



Educational Problems on Legundi Island in Pesawaran Regency, Lampung

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Abstract. Educational Problems on Legundi Island in Pesawaran Regency, Lampung. Education in a nation is a milestone for the progress or sustainability of a nation. With education, it is hoped that it can give birth to the next generation of the nation with intelligent and quality individuals, which means a generation that is able to take advantage of existing progress as well as possible. The world of education is inseparable from a problem in terms of the teaching staff to the facilities and infrastructure used. One example is education in Pulau Legundi Village which has several problems. This researcher uses qualitative methods by choosing data collection techniques in the form of interviews and literature studies. This study discusses the problems of education on Legundi Island. Legundi Island is located in Pesawaran Regency, Lampung Province. The potential of natural resources in Pulau Legundi Village is one of the mainstays in Pesawaran and can be a source of pride for the community if the natural beauty is well known to the wider community. The results of the research show that in Pulau Legundi Village itself there are still many problems that occur in the world of education, especially the low teacher resources, quality and professionalism of teachers. Inadequate facilities and infrastructure to support learning, as well as economic conditions that prevent children from continuing their higher education.

Keywords: Education · Island · Legundi · Problematic

1 Introduction

The development of the times always presents new problems that are often not thought of before. The ideals of independence that were promoted by the founding fathers of the nation are our collective responsibility to continue the milestones of the struggle for the national movement. The educational process that has been carried out for almost 76 years of the independence of the Republic of Indonesia does not necessarily make significant changes to the mindset of its human resources [1]. The intellectual life of the nation as one of the important icons of social life needs to be continuously renewed towards a good future in the future. Indonesia was formerly praised as one of the countries that succeeded in raising the Human Development Index fantastically. In the 1960 s, many educators/teachers from Indonesia were assigned to provide teaching in neighboring countries and there were also students from neighboring countries studying in Indonesia [2]. Education according to the SISDIKNAS Law no. 20 of 2003, is a conscious and

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planned effort to create a learning atmosphere and learning process in such a way that students can develop their potential actively so that they have self-control, intelligence, skills in society, religious spiritual strength, personality and noble character. In the Big Indonesian Dictionary (KBBI) it is explained that education comes from the word “didik” and gets affixes in the form of the prefix ‘pe’ and the suffix ‘an’ which means the process or way of educating. So the definition of education according to language is a change in the behavior and attitude of a person or group of people in their efforts to mature humans through training and teaching [3].

With education, it is hoped that it can give birth to the next generation of the nation with intelligent and quality individuals, which means a generation that is able to take advantage of existing progress as well as possible. And also created a generation that has the nature of high nationalism. Without education, there will be no such thing as progress. Therefore, education is very important and must be given to every citizen from an early age. Education is also an important thing for a country to develop rapidly. Developed countries are usually countries that prioritize education for their citizens. With the hope that with education, the welfare of its citizens will be guaranteed. However, education will also not produce progress if the system of education is not right. It is the same as in Indonesia [4]. Education is never free from various problems. According to Fajri, the problems faced by education are divided into two, namely micro problems and macro problems. Micro problems are problems that arise in components in education itself as a system, such as curriculum problems. Meanwhile, macro problems are problems that arise from within education as a system with other systems that are wider covering all human life, such as the uneven distribution of education in each region. This problem is the main cause of the low quality of education in Indonesia [5].

There are still many children who are not in school. Indonesia has not been able to realize one of its goals, namely education for all. In addition, there are also economic problems that underlie children from disadvantaged or poor groups who leave school before completing their education level. These things are related to the distribution or inequality of quality and education service providers in Indonesia [6]. The lack of supporting facilities and infrastructure provided by the Government is still relatively minimal for certain areas, making the quality of education in Indonesia even worse in the midst of the current rapid development of globalization. The absence of support for learning facilities is often a scapegoat for the poor quality of education. In fact, this is indeed what is happening in various schools in remote parts of this country. The lack of classroom capacity and the number of teachers makes class division very common in remote schools.

