35
	Amount	22.568	26.083	48.651	46,39	53,61	-7,22	1,16

Source: Profile of PAUD-DIKMAS in Sumenep Regency 2013/2014

PG ideal when the value is 0, meaning no PG, the value of minus (-) or plus (+) sign is still going on gender differences. Value minus (-) means that more women than men, the opposite positive value (+) means the males larger than females. RG ideal when the value is 1, meaning it has balanced, values <1 or or> 1 means no keseimbangan. Values <1 mean women are smaller than men so the men better off, otherwise the value > 1 means the males are smaller than women so that women are more advantaged.

The PG learners occur in the continuing education program amounted to 78.82%, artinyaperempuan more training than male gender. Instead, PG learners smallest occurred in literacy programs have amounted to -37.13% .Overall

PAUD-DIKMAS program, PG students of -7.22%, meaning that women more than in men.

When viewed from RG, literacy programs most likely means at least balanced by 2.18% while the smallest course program means has approached balanced by 0.10% between men and women. 1.16%. Overall program PAUD-DIKMAS, RG learners of 1.16%, meaning that males are smaller than women so that women are more advantaged.

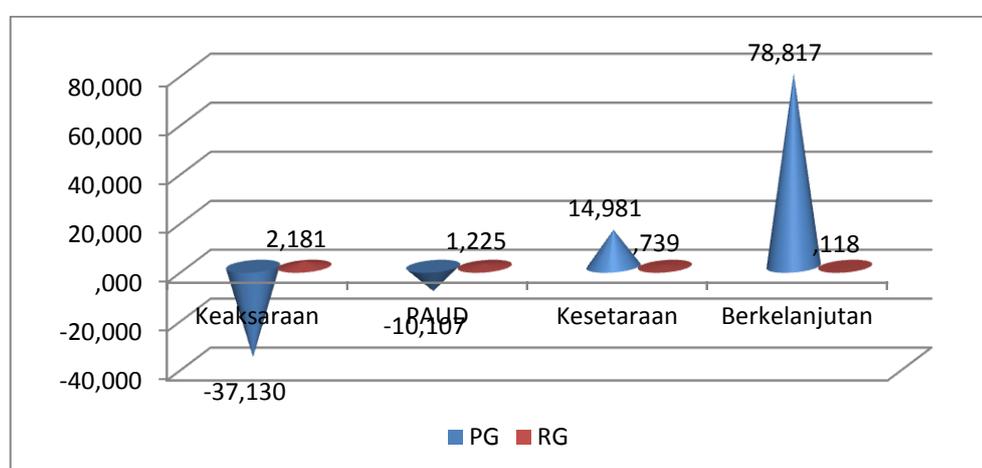


Figure 4.10

Gaining equality PAUD-DIKMAS Service: Mission K3 (Gender Differences and Gender Ratio) Sumenep Regency Year 2013/2014

#### 1) Mission K5: Certainty Obtain Service PAUD-DIKMAS

K5 mission analysis to view the award of PAUD-DIKMAS services in an area. PAUD-DIKMAS service assurance is intended to ascertain how many learners got PAUD-DIKMAS services.

Based on the 2010-2014 Education Strategic Plan, required education indicators to assess the equivalence of educational services, including PAUD-DIKMAS. Therefore, the corresponding indicator PAUD-DIKMAS include 1) Percentage of institution / group study and 2) APK early childhood, kindergarten

APK, and APK Equality.

