

2408-7513-1-PB.pdf



School Mapping to Support the Implementation an Independent Learning-Independent Campus Program in West Lampung Regency

Muhammad Basri ¹; Suparman Arif ¹; Heryandi Heryandi ²; Ahmad Saudi Samosir ³

¹ Faculty of Teacher Training and Education, University of Lampung, Bandar Lampung, Indonesia

² Faculty of Law, University of Lampung, Bandar Lampung, Indonesia

³ Faculty of Engineering, University of Lampung, Bandar Lampung, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v8i3.2408>

Abstract

School mapping is an activity to provide an overview of a certain area regarding the state of the schools and its relationship to the number of school-aged children, the development of human settlements, and the socio-economy. It is part of an effort to solve educational problems, strengthen national education management, increase availability, affordability, quality, relevance, equity, and certainty in obtaining education services in Indonesia. Along with the implementation of an independent learning program - an independent campus where school is one of university's partners in the practice of increasing the quality of education as a link and match realization, accurate data are needed regarding school conditions concerning aspects of inequality of access in a particular area and group, efficiency and dropping out of school, quality of facilities and infrastructure, teacher issues, and curriculum. The research was focused on the goal to obtain accurate data by mapping the condition of schools in the realization of the implementation of an independent learning program – independent campus that was conducted in West Lampung regency, Sumatra island, Indonesia. This study adopted a qualitative approach in which several instruments, e.g., observation, interviews, and documentation, were employed for data collection. The collected data were descriptively analysed.

Keywords: *School Mapping; Learning; West Lampung*

Introduction

The latest development of the current global situation and condition which has an impact on almost all countries is the revolution in the post-modern era in the 3rd millennium. This revolution is a comprehensive process of digitizing all activities that have been done manually. The revolution was later known as revolution 4.0. This revolution new era gives the central role towards the utilization of technology and information in human life. Another big issue was the Covid-19 virus pandemic outbreak. Starting from Wuhan which spread throughout the country and ³⁸ is not clear when it will end, but the impact is clear. The phenomenon of the Covid-19 virus has been able to change the structure of the world

community in various aspects. One of the main impacts is the occurrence of space where maintaining distance which is a necessity in social interactions (social contact).

The phenomenon of the 4.0 revolution and the Covid-19 virus outbreak which has a global impact on all aspects demands high adaptability. One aspect that must be able to adapt is education. Technology and information in the era of 4.0 has led to the existence of education 4.0. in which the vision of the future of education as an innovation is characterized by being student centred. This approach cannot only develop students who are knowledgeable but also create new mindsets that are able to respond to life's challenges, increase creativity and innovation in various aspects of life (Tan, Al-Jumeily, Mustafina, Hussain, Broderick, & Forsyth, 2018).

Students as educational outcomes that have high quality according to the demands of changing times are very dependent on the development of educational institutions in the learning process. Thus, education institution should prepare themselves for the achievement of quality targets. Welcoming a new era and a new situation that coincides with the impact of the Covid-19 virus outbreak, the government of the Republic of Indonesia through the Ministry of Education and Culture has launched a new responsive and revolutionary policy, one of which is the independent campus learning program. Independent Learning Policy: The Independent Campus is defined as a form of autonomous granting of freedom to educational institutions and freedom from complicated bureaucracies and freedom for students to choose the desired program (Directorate General of Higher Education, Ministry of Education and Culture, 2020).

The big goals to be achieved by the Ministry of Education and Culture are the creation of an autonomous, non-bureaucratic educational institution culture, and the creation of an innovative learning system based on the interests and demands of the modern world. The independent learning program - an independent campus is basically based on a student-centred approach by letting them have knowledge based on direct experience in which the learning process must be carried out by combining theoretical mastery and practical experience. In other words, learning applies not only in the classroom formally but in all arenas of life (Kolb & Kolb, 2009). According to Aris Junaidi, the Director of Education and Student Affairs General Directorate of Higher Education, this program provides challenges and opportunities for the development of creativity, capacity, personality, and students' needs to develop self-reliance in seeking and finding knowledge through reality and field dynamics such as ability requirements, real problem social interaction, collaboration, self-management, performance demands, targets and achievements (Directorate General of Higher Education, Ministry of Education and Culture, 2020). Therefore, there must be a link and match in the world of education (campus) with the world of industry, the world of work and also with a rapidly changing future.