Not only lack of study space, schools in remote parts of this country lack of teaching staff. The teaching staff or teachers are usually not from the original residents around the school but from various regions in Indonesia. Unlike salaries and allowances, even the difficulty of reaching schools makes teachers there reluctant to teach because of the difficulty of the road they will pass [7]. With the condition of the quality of education in Indonesia, which is considered to be very poor compared to other countries in the world, many factors are inhibiting the progress of education in Indonesia. According to Kurniawan, the factors that determine the success of an education system can also be caused by the students, the role of a teacher, economic conditions, facilities and

infrastructure, the environment, and many other factors [8]. This is felt by the people on the island of Legundi, community education on the island of Legundi is still a concern with the limited facilities and infrastructure as well as the resources of teachers who teach on the island. With the limitations that exist on the island of Legundi, the quality of education in the village can be said to be lagging behind. Therefore, researchers want to study further the problems of education on the island of Legundi. Based on the above, the problem can be formulated into a research problem to be studied, namely: Describe the location and brief history of the island of Legundi? How is the problem of education on the island of Legundi?

2 Research Method

This article uses a qualitative method by choosing data collection techniques in the form of interviews and literature studies. Qualitative research method is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to an experiment) where the researcher is the key instrument, the sampling of data sources is carried out purposively and snowballing, the collection technique is triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization [9]. Qualitative research method is a research method used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out by triangulation, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. In qualitative research, data collection is not guided by theory but is guided by facts found during research in the field. Therefore, the data analysis carried out is inductive based on the facts found and can then be constructed into a hypothesis or theory. Qualitative methods are used to obtain in-depth data, a data that contains meaning. Meaning is actual data, definite data which is a value behind visible data, therefore qualitative research does not emphasize generalizations, but emphasizes more on meaning [10].

Interviews are the most frequently used form of data collection in qualitative research [11]. Interviews can also be defined that the interview is a conversation with a specific purpose by two parties, namely the interviewer (interviewer) as the questioner/questioner and the interviewee (interviewee) as the answerer to the question, the researcher conducts semi-structured interviews [12]. Semi-structured interviews are more independent than structured interviews. The purpose of this interview is to find problems more openly, where the parties invited to the interview are asked for their opinions and ideas [12]. Sugiono explains that a good interview conducted face to face can understand the situation and conditions of the respondent and can be accurate with semi-structured interviews [9]. Literature study is all efforts made by researchers to collect information relevant to the topic or problem that will be or is being studied. This information can be obtained from scientific books, research reports, scientific articles, theses and dissertations, regulations, statutes, yearbooks, encyclopedias, and other written and printed sources [13].

In qualitative research, the research subject is an insider in the research setting who is the source of information. Research subjects are also interpreted as people who are used to provide information about the situation and condition of the research setting. In

structured (systematic) observations, the objects and aspects that will be the object of observation have been known from the start. In unstructured observations, the condition of the researcher has not been able to determine the object to be observed with certainty at an early stage. Therefore, researchers must observe all aspects or all phenomena that are considered important as long as they are related to research [14]. In this study, the subject and object were the apparatus in the village of Pulau Legundi. While the object of this research is the condition of education in the village of Pulau Legundi.

3 Results and Discussion

3.1 Location and Condition of Legundi Island

Legundi is a village and island from the Punduh Pedada District, Pesawaran Lampung Regency, which is located separately from Sumatra Island, precisely in the waters of Lampung Bay, off the Legundi Strait, and surrounded by several small islands around it [15]. Based on monographic data from Pulau Legundi Village, the distance between Pulau Legundi Village to the sub-district is 12 miles, to the district 25 miles, and to the provincial capital 21 miles. The boundaries of Legundi Island's are:

- North: Lampung bay waters
- East: Krakatoa waters and the Indian Ocean
- South: Sebesi Island Village Waters
- West: Indian Oceans

Legundi Island Village has an area of mostly ocean because it is located around the Lampung Bay Islands, then there is land in the form of agricultural land and plantations and residential areas around the coast, as well as land in the form of forests Fig. 1.