Table 4.13  
Getting certainty PAUD-DIKMAS Service: Mission K5 (Portions institution /  
group study and APK) Sumenep Regency Year 2013/2014

No.	Kind of Program	Institutional Portion	APK
1	Literacy Education	4,75	
2	PAUD	69,86	100,00
	a. TPA	0,57	1,57
	b. KB	29,73	78,66
	c. SPS	8,44	19,77
	d. TK	31,12	100,00
3	Equality Education	15,32	100,00
	a. Packet A Equal ES	3,03	15,09
	b. Packet B Equal JHS	5,90	38,74
	c. Packet C Equal SHS	6,39	46,17
4	Sustainable Education	3,28	
	a. Course	2,46	
	b. PKH	0,82	
5	PKBM	5,98	
6	TBM	0,82	
	Amount	100,00	

Source: Profile of PAUD-DIKMAS in Sumenep Regency 2013/2014

Based on Table 4.13, the program PAUD-DIKMAS in Sumenep district which is the largest early childhood education program amounted to 69.86% and the smallest in the CCT program and TBM of 0.82%

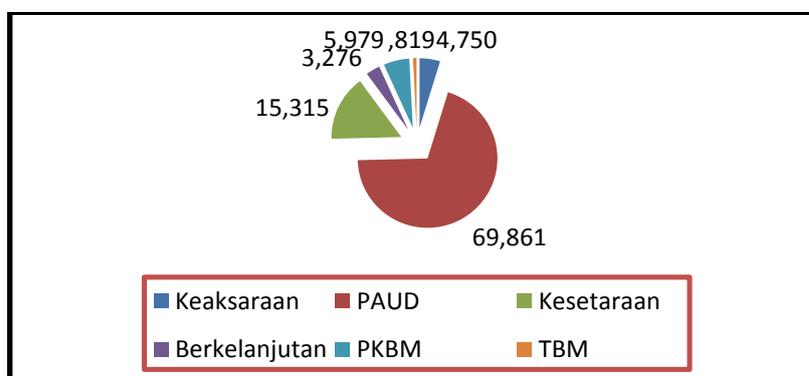


Figure 4.11  
Certainty graph Acquire PAUD-DIKMAS Service: Mission K5 (Portions  
Organization / Group Learning) Sumenep Regency Year 2013/2014

APK describe learners accommodated in PAUD-DIKMAS program. When APK PAUD-DIKMAS small, this indicates two things: 1) the lack of certainty of getting education on PAUD-DIKMAS program and 2) the success of formal education which absorbs most of the learners so that there remains little as learners at PAUD-DIKMAS. APK can only be counted on early childhood programs and education programs equality. Based on the comparison APK Sumenep, was the highest APK on early childhood, kindergarten, and the Education Equality 100.00% while the smallest on the landfill of 1.57%.

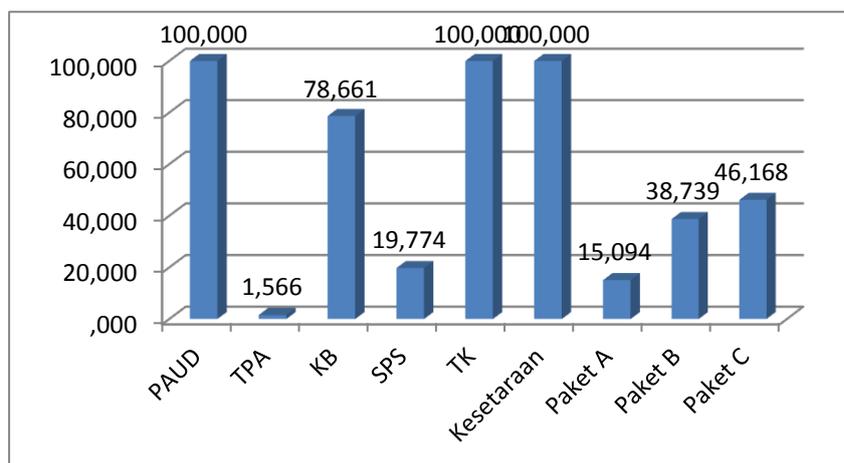


Figure 4.12

Certainty graph Acquire PAUD-DIKMAS Service: Mission K5 (APK PAUD-DIKMAS) Sumenep Regency Year 2013/2014

For early childhood, APK sebesar 100,00% with the details of the landfill by 1.57%, KB amounted to 78.66% and the SPS amounted to 19.77%. To provide equal education, APK amounted to 100.00% with the details of the biggest is the equivalent C Package SMA by 46.17% while the smallest is equivalent to SD Package A by 15.09%.