This program has a variety of forms of learning activities outside of higher education institutions, including doing apprenticeship/practical work in industry or other workplaces, carrying out community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, doing independent studies/projects, and participating in humanitarian programs. University of Lampung as one of public universities in Indonesia has been carrying out these activities, one of which is the synergy program implementing service projects to the community in villages, and teaching in educational units through activities of Student Study Service (Student Community Service Program) on the Independent Campus. The program is the realization of the link and match between campus, community, and primary and secondary education. School institutions as one of the link and match objects in the ministry program have a vital role in preparing qualified students who are ready for the world of work.

The Teaching Assistance Program in Schools departs from a real problem, namely the condition of the quality of primary and secondary education in Indonesia, which is still very low. According to the 2018 PISA report, Indonesia is ranked the seventh from below. This fact of course has a correlation with

the condition of school institutions, both in terms of supporting materials for facilities and infrastructure, the use of Information Communication Technology, aspects of teachers, and aspects of the curriculum (subjects). Based on these factual assumptions, thorough knowledge of the conditions of school as a campus partner is needed in the Independent Learning - Independent Campus program. Based on the reality, a conceptual and concerns over the proposal of research was made in order to map the spread of the condition of educational units in West Lampung as a university partner in the realization of the implementation of the program towards the creation of qualified and ready-for-work students. Therefore, this research was of importance to conduct to provide a comprehensive insight of school conditions in West Lampung regency on Sumatra island in Indonesia.

Literature Review

School mapping is an activity to provide an image or perhaps in detail and precisely on the surface of a certain area regarding the state of the school and its relationship to the number of school-aged children, the development of human settlements, economic and environmental social conditions in a broad sense (Hite, 2008). The objectives of school mapping include structuring school networks, improving the quality of education and planning in determining school locations. School mapping can also be viewed as a method of micro-education planning in the form of a process of restructuring the existing school network so that a new network with a greater capacity is obtained. In other words, the existing sources can be utilized optimally. Furthermore, efforts will be made to ensure that the quality of education is weightier and has relevance to development (Sutiman, et al., 2012). Mapping schools as a part of mapping the condition of education basically tries to help solve educational problems to strengthen national education management to increase availability, affordability, quality, relevance, equity, and certainty in obtaining education services in Indonesia.

Theoretically, it can be understood that the mapping of schools includes things related to the situation of education, equality access within a region and a particular group, efficiency and dropout, quality facilities and infrastructures, teacher conditions, the es²⁹ated opening of new schools. School facilities and Infrastructure, according to the regulations of the government of the Republic of Indonesia Number 19 of 2005 on Standards of National Education, refer to criteria of a minimum of space to learn, a place to exercise, places of worship, libraries, laboratories, as well as other sources of learning that can support the process of learning including use of information and communication technology. Education facilities at³⁷ infrastructure can be defined as the whole process of procurement, utilization and monitoring tool that is used to support the process of education that has been assigned the case effectively and efficiently.

The definition above indicate that educational infrastructure is an effort to procure and maintain tools for moving objects to achieve effective and efficient goals. The objectives and principles of the means of infrastructure in schools in general are giving services and professionalism in order to held the activity to learn and to teach effectively and efficiently.

The purpose of education administration facilities and infrastructure of education is to hold means infrastructure of education through the system of planning and procurement system that the day-to-day, thorough and quality high in accordance with the needs of schools with funds efficiently, to seek means of infrastructure that are appropriate and efficient, to pursue the maintenance of facilities infrastructure of the school so that its existence is always in a condition ready for use in any purposes by all personnel (Bafadal, 2003). Educational are the¹⁴ipment and supplies t³t are directly used and support the process of education, in particular the process of learning to teach, such as buildings, space classroom, desks, chairs, as well as⁹eaching tools and media. As for the question with the infrastructure of education is the facilities that do not directly support the course of the pro¹⁶ of education or teaching, such as yard, the garden, the garden of the school, the road towards school, but if used directly to support the teaching and

learning process of learning, like school garden, school yard as well as school sports field, the components constitute education facilities.

21 Management facilities and infrastructure is the whole process of procurement and performance is facilities and infrastructure in order to support the achievement of the purpose of education in proper order and appropriate targets. Target education includes all the equipment and supplies that do not directly support the process of education. infrastructure education includes all equipment and supplies that do not directly support the process of education. Management facilities and education infrastructure can be interpreted as a process of procurement and utilization of components that directly or do not directly support the process of education to achieve the objectives to be effective and efficient. The facilities and infrastructure management process include planning, procurement, regulation, utilization, and elimination. Educational facilities consist of three major groups, namely: (a) school buildings and furniture; (b) tools of learning which consists of bookkeeping and means of visual and laboratory; (c) educational media which can be grouped into audio-visual using tool viewers and media that do not use tool viewers (Daryanto, 2005). Support of education is distinguished into three kinds, namely: means of visual learning and media teaching, while the infrastructure of education is school building or appliance furniture. According to Suryosubroto (2004), the management functions of school facilities and infrastructure include planning or determining needs, the procurement process, utilization and maintenance. According to Fattah planning is the determination of the purpose or goal that is about to be reached and setting the path and sources are needed to achieve the objectives as effectively as possible " (Fattah, 2003).