The village of Pulau Legundi has a land area of 2500 hectares, with a plantation area of approximately 1000 hectares and a dry and wet land area of about 1000 hectares and the rest are residential areas. The population in Legundi Village is 1978 with a total of 520 families, with details of 973 men and 1005 women [16] Pulau Legundi Village is divided into 5 hamlets, namely: Hamlet I Selusung, Hamlet II Teluk Keramat, Hamlet



Fig. 1. Map of Legundi Island, Pesawaran Regency, Lampung.

III Taman Sari, Hamlet IV Labuhan Agung and Hamlet V Siuncal. From the village of Pulau Legundi to the district capital is ± 50 km, the journey time across the sea to the district capital to the nearest mainland (Ketapang pier) is ± 2.5 h by motorized boat and continued by road for ± 1.5 h. The majority of the people are descendants of the Lampung and Banten tribes who work as farmers, fishermen and laborers every day. The plantation products found in the village are coconut, coffee, cocoa cloves and melinjo. Livestock in the village are chickens, ducks, and goats [17].

The potential of natural resources in Pulau Legundi Village is one of the leading tourist attractions in Pesawaran and can be a source of pride for the community if the natural beauty is known to the wider community. Legundi Village has a lot of tourism objects such as Batu Kurung Kambing, Kairong Island, Legundi Tuha, Petapaan Island, Sejebi Island, Serdang Island, Sesorot Island, Siuncal Island, and Umang-Umang Island [16]. The community hopes that Legundi Island can become one of the leading tourist destinations such as Pahawang Island. The potential for beautiful and still very natural beach tourism on this island is located almost around the island, the people are friendly and very enthusiastic about visitors or tourists who come to be an added value. Nobles, et al. explained that Legundi Island Village can be used as a tourist location because this village area is an archipelago that is very beautiful naturally and has green nuances (such as beaches with white sand, calm sea water, very suitable for tourism) and has a local culture that have not been explored optimally, especially the results of fashion based on local wisdom values, all of which have the potential to have tourism selling values that have not been cultivated other than agriculture and fisheries. However, the villagers of Legundi Island currently prefer to be plantation farmers and focus on fishing activities rather than managing tourist villages. Therefore, the Legundi Island village community needs to optimize the potential of the Legundi Island village as a tourist village, so that the Legundi Island tourism village has economic value with the active role of the community to participate in developing the tourist village. In connection with this, the role of universities is expected to be able to help the community to optimize the potential of the existing village so that it can be managed as a tourist village. This should be done especially considering that rural communities are alleged to have limited education, knowledge, and competence to develop tourist villages.

3.2 Education Problems on Legundi Island

1) Lack of Teachers as Educators in the Village of Pulau Legundi

Teachers are the central figures in education, because of their role in mobilizing and facilitating learning. Explained that teachers should also have roles as academics, researchers and lifelong learners. This is related to the role of the teacher who is closely related to the pedagogical field, thus requiring pedagogical skills and other knowledge that support his role to oversee the teaching and learning process effectively. Currently the teacher no longer acts as a 'sage on the stage' such as understanding teacher-centered learning. The teacher is a facilitator who designs how a learning process applies flexible strategies, transparent assessment methods and activities that can motivate students to be actively involved. In addition, the driving teacher also receives student feedback about the learning process that occurs. So that it allows the development of an atmosphere of critical thinking, collaboration,

communication and creativity in accordance with the characters needed by the RI 4.0 era [18].

UNESCO data in the 2016 Global Education Monitoring Report shows that education in Indonesia is ranked 10th out of 14 developing countries, while the quality of teachers in Indonesia is ranked 14th out of 14 developing countries or the last rank. The data presented is of course worrying because education is a means to improve the quality of human resources which in turn will improve the standard of living and welfare of the Indonesian people in particular. From these data, it can also be concluded that the government should pay more attention to and improve teacher education and professional development which can take the form of training to improve quality, especially the quality of pedagogical skills [19].