### **4.3 Description of Educational Department in Sumenep Regency**

The legal basis for the establishment of Educational Office in Sumenep Regency , outlined in the Regional Regulation No. 16 Year 2008 on Organization and Work Procedure of the Regional Office and the Regent Sumenep Regulation No. 28 Year 2008 on: Duties and Functions of the Regional Office.

#### **1. Main Duties and Functions**

Main Duties and functions as stated in the decree Sumenep No. 28 Year 2008 regarding the duties and functions of the Regional Office, Education Sector Sumenep, as follows:

- a. According to Article 2 (1) Department of Education is implementing elements of local autonomy in education led by the Head of Service under and responsible to the Regent through the Local Secretary, (2) Department of Education has the task to assist the Regent in the administration Kewenanagan education, (3 ) in carrying out the tasks referred to in paragraph (2), the Department of Education the following functions:
  - a. Preparation of the work program in the field of education as guidance tasks,
  - b. Coaching and education provision dasaer consisting of Taman Kanak - Kanak, School of Basic and Workforce TK / SD / SLB,
  - c. Coaching and organization of secondary education consisting of Junior secondary school, secondary school and vocational and workforce Over SMP, SMA and Vocational,

- d. Coaching and execution of school education, elementary education, and secondary education and vocational supervision,
- e. Implementation of curriculum development, supervision of basic education, as well as supervision and vocational secondary education,
- f. The provision of technical services and the Administrative Office of Technical Implementation Unit,
- g. other Executing duties assigned by the Regent according to function.

Based on point (3): In carrying out duties and functions of the Department of Education Sumenep structurally supported by;

(1) Department of Education consists of: a. Secretariat, b. Elementary Education, c. Field of Secondary Education, d. Workforce and supervisory fields, e. Field of School Education, f. Functional Group, g. Technical implementation Unit; (2) The Secretariat headed by the Secretary under and Responsible to the Head of the Department of Education; (3) Each field is led by a Head of Area Under and responsible To the Head of Education.

### **1. Organizational Structure of Educational Department**

Organizational Structure of Educational Department of Sumenep Regency District are Functional Group and a Technical Implementation Unit consisting of: UPT educational Department in sub districts:

- 1) Technical Implementation Unit at the Department of Education Junior Sumenep
- 2) Technical Implementation Unit of the Department of Education High School in Sumenep

- 3) Technical Implementation Unit at the Department of Education Vocational Sumenep
- 4) Technical Implementation Unit at the Department of Education SKB Sumenep

As stated in the Regional Regulation No. 16 Year 2008 on Organization and Work Procedure Daerah Sebagaimana Department of Education Office attached structure. The structure of organizations of the educational department of Sumenep can be seen in figure 4.13 below:

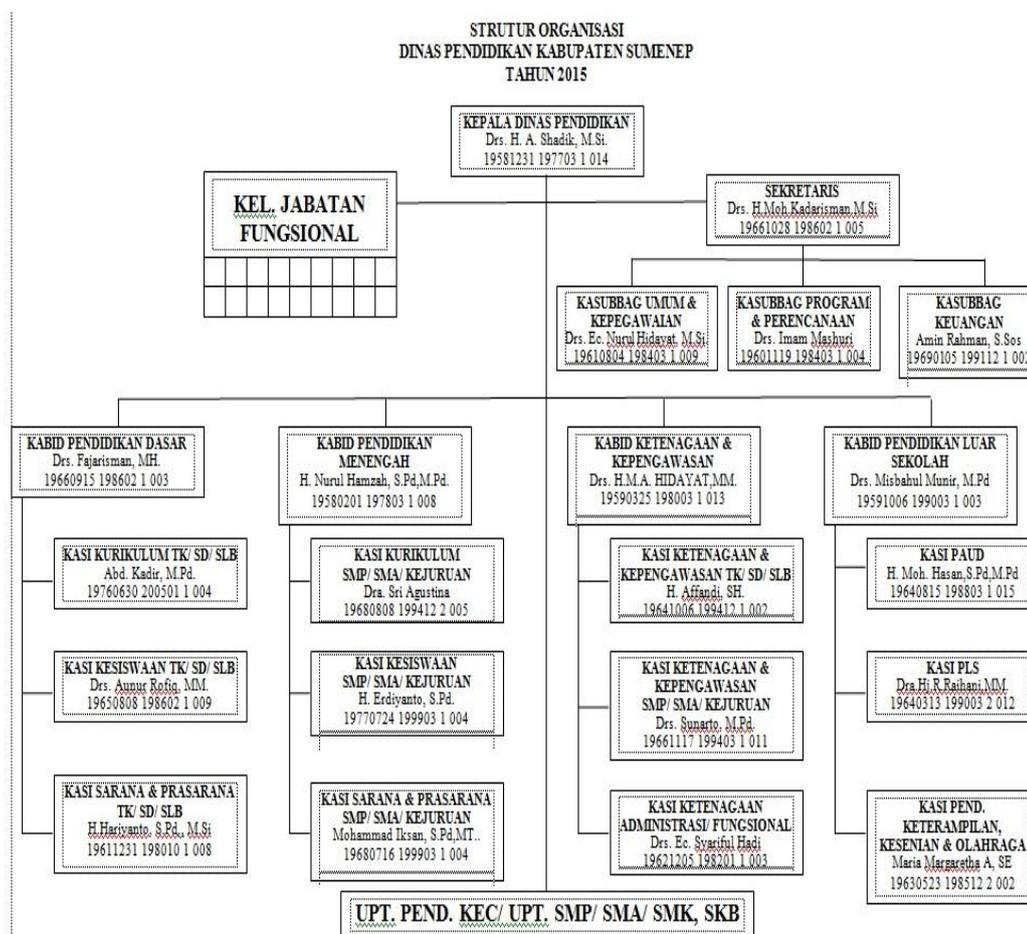


Figure 4.13

Organizational Structure Education Department Sumenep  
Source: Official Website Department of Education Sumenep

## **2. Vision and Mission of the Department of Education Sumenep**

### **a. Vision of the Department of Education Sumenep**

The vision of the Department of Education Sumenep, which are as follows.

"Realization of Quality Education Service Provision, Transparent, Accountable and independent for Creating Human Resources Excellence Have Mental, Spiritual, and Physical Thought".

Explanation of the meaning of the vision, as follows:

- 1) Qualified in appearance Principal
- 2) Qualified Teachers in appearance
- 3) Qualified in the release of Students
- 4) Qualified in appearance School Administration
- 5) Quality in Educational Management
- 6) Qualified in appearance School Building
- 7) Qualified Educational Facility in appearance

Transparent and accountable to the public in order to increase the sense of responsibility and independence, both mental, spiritual, and physical thought (in the sense of affective, cognitive and spikomotorik) in the life of society.

### **b. Mission of the Department of Education Sumenep**

The mission of the Department of Education Sumenep, which are as follows.

1. Growing appreciation and experience of professed religious teachings and values - cultural value, thus becoming a source of wisdom to behave and act in self-learners;
2. Growing semangat excellence in science, technology, art and culture in the self-learners:
3. Developing a culture of democracy, national character and insight into future Home in self-learners;
4. Maintain and improve the implementation of a fair and equitable education.
5. Developing cooperation in a more integrated and harmonious between education and business / industrial world in order to meet the demanding needs of workers - skilled and skilled for development in various fields.

### **3. Purposes and Objectives**

Purposes and objectives Sumenep District Office of Education Fiscal Year 2015 is as follows.

#### **a. Purposes:**

1. Available and affordable quality early childhood services
2. Availability and affordability of quality basic education services
3. Available and affordable quality services Secondary Education.
4. Availability and affordability of services Education and Personnel qualified and accountable.
5. Availability and affordability of services of School Education, Youth and Sport grade.
6. Available and affordable systems of governance professionals.