24 In the planning of educational facilities and infrastructure, there are several requirements that must be considered as planning the procurement of facilities and means of education schools should be seen as integral part of business improvement. It must be clear based on the agreement and the decision of parties involved in the planning. The next facility and infrastructure management function is the procurement process. Procurement is an effort to realize the equipment procurement plan that has been prepared previously. Procurement is a series of activities to provide various types of educational facilities and infrastructure according to the needs to achieve educational goals. The needs can be related to the type and specifications, quantity, time, place and price as well as the source of the justification. When the policy implemented education sector should receive attention more in order to be able to evolve in accordance with the development of technology, the development of child learners and their needs. Because so far, most institutions of education in Indonesia, especially in rural areas, still use classic concepts or methods that no longer correspond to the development. Looking at this situation, the thinkers of education have tried to think about education for the dignity of humanity. Among them are Paulo Freire and Ki Hadjar Dewantara, they are figures that have spoken fighting spirit in the world of education (Sesfao, 2011). Minister of Education and Culture, Nadiem Anwar Makarim, has again launched a ministry policy. Minister of Education and Culture, Nadiem Anwar Makarim, stipulates four main programs of education policy of "Independent Learning" program. The program includes National-based Exam Schools (USBN), National Exam (UN), Lesson Plan (RPP), and New Students Enrolment (PPDB) Zoning. In the year 2020, the examination was held only by the school. Exams are conducted to assess the competence of students that can be done in the form of written tests or other forms of assessment which are more comprehensive, such as portfolio and assignment (task group, the work of writing, and so on). Thus, teachers and schools are more independent in assessing student learning outcomes. The USBN budget itself can be diverted to develop the capacity of teachers and schools in order to improve the quality of learning (Minister of Education and Culture of the Republic of Indonesia, 2019).

7 The implementation of the National Examination in 2021 will be changed to a Minimum Competency Assessment and Character Survey, which consists of the ability to reason using language (literacy), the ability to reason using mathematics (numeracy), and strengthen character education. The implementation of this exam will be carried out by students who are in the middle of the school level or example, grades 4, 8, 11), so as to encourage teachers and schools to improve the quality of learning. The

results of this exam are not used as a basis for selecting students to the next level. This policy direction also refers to good practices at the international level such as PISA and TIMSS. Associated with the preparation of Lesson Plans (RPP), Ministry of Education and Culture will simplify it by keeping away several components. In the new policy, teachers are free to choose, create, use, and develop a lesson plan format. The three core components of the lesson plan consist of learning objectives, learning activities, and assessment. Writing lesson plans can be done efficiently and effectively so that teachers have more time to prepare and evaluate the process of learning themselves. In the enrolment of new students (PPDB), the ministry still implements a system of zoning with a policy that is more flexible to accommodate the inequality of access and quality in various areas. The composition of the PPDB zoning route can accept students at least 50 percent, the affirmation path of at least 15 percent, and the maximum transfer path of 5 percent. While on the path of achievement or the rest of the 0-30 percent more is adapted to the conditions of the area (Mustaghfiroh, 2020).

The regional authority determines the final proportions and determines the zoning. Nadiem Makarim made a policy of independent learning not without reason. The survey of the Program for International Student Assessment (PISA) in 2018 showed the results of votes on participants Indonesia only occupied the position of the sixth from the bottom; to the field of mathematics and literacy, Indonesia occupied the position of 74th out of 79 countries. Responding to that the situation, Makarim also made a breakthrough vote in the ability of the minimum, include literacy, numeracy, and survey character. Literacy is not just measuring the ability to read, but also the ability to analyse the content of the reading along with understanding the concept behind it. To numeracy ability is rated not in the teaching of mathematics, but the assessment of the ability of a student in applying the concepts of numerical in life real. Lastly, survey character, it is not a test, but it is to find the extent to which the application of values of mind and character, religion, and Pancasila which has been practiced by the participant students. The essence of the independence of thought, according to Nadiem, must be preceded by the teachers before they teach their students.

In the future, the system of teaching will also be changed into the outside classroom. The nuance of learning will be more comfortable, because students can have more discussions with teachers, learn with outing classes, and not only listen to the teacher's explanation, but rather form the character of students who are brave, independent, clever in socializing, civilized, polite, competent, and not only rely on the system rank, in which according to some surveys is only disturbing students and their parents, because in fact every student has talent and brilliance in their respective field. , this will also form students to be ready and more well-prepared to work, competent, and virtuous in the environmental community.