The Ministry of Education and Culture launched the SM-3T program (Bachelor of Education in the frontier, outermost, and underdeveloped areas). Teachers who have just graduated are given the opportunity to teach in the 3T area for 1 (one) year. According to Anis Baswedan, this program aims to accelerate development in the 3T area. This program is a solution to overcome the shortage of teachers in the 3T area. This program sends about 3000 undergraduate education every year. They are placed in a number of remote areas in Papua, NTT, Kalimantan and a number of other remote areas. Prior to joining this program, they were given training on how to teach in the 3T area. After 1 (one) year of taking this program, those who are interested in becoming teachers are given scholarships for professional education. By following this professional education, after graduation they can serve as teachers through their respective paths.

The problem in schools on Legundi Island is the shortage of teachers/educators, causing people who are only high school graduates to teach and become teachers in Legundi. There is even a school on Legundi Island, there are only 5 teachers, the teachers are civil servants, only the principal, the rest are temporary staff. Pulau Legundi Village is also assisted by educators from the Lampung Mengajar 5 program which was initiated by the Lampung Provincial Government, so as to slightly reduce the shortage of teachers. The uneven number of teachers in Pulau Legundi Village is indeed a serious problem. This condition forces one teacher to be able to teach more than one subject. This is done so that the subjects that should be taught in class continue to run. This fact mainly occurs in suburban or other rural schools. It still has to pay attention to the ability of the teacher. However, educators are required to have a linear scientific competence with the subjects delivered in class. The Ministry of Education and Culture also does not turn a blind eye to the insufficient availability of teachers in the regions. In the issuance of regulations, such as Permendikbud Number 46 of 2016 concerning the Linearity Arrangement of Educator Certified Teachers.

The linear criteria are not only the teacher concerned teaching according to the educational background. It is also possible for the teacher concerned to teach a family from an educational background. For example, the educator in question is a Bachelor of English Education, but can also teach Indonesian. Even so, subjects in one category, such as science teachers. If there are teachers who teach math subjects, they can also double up on physics. "If the number is ideal, teachers must be linear. The government understands the current conditions. Under the provisions, there is

no specific set of maximum subjects taught by each teacher. There is a minimum number of teachers in the school for eight hours a day. The solution must be teacher development, teacher development in the 21st century should be more emphasized on a development model that is based on the concept of teacher leadership and uses an authentic cooperative learning process and is attached to the daily work of teachers.

This model is known as the bottom-up model which emphasizes collaboration that is oriented towards enabling staff to overcome any problems they face, are interactive and interrelated programs, which are carried out continuously and are planned in a systematic and comprehensive manner [20]. In his research, Andriani cites statements Castetter, and Helderban; about the importance of involving teachers in planning development programs that take into account the background, stage of development, and also the needs of teachers and always involve teachers in daily professional learning in schools through discussion groups and practical activities that are focused directly on problems or improvement efforts. Teaching and learning process in the classroom [21]. Thus it can be concluded that the educational process must involve teachers and pay attention to the needs of each teacher which is certainly different. Trainings to develop professionalism should not only be based on improving the quality of teachers but also paying attention to teachers as parties who are involved and play an active role in them.

2) Lack of Facilities and Infrastructure for Learning Facilities at the Legundi Island School

Facilities are a set of equipment, materials, furniture that are directly used in an activity or activity [22]. Facilities become a completeness of needs in carrying out an activity or activity. Learning facilities are all equipment and accessories that are directly used in the educational process that facilitate teaching and learning in schools. The existing facilities in schools in Pulau Legundi Village are very inadequate and worrying. The school does not have proper field facilities for exercising, besides that the school also does not have learning facilities in the form of a laboratory. In addition, many blackboards are no longer suitable for use. Many classroom conditions need to be improved in order to support the convenience of the teaching and learning process. The library is a storehouse of learning resources, but its existence does not exist so learning only relies on textbooks or teacher handbooks.