**b. Objectives:**

1. The achievement of quality early childhood services
2. Achieving Basic Education service quality
3. The achievement of quality secondary education services
4. The achievement of Teachers and Education Personnel personnel qualified and accountable.
5. Creation of public trust in School Education, Youth and Sports.
6. The creation of a system of governance that is reliable and professional.

**c. Policy and Education Development Program**

Development policies and programs in line with the Department of Education Sumenep Three Pillars of Education Development, namely:

(1). Pemeratan and expansion of access to education; (2) .Peningkatan quality, relevance and competitiveness of educational outcomes; (3) .Peningkatan governance, accountability and public image of the management of education. In connection with the policy and program development priorities of education in Sumenep, Fiscal Year 2015, are as follows:

- 1) Education Development Policy:
  - a. Pemeratan Teachers and Education Personnel
  - b. Improved qualification and certification of educators
  - c. Improving the quality of educational institutions
  - d. Empowering Principals, Teachers, Workers Supervisors and Personnel.
  - e. Implementation of educational methodologies noble character and national character.

- f. Strengthening and expanding the use of ICT.
  - g. The provision of education facilities and infrastructure.
  - h. The strengthening and expansion of non-formal and informal education.
  - i. Alignment of education with the needs of business and industry.
- 2) Program Development Priorities education: Program Pendidikan Anak Usia Dini
- a. Compulsory Nine-Year Basic Education \
  - b. Secondary Education Program
  - c. Non-Formal Education Program
  - d. School Education Program
  - e. Program Quality Improvement of Teachers and Education Personnel
  - f. Education Services Management Program.
  - g. Program Development and Socialization Sport.
  - h. Improvement Program Participation of Youth
  - i. Program Management of Cultural Diversity
  - j. Quality Improvement Program Students

**d. Programs and Activities of Educational Development**

The development activities of education in Sumenep regency in accordance with the policy and education development programs mentioned above, the development of education programs and activities in Sumenep Fiscal Year 2015 are as follows:

- 1) Services Program Office Administration, through the following activities:
  - a. Provision of Services Correspondence
  - b. Provision of Communication Services, Water Resources and Electricity
  - c. Provision of Financial Administration Services
  - d. Provision of Office Cleaning Services
  - e. Provision of Office Stationery
  - f. Provision of Printed Matter and Copying
  - g. Provision Installation Components Electrical / lighting Office Buildings
  - h. Provision of Reading Materials and Laws - laws
  - i. Provision of Food and Beverage
  - j. Meetings - Koordinaasi meetings and consultations to the Regional Affairs
  - k. Meetings - Koordinaasi meetings and consultations to In Regions
- 2) Facilities and Infrastructure Improvement Program Apparatus, through the following activities:
  - a. Construction of Office Building
  - b. Procurement of service vehicles / operational
  - c. Procurement Office Building Supplies
  - d. Equipment Procurement Office Building
  - e. Procurement Meubeler
  - f. Procurement of Computer
  - g. Procurement - Studio Equipment
  - h. Preserver Routine / Periodic Office Building
  - i. Preserver Routine / Periodic Vehicle Office / Operations

- j. Preserver Routine / Periodic Office Building Supplies
  - k. Preserver Routine / Periodic furniture
  - l. Preserver Routine / Periodic Computers
  - m. Preserver Routine / Periodic Studio Tools and Communication
  - n. Preserver Routine / Periodic Water Network, Electricity and Telephone
  - o. Rehabilitation medium / heavy home office building
- 3) Early Childhood Education Program, through the following activities:
- a. Implementation of Early Childhood Education
  - b. Curriculum development, instructional materials and learning models.
- 4) The program required the Nine-Year Basic Education, through the following activities:
- a. Implementation Package A similar SD
  - b. Implementation Package B equivalent to junior high
  - c. Competition Olympic Games Subjects Students and Mathematics
  - d. Competition Level National Children's Day SD / MI
  - e. Competition HAN SDLB Levels East Java
  - f. POR Selection SD / MI
  - g. Student Smart Contes (Contest Quiz)
  - h. Operational UASBN SD / MI
  - i. Operational Management Team BOS SD / SMP
  - j. ICT Operations Department of Education
  - k. Increased curriculum development (Operationalization Intelligence Quiz SD Kab. Sumenep)