Methods

This study is qualitative in nature. This qualitative research was in an attempt to look at a comprehensive picture of facts and circumstances that actually describe the condition of schools in West Lampung regency in preparation for the implementation of an independent learning – independent campus program. Several instruments, e.g. observation, interviews, and documentation, were employed for data collection. The collected data were then descriptively and qualitatively analysed according to Miles, Huberman and Saldana (2014) including data collection, data condensation, data presentation and conclusion.

Results

Based on the Central Bureau of Statistics (BPS) data of West Lampung Regency (2016), this regency is one of the regencies in Lampung province, Indonesia, that was formed based on Law Number

6 of 1991 dated August 16, 1991 which was the result of the division of North Lampung Regency. West Lampung with its topographical mountain high condition is located on a fault volcano which is relatively active. The political structure of culture (35) (royal customs) which is a continuation of a great empire Skala Brak with four Kepaksian including Kepaksian Pernong, Kepaksian Nyerupa, Paksi Buay Belunguh, and Paksi Bejalan. Therefore, West Lampung Regency is always lively and colourful in the composition of its community structure.

Regarding the school distribution condition (10), the authority for administering education carried out by the local city/regency government refers to the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2019 concerning organizational guidelines and work procedures for primary and secondary education units. It is stated in Chapter 2 Articles 1 and 2 that the Education Unit at the basic education level is under the authority (34) and responsibility of the regency or city regional office which administers educational affairs, and the Education Unit at the basic education level as referred to in Paragraph (1) includes elementary and junior high schools. Thus, the development of primary and secondary schools depends on how the government manages them.

A good management process will give birth to a good educational unit, quality and competitive school accreditation. There are many factors that can make a quality school, starting from the quality of teachers and school principals as well as education personnel, facilities and infrastructure, community involvement and the location where the school is located. Referring to the topography of West Lampung Regency which is a hilly area and steep valleys and the dominant aspect of agriculture, it is one of its own factors as a challenge for the government in improving the quality of education in the region.

Based on data obtained from the education office of West Lampung Regency, the condition of schools in each region has differences due to various factors. This results in differences in the quality of the school itself. The number of sub-districts (39) in West Lampung Regency is 15 sub-districts, with the distribution of the number of schools, both elementary school (SD) and junior high school (SMP) levels which is very different. The difference can be seen from the number of students, facilities and infrastructure, as well as the distribution of teacher quality. The following is a table of the number of schools and the condition of elementary school students in West Lampung regency. The plains area is the capital of the Regency, which is in Balik Bukit sub-district which is a centre for community activities. The school conditions are varied with the greatest number of students of 4,486 students. The facilities at Balik Bukit are also in good condition, none of them is severely damaged and cannot be used.

Table 1. Public elementary school data and number of students

No.	District name	Number of Students		Total
		Male	Female	
31				
1	Balik Bukit	2,335	2,151	4,486
2	Sukau	1,124	1,024	2,148
3	Lumbok Seminung	480	393	873
4	Suoh	831	787	1,618
5	Kebun Tebu	1,150	1,148	2,298
6	Batu Ketulis	608	674	1,282
7	Belalau	479	447	926
8	Air Hitam	507	510	1,017
9	Gedung Surian	822	716	1,538
10	Sekincau	875	802	1,677
11	Way Tenong	1,590	1,468	3,058

12	Sumber Jaya	1,185	1,127	2,312
13	Batu Brak	745	647	1392
14	Bandar Negri Suoh	1,037	960	1997
15	Pagar Dewa	993	969	1962

Source: Data processing from the Education and Culture Office of West Lampung on 2019

Based on Table 1 above, it can be seen that the school composition based on topographical areas is dominated by hilly and valley areas compared to lowlands. Area total of 12 areas out of 15 sub-districts in West Lampung Regency, or about 80%, are in hills and valleys which of course affect accessibilities. The level of regional accessibility can also be measured based on several variables, namely the availability of the road infrastructure, the number of means of transportation, length, road width, and road quality. Topographical conditions of West Lampung are based on data from the Education Office, although the area is hills and valleys, but it has met affordability, where transportation access is already running, although the conditions are still inadequate. Therefore, much of this accessibility affects economic factors which in turn affect the world of education. Land areas are urban areas with good access so that the economy is good. Hilly and valley areas are areas with poor access and have an impact on economic activity and the people in the areas are also less-educated. Based on this analysis, it is necessary to optimize accessibility for the topography of hills and valleys so that it can optimize the economic and education sectors in the region. At the junior high school level, the condition of the schools do not experience a significant difference, only the number of schools was relatively small. If an elementary school is located in every village in a sub-district, then no junior high school is available in every village in one sub-district.