Infrastructure is everything that is the main support for the implementation of a process [23]. School learning infrastructure refers to the locations, buildings, furnishings and equipment that contribute to a positive learning environment and quality education for all students. Learning infrastructure is the main factor that greatly contributes to academic achievement in schools. The school infrastructure in Pulau Legundi Village is still lacking because the structure or school management does not have sufficient human resources. Teachers are quite a crucial problem, because in this village the number of teachers is very small, even many of the teachers are high school graduates. In addition to the phenomena above, there are other problems, namely that there are still many teachers who hold several lessons due to the lack of teachers in schools. There are so many problems that the government needs to pay attention to overcome these problems. Facilities and infrastructure management is

the arrangement of facilities and infrastructure which includes planning, organizing, implementing, and evaluating program activities for facilities and infrastructure in schools, guided by the principles of management implementation [24]. Management of facilities and infrastructure needs to be improved, in line with that the government must care and increase the number of human resources in educational institutions in Pulau Legundi Village so that education there becomes better.

3) Interest of Legundi Island Students in Continuing Higher Education Level

Understanding interest is the result of taste, sense of interest, concentration, perseverance, effort, knowledge, ability, motivation, behavior regulator, and individual or individual interaction with certain content or activities. Interests have a positive impact on individual academic learning, disciplines of knowledge, and specific research disciplines. Hindi and Renninger believe that interest affects three important aspects of a person's knowledge: attention, goals, and level of learning [25]. In contrast to motivation as a driver of knowledge, interest is not only a driver of knowledge, but also a driver of attitude [26].

According to the results of an interview with Mr. Bustomi as a teacher at SMA Negeri Pulau Legundi, he said that Pulau Legundi village located in the Pesawaran district, is far from the provincial and district capitals and is limited by the ocean which is even more than 2 h away. Legundi Island Village has several supporting educational facilities, one example is the Legundi Island State High School. Based on the results of interviews I conducted with teachers and students at schools about the interest of students to continue their studies to the college level, I got satisfactory results. Legundi Island State High School students have a high interest in continuing their education to the college level. Many students actively ask about lectures and not a few students also ask the teacher council for directions about lectures, but this high enthusiasm is different from the reality, namely the economic level of the Legundi Island Village community which tends to be middle to lower.

In addition to interviews with teachers at the school, the researchers also interviewed students and student council leaders at SMA Negeri Pulau Legundi, based on the results of these interviews, they stated that distance was not one of the toughest obstacles in pursuing their goals in college but cost was their biggest obstacle. Their motivation to continue their studies is very high. This can be seen from the statements of those who like to find out about information on how to enter public and private universities, even they have started to find out what majors are suitable for them to take. They have a high motivation to continue their studies because they have a sense of responsibility to change their destiny and become a family that has good finances. So it can be concluded that students at SMA Negeri Pulau Legundi also have high motivation and interest and are the same as students in other places in continuing their education to a higher level, namely universities. The distance that has been a barrier for them is not a big obstacle for students to make their enthusiasm to continue school until college collapses. However, it makes them to be more serious in carrying out education in order to get commensurate results.

4 Conclusion

The location of Legundi Island is in Pesawaran Regency, Lampung Province with the distance from the Island to the Regency is about 2 h. Legundi Island itself excels in the tourism sector. On the other hand, in the field of education. Legundi Island has problems, namely the quality of educators or teachers and limited facilities and infrastructure. With a condition where there is a shortage of teachers/educators, causing people who are only high school graduates to be able to teach and become teachers at Legundi. In one school in Legundi Island Village, there are even only 5 teachers, of course, this is a very ironic thing. Over the past few years Legundi has also been assisted by teachers from the Lampung Mengajar 5 program, thereby reducing the level of teacher shortages in Legundi. As well as on the existing facilities and infrastructure in schools on Legundi Island with very inadequate conditions. With the facilities there are very lacking, they do not have a proper field for exercise, do not have a laboratory. But for the interest of students continuing to college is very high. They have a strong motivation to continue their education.

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