- 5) Secondary Education Program, through the following activities:
  - a. Rehabilitation moderate / severe school buildings
  - b. Implementation of similar packages C SMU
  - c. Student Competency SMK Competition (LKS SMK)
  - d. Synchronization middle and high school programs
  - e. Selection and shipper National Student Sports Olympiad (O2SN SMP)
  - f. Selection and shipper National Student Sports Olympiad (O2SN SMA)
  - g. Selection and delivery Festival and Competition national student art (FLS2N) SMP and SMA
  - h. Selection and delivery of the National Science Olympiad (OSN) SMP and SMA
  - i. BOS Operational BSM high school and junior high, high school / vocational school
- 6) Non-Formal Education Program, through the following activities:
  - a. supporting PLS
  - b. International Literacy Day (HAI)
  - c. Improvement of Educational and Communication Sector Education
  - d. Selection and Development Jamboree PTK ECD NI
  - e. Strengthening Smart House
  - f. Matriculation / Pemberkajaan Equality Package A
  - g. Scouting Workshop Saka Widya Bhakti Budaya
- 7) Special Education Program, through the following activities:

Delivery contingent SDLB level sports weekend Jatim

- 8) Program Quality Improvement of Teachers and Education Personnel, through the following activities:
  - a. Selection District Level Teacher Certification
  - b. Workshop of curriculum of Local Content development
  - c. Selection of Teachers and Principals and Supervisors Educational Achievement
  - d. Improving the Quality of Education for Educational Islands
  - e. Implementation Selection and Delivery LOMOJARI
  - f. Workshop of Scientific Writing (KTI)
  - g. Teacher Performance Assessment and PKB (Monitoring and Assistance PKG)
  - h. Principal Performance Appraisal (PKKS)
- 9) Service Management education program, through the following activities:
  - a. Implementation and Information Systems Educators and KependidikanPendidikan
  - b. Implementation Evaluation of Educational Performance
  - c. Revitalization of school facilities and infrastructure (DAK)
  - d. BOP BOSDA MADIN
  - e. Special Allocation Fund (DAK) Education Years Ago
  - f. Cluster development fair
  - g. Healthy Environment School coaching ladder Elementary School
  - h. Land Acquisition Infrastructures Education
  - i. Healthy School Environment Competition

- j. Monitoring the acceleration of infrastructure and development of community economy
  - k. Workshop Test preparation Secondary education curriculum implementation
  - l. Ambassador Selection Sanitation
  - m. Workshop on Strengthening Mental Development For Principals and Teachers
  - n. Provision of Legal Education products
  - o. Capacity Application of SPM Basic Education Sector
- 10) Correctional Program Development and Sports, through the following activities:
- a. POR coaching contingent SD / MI
  - b. Sports competitions in the framework of National Holidays
  - c. Shipping contingent POR SD / MI
  - d. Delivery National Student Sports Olympiad (O2SN) SD
  - e. Selection and Development of sepak takraw and volley ball kejurda preparation of students Hardiknas
  - f. Shipping kejurda sepak takraw and volley ball Hardiknas Preparation kejurda students Hardiknas
  - g. Development of the National Student Sports Olympiad (O2SN)
- 11) Program to Increase Participation of Youth, through the following activities:
- Paskibra coaching for SMA / SMK / MA

- 12) Cultural Diversity Management Program, through the following activities:
  - a. Choir groups in the framework of Independence Day and Day Ceremony  
- Another great day
  - b. Guidance for students selected festivals and national student art contest (FLS2N).
  
- 13) Students Quality Improvement Program, through the following activities:
  - a. Exemplary Student Selection
  - b. Development of Science and Arts Venues
  - c. Student Achievement Motivation of Provincial, National and International
  - d. OSN coaching
  - e. Selection and Delivery Student Achievement (Exemplar Student)
  - f. Feeding School Children (PMTAS)