The following are data on the condition of junior high schools which can be seen in the following Table 2:

Table 2. Public junior high school data and number of students

No.	District name	Number of Students		Total Number
		L	P	
1	Suoh	266	240	506
2	Balik Bukit	1,154	1,118	2,272
3	Sukau	330	338	668
4	Lumbok Seminung	168	125	293
5	Batu Berak	116	81	269
6	Batu Ketulis	147	122	269
7	Belalau	244	241	485
8	Sekincau	350	324	674
9	Pagar Dewa	285	253	538
10	Sumber jaya	417	397	814
11	Air Hitam	187	165	352
12	Way Tenong	567	607	1,174
13	Bandar Negeri Suoh	454	353	807

18

Based on Table 2 above, it can be seen that the school composition based on topographical areas is dominated by hilly and valley areas compared to lowlands. There are 10 areas out of 13 sub-districts in West Lampung Regency, or about 87%, with a total of 6,311 students out of a total of 9,121 or around 69% living in areas with very difficult access. Therefore, the infrastructure network is a necessity that must be a priority. It is also mentioned in the Ramadhani's research on 2018 that the development of road infrastructure is still one of the issues that is very strategic in West Lampung. Most major roads in the regency, up to March 2017, is still quite damaged, a total of about 36.73 percent.

9

Regarding the distribution of facilities and infrastructure conditions, the success of the actualized education process in the learning mechanism many supporting factors, such as human resources, management and non-human resources such as facilities and infrastructure. The urgency for the existence of facilities and infrastructure is even regulated in the Constitution of the Republic of Indonesia No. 20 of 2003 concerning the National Education System that "Every formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of physical potential, intellectual, social, emotional intelligence and obligations of students".

Facilities and infrastructure are an inseparable part of education management. Good management of educational facilities and infrastructure will in turn give rise to good quality education. Facilities and infrastructure are based on the regulations of the Republic of Indonesia Government Regulation No. 3 of 2005 concerning National Education Standards Chapter VII Article 42 Paragraphs 1 and 2 including land, classrooms, leadership rooms, teacher rooms, library rooms, laboratory rooms, canteens, sports and places of worship, a place to play, a place for recreation, and other spaces needed to support an orderly and sustainable learning process. Based on data obtained from the Education and Culture Office of West Lampung Regency, the conditions of the facilities and infrastructure vary widely, this can be seen in Table 3 below.

Table 3. Condition of elementary school facilities and infrastructure in West Lampung

No.	districts	Number of Students	Classroom			Library Room			Teacher's room				
			G	L	M	B	L	M	B	G	L	M	B
1	Balik Bukit	4486	114	134	0	0	14	0	0	7	15	0	0
2	Sukau	2148	49	76	0	0	11	0	0	3	10	0	0
3	Lumbok Seminung	873	0	54	0	0	4	0	0	0	3	0	0
4	Suoh	1618	28	57	1	6	8	0	1	2	4	0	0
5	Kebun tebu	2298	37	70	0	0	8	0	0	4	5	0	0
6	Batu Ketulis	1282	25	33	8	0	4	1	0	0	9	0	0
7	Belalau	926	28	46	0	0	8	0	0	5	3	0	0
8	Air Hitam	1017	9	34	0	0	6	0	0	0	4	0	0
9	Gedung Surian	1538	32	36	0	0	6	0	0	1	4	0	0
10	Sekincau	1677	25	68	0	0	4	0	0	2	6	0	0
11	Way Tenong	3058	53	113	5	3	16	0	0	11	7	0	0
12	Sumber Jaya	2312	47	40	1	2	7	0	0	5	5	0	0
13	Batu Brak	1392	23	59	0	0	11	0	0	3	8	0	0
14	Bandar Negeri Suoh	1997	35	90	5	2	7	0	1	3	7	0	0
15	Pagar Dewa	1962	18	103	0	0	6	0	0	1	11	0	0

G = Good
 L = Light
 M = Moderate
 B = Bad

From the data provided by the Education and Culture Office of West Lampung Regency, the facilities and infrastructure include classrooms, library rooms and teacher rooms. An important element in the means of infrastructure exists in three sub items. Based on data above it can be seen that the condition of school facilities and infrastructure are at a good stage. There are only 3 subdistricts that have heavy infrastructure and facilities, namely Way Tenong, Sumber Jaya and Bandar Negeri Suoh for classrooms. For library space only in Bandar Negeri Suoh Subdistrict even then amounts to one piece. Meanwhile, none of the teachers' rooms is severely damaged, meaning that most of the facilities are good, but some facilities are badly damaged. Almost the same situation can be seen in the condition of facilities and infrastructure for the junior high school level. Table 4 below provides an overview of the situation of facilities and infrastructure in classrooms, library rooms and teachers' rooms.

Table 4. Condition of facilities and infrastructure for junior high schools in West Lampung Regency

No.	District name	Classroom				Library Room			Teacher's room			
		G	L	M	B	L	M	B	G	L	M	B
1	Suoh	6	12	0	0	3	0	0	0	0	2	0
2	Balik Bukit	18	73	0	0	5	0	0	7	0	5	0
3	Sukau	12	31	0	0	3	0	0	2	3	0	0
4	Lumbok Seminung	3	15	0	0	0	0	0	1	1	0	0
5	Batu Berak	13	3	0	0	1	0	0	2	0	0	0
6	Batu Ketulis	0	7	7	1	2	0	0	0	1	1	0
7	Belalau	0	18	0	0	1	0	0	0	0	1	0
8	Sekincau	4	14	0	0	1	0	0	1	0	1	0
9	Pagar Dewa	2	21	0	0	4	1	0	1	2	0	0
10	Sumber Jaya	6	27	0	0	2	0	0	1	2	0	0
11	Air Hitam	0	14	0	0	2	0	0	0	2	0	0
12	Way Tenong	37	0	0	0	2	0	0	1	1	0	1
13	Bandar Negeri Suoh	1	33	0	0	6	0	0	1	4	0	0

Based on the results of data processing obtained from the Education and Culture Office of West Lampung Regency, the facilities and infrastructure including classrooms, library rooms and teachers' rooms in general are not seriously damaged. Based on the above data, it can be seen that the condition of school facilities and infrastructure is at a good stage. There is only one sub-district that has moderate and severely damaged facilities and infrastructure, namely Batu Ketulis District for classrooms. For library space only in Bandar Negeri Suoh Subdistrict even then amounts to one piece. As for the teacher's room, there is only one that is moderately damaged, namely Pagar Dewa sub-district. Whereas for those that are severely damaged in the facilities and infrastructure of the teacher's room, there is only one sub-district, namely Way Tenong, thus most of the facilities and infrastructure are good, but some facilities are seriously damaged.

Discussion

1 Based on the results of data analysis obtained from West Lampung Regency, it can be seen how the mapping of the distribution of school conditions in the regency. At the primary school level education unit from 15 sub-districts, it was found out that the topography of each district has differences. As an area surrounded by hills and valleys, many primary schools in each district are located in hilly and valley areas with a few being in the lowlands. Balik Bukit is a lowland and the capital of West Lampung Regency which is in the lowlands. This area is the centre of community activity in various aspects, and is the most developed area, including in the field of education. The facilities and infrastructure for classrooms, teachers' rooms, and library rooms in Balik Bukit District are also in good condition, none of them is severely damaged and everything is suitable for use. The hills and valley are occupied by primary schools located in Batu Ketulis, Belalau, Sekincau, Way Tenong, Pagar Dewa, Sukau, Suoh, Lumbok Seminung, and Bandar Negeri Suoh. The main problem for schools located in the hills and valleys is accessibility. This accessibility problem affects the economic sector, where economic growth is slow and results in weak motivation of citizens to optimize the role of education as an important part of life. The accessibility of transportation in general is already affordable, but it is still in a less optimal condition. In general, the conditions of facilities and infrastructure have not been achieved, the optimal ones are only in the facilities and infrastructure for classrooms, teachers, and libraries. At junior high school education unit, the highest number of students is in Balik Bukit sub-district with a total of 2,272 students, and for hilly and valley areas the number of students in Way Tenong sub-district is quite a lot, namely around 1,174 students. In some others in other hilly areas, it ranges from 200 - 800 students. This figure shows that in some hilly and valley areas the enthusiasm for continuing the study is quite low, this is according to data from the West Lampung Regency Office on 2019 due to the lack of motivation of parents to their children apart from accessibility and geosocial factors of the local community. Apart from technical and material factors in West Lampung regency, the need for quality education requires competent teachers, especially in the subjects of Indonesian, Mathematics, English and Natural Sciences. These subjects are needed by all sub-districts where in some areas there is a shortage. The area of Balik Bukit sub-district is almost fulfilled for hilly areas and far inland the distribution of the number of teachers is not evenly distributed, therefore it is necessary to have volunteer teachers or to improve the quality of existing teachers through targeted and systematic education programs. The aspect of strengthening the local knowledge of West Lampung district in general need to employ qualified teachers in the mastery of local content, which is Lampung language. Based on the analysis above, in West Lampung Regency, in general, the distribution of school conditions is quite good even though it has a topography which is dominated by hills and valleys. The road accessibility is connected to the road conditions which need further repairs. Infrastructure is an important point in development in West Lampung regency so that the connectivity and accessibility between regions run well. The conditions of educational facilities and infrastructure in West Lampung Regency are most importantly in good condition and most of them are functioning both in the plains and hilly areas and valleys. The school subjects that need top priority and equity are subjects that are tested in National Examination, namely Indonesian, English and Natural Sciences. In some places with hilly topography, the number of school-aged children is relatively smaller than in other areas, apart from population factors as well as dropout factors. Dropping out of school is due to lack of motivation from parents to their children to get a better education. The local language of Lampung as a local content is one of the subjects needed as a process of character and identity building as the nation's children who live in Lampung Province.

Conclusion

Equitable quality education through the independent learning - independent campus program where the involvement of higher education institutions in society is one of the driving forces for the birth of a good education. The synergy between higher education institutions and the community through the local government of West Lampung regency is important considering that the topography and social

conditions in the regency are quite diverse. In general, the connectivity and accessibility have already run, however they need to be improved in terms of the quality of infrastructure so that the process can be faster. With the existing topography, several sub-districts in West Lampung, which are hilly and valley, have fewer school students than in plain areas because of this. The main facilities and infrastructure such as classrooms, teacher rooms and library rooms are in good condition, none of them is severely damaged and can still be used. Teachers of top-priority subjects tested in the National Examination, namely Indonesian, English, and science and even local subjects are still highly needed. Therefore, alternative efforts are needed through the involvement and synergy between higher education institutions and schools through the independent learning - independent campus program. In some sub-districts where the topography is hilly and valley, the dropout rate also occurs due to lack of motivation of parents, therefore it becomes feasible if later these areas become a place for campus world services.

Acknowledgements

We thank to the government of West Lampung, in particular to Education and Culture Office who support the researchers for providing the data. In addition, our gratitude also goes to the reviewer for providing constructive comments on the earlier version of this paper.

Funding

This research received a grant from the Institution of Research and Community Services (LPPM), University of Lampung in 2020.

References

- Bafadal, I. (2003). *Manajemen Perlengkapan Sekolah Teori Dan Aplikasinya*. Jakarta: Bumi Aksara.
- Central Bureau of Statistics. (2016). *Lampung Barat dalam Angka*. Lampung Barat.
- Constitution of the Republic of Indonesia No. 20 of 2003.
- Daryanto. (2005). *Administrasi Pendidikan*. Jakarta: Rieneka Cipta.
- Directorate General of Higher Education, Ministry of Education and Culture. (2020). *Buku Panduan Merdeka Belajar – Kampus Merdeka*. Dirjend Pendidikan Tinggi RI. Jakarta.
- Fattah, N. (2003). *Landasan Manajemen Pendidikan*. Bandung: Remaja Rosdakarya.
- Hite, S. J. (2008). *School Mapping and GIS in Education Micro-planning*. Paris: International Institute for Educational Planning.
- Kolb, A. Y., & Kolb, D. A. (2009). *Experiential learning theory: A dynamic, holistic approach to management learning, education and development*. The SAGE Handbook of Management Learning, Education and Development, 42–68.
- Miles, M.B, Huberman, A.M, dan Saldana, J. 2014. *Qualitative Data Analysis, A. Methods Sourcebook*, Edition 3. USA: Sage Publications.
- Minister of Education and Culture of the Republic of Indonesia Number 6 of 2019.
- Mustaghfiroh, S. (2020). *Konsep “Merdeka Belajar” Perspektif Aliran Progressivisme John Dewey*. *Jurnal Studi Guru Dan Pembelajaran*, 3(1), 141-147.
- Program for International Student Assessment (PISA). (2018). *Results Report Combined Executive Summaries VOLUME I, II & III*.
- Report of Education and Culture Office of West Lampung on 2019.
- Government Regulation of Republic of Indonesia No. 19 of 2005.
- Sesfao, M. (2020). *Perbandingan Pemikiran Pendidikan Paulo Freire Dengan Ajaran Tamansiswa Dalam Implementasi Merdeka Belajar*. *Seminar Nasional Pendidikan (Vol. 1, No. 1)*.

- Suryosubroto. (2004). *Manajemen Pendidikan Sekolah*. Bandung: Remaja Rosdakarya.
- Sutiman, et al. (2012). *Pemetaan Sekolah*. Yogyakarta: Jurusan Administrasi Pendidikan FIP UNY.
- Tan, S. Y., Al-Jumeily, D., Mustafina, J., Hussain, A., Broderick, A., & Forsyth, H. (2018). Rethinking Our Education to Face the New Industry Era. *Proceedings of EDULEARN18 Conference 2nd-4th July 2018, Palma, Mallorca, Spain, 6562–6571*.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

14%

SIMILARITY INDEX

PRIMARY SOURCES

1	eudl.eu Internet	124 words — 2%
2	conference.unisma.ac.id Internet	60 words — 1%
3	oapub.org Internet	54 words — 1%
4	Siwage Dharma Negara, Arief Ramayandi. "Laying the Foundations for Future Growth Acceleration?", Bulletin of Indonesian Economic Studies, 2020 Crossref	48 words — 1%
5	m.medcom.id Internet	46 words — 1%
6	www.atlantis-press.com Internet	43 words — 1%
7	repository.uhamka.ac.id Internet	36 words — 1%
8	Murni Yanto. "The Role of The School Committee on Infrastructure Management at Public Alementary School", Nidhomul Haq : Jurnal Manajemen Pendidikan Islam, 2021 Crossref	32 words — < 1%

9	ejournal.uin-suka.ac.id Internet	32 words — < 1%
10	journal.staihubbulwathan.id Internet	32 words — < 1%
11	educationsustainability.com Internet	26 words — < 1%
12	jurnal.uinbanten.ac.id Internet	26 words — < 1%
13	repository.umj.ac.id Internet	26 words — < 1%
14	jurnaltarbiyah.uinsu.ac.id Internet	24 words — < 1%
15	investlampung.id Internet	23 words — < 1%
16	ijpsat.ijsht-journals.org Internet	22 words — < 1%
17	Jamaluddin Jamaluddin, Arie Martuty, Mirawati Abdullah. "The Infrastructure Standards of Early Childhood Education Units in South Sulawesi Province", KnE Social Sciences, 2021 Crossref	21 words — < 1%
18	journal.iapa.or.id Internet	21 words — < 1%
19	V Serevina, N Khofiya. "Development of online learning tools based on problem solving on circular motion materials", Journal of Physics: Conference Series, 2021	14 words — < 1%

-
- 20 www.bircu-journal.com
Internet 14 words — < 1%
-
- 21 Iffah Marta Alfaizah, Edi Harapan, Tahrún Tahrún. "Management of facilities and infrastructure in junior high school", JPGI (Jurnal Penelitian Guru Indonesia), 2021
Crossref 13 words — < 1%
-
- 22 ejournal.radenintan.ac.id
Internet 13 words — < 1%
-
- 23 journals.sagepub.com
Internet 13 words — < 1%
-
- 24 uia.e-journal.id
Internet 13 words — < 1%
-
- 25 Nashruddin Nashruddin, Fiptar Abdi Alam, Novalia Tanasy. "Perceptions of Teacher and Students on the Use of E-Mail as A Medium in Distance Learning", Berumpun: International Journal of Social, Politics, and Humanities, 2020
Crossref 12 words — < 1%
-
- 26 digilib.unimed.ac.id
Internet 12 words — < 1%
-
- 27 fmipa.unesa.ac.id
Internet 12 words — < 1%
-
- 28 repository.ub.ac.id
Internet 12 words — < 1%
-
- 29 www.randwickresearch.com
Internet 12 words — < 1%

30	ejournal.undiksha.ac.id Internet	11 words — < 1%
31	oro.open.ac.uk Internet	11 words — < 1%
32	Nida Mauizdati. "KEBIJAKAN MERDEKA BELAJAR DALAM PERSPEKTIF SEKOLAHNYA MANUSIA DARI MUNIF CHATIB", Jurnal Review Pendidikan dan Pengajaran, 2020 Crossref	10 words — < 1%
33	Sabungan Sibarani, Nomensen Sinamo. "Implementation of Educational Policy in Indonesia", KnE Social Sciences, 2020 Crossref	10 words — < 1%
34	www.iiste.org Internet	10 words — < 1%
35	id.wikipedia.org Internet	9 words — < 1%
36	journal.walisongo.ac.id Internet	9 words — < 1%
37	jurnal.dharmawangsa.ac.id Internet	9 words — < 1%
38	ojs.unimal.ac.id Internet	9 words — < 1%
39	repository.uib.ac.id Internet	9 words — < 1%
40	www.ieomsociety.org Internet	9 words — < 1%

EXCLUDE QUOTES ON

EXCLUDE MATCHES < 5 WORDS

EXCLUDE BIBLIOGRAPHY ON