The School Participation Rates in Various Provinces and Residential Areas of Indonesia between 2021 and 2024

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Abstract

School participation rate is one of the indicators used to assess the level of success of education in supporting knowledge development. This study aims to analyse the school participation rate in various provinces and residential areas. The method used was quantitative descriptive, focusing on data generated from the Central Statistics Agency or Badan Pusat Statistik (BPS). The results of the study show that the five provinces with the lowest school participation rates are East Nusa Tenggara, West Kalimantan, Central Sulawesi, West Sulawesi, and Papua. In terms of residential area, there is a significant difference in the school participation rate in urban and rural areas. Urban areas show a very high increase compared to rural ones. In conclusion, this difference and low participation rate may be influenced by various factors that affect the level of school participation.

Keywords

School participation rate, urban and rural areas, education system

Introduction

School participation rates are one of the indicators used by the government to see the extent of success in the field of education in contributing to supporting knowledge (Safira & Wibowo, 2021). An increase in school participation rates reflects success in the field of education, while a decrease in these rates indicates weaknesses or problems in the education system. Therefore, school participation must be increased in order to form the next generation of the nation who have a good education. Education plays an important role as a key to improving the quality of a nation, because quality education will produce superior human resources and be able to lead the nation towards progress (Halean et al., 2021). This school participation rate is one of the benchmarks in determining the quality of human resources, if the school participation rate increases, there is a possibility that there will be an increase in the quality of human resources. Therefore, teachers,

government and the community have an important role where they can contribute to increasing school participation rates.

Increase number participation school in a region need enthusiasm and contribution public in push children they for attending school. This is in line with the opinion that states that the role of society in education plays a major role in the high level of participation in education in a region (Istiqomah et al., 2018). Society play a role important in effort increase quality school, involvement they in the form of contribution, participation as well as support can increase quality education (Simatupang et al., 2023). Therefore, cooperation is needed between teachers, government and society in creating a supportive educational environment. The role of government can contribute by ensuring equal access to education and adequate facilities, especially in the smallest areas, teachers have a role in improving the quality of teaching and the community can support children's education through moral and mental support. With good cooperation, it can increase the school participation rate, on the other hand, if the cooperation is not good, the APS will decrease. This can have an impact on the education gap in the future.

The problem in this study is the low school participation rate (APS) in five provinces in Indonesia, namely East Nusa Tenggara, West Kalimantan, Central Sulawesi, West Sulawesi, and Papua. This study examines the school participation rate (APS) in various provinces in Indonesia, focusing on the 5 provinces with the lowest APS levels and a comparison based on the area of residence, namely urban and rural. The indicator used to measure access to school-age education to educational facilities is the School Participation Rate (APS).

With this APS, the government can find out the improvement of education in a region. According to the Central Statistics Agency, the School Participation Rate (APS) is the percentage of children who are attending school compared to the total population, without considering the level or level of education they are taking (Dian, 2017). In line with the opinion that states that the School Participation Rate (APS) is a percentage that shows the number of children or adolescents in a certain age group who are currently studying according to their level, compared to the total population in that age group (Husen et al., 2022). In addition, the School Participation Rate (APS) is an indicator that measures the ability of the education system to reach the school-age population and is used to assess the development of education in a region (Katini, 2018). According to Ummy (2017) APS can also be defined as a comparison between the number of people

who continue to a certain level of education with the number of people in a certain year (Rahmayanti & Andriyani, 2022).

From the statement above, it can be concluded that the School Participation Rate (APS) is an indicator that measures access to education for school-age residents in an area which is calculated as a percentage of the school-age population who are currently studying compared to the total population of that age group. In addition, it reflects the ability of the education system in educational development and the level of sustainability of education at a certain level, so that it becomes an important tool in evaluating the success of the education sector.

As one of the indicators of the success of the Indonesian government in the education sector is the School Participation Rate (APS), increasing the APS also contributes to achieving one of the goals of ensuring equality in access to education. (Husen et al., 2022). Therefore, if the school participation rate (APS) increases, more children will get the opportunity to receive education. This ensures that every child has equal rights to education, so that no child is neglected. Education is very important for every child, in line with the opinion that education is the main key in shaping the future in character formation and is a strategic investment to improve the quality of human resources, with the aim of creating a more prosperous life (Rahmayanti & Andriyani, 2022). Good education can produce the next generation of the nation who are educated, qualified, and have character.

Relevant research such as "Comparative Analysis of School Participation Rate Trends Based on Male and Female Gender in Bengkulu City for the Period (2014-2023)" (Safitri et al., 2024) revealed that there is a gap in school participation where men are lower than women. Further research "Analysis of Factors Affecting School Participation Rates in Provinces on Silawesi Island" (Virdam & Ariani, 2023) shows that GRDP per capita, poverty rate and number of schools affect the School Participation Rate (APS). Meanwhile, research on "Prediction of School Participation Rate in Banten Province Using Lagrage Interpolation" (Nurhanifa & Pujiastuti, 2020) shows that there is an increase in APS from previous years.

This study updates previous studies by presenting the latest data on school participation rates (APS) for 2021-2024. In addition, this study uses a comparative analysis method by considering the variables of the five provinces with the lowest APS and differences based on location of residence (urban and rural). This approach broadens the scope of the study

and adds aspects that have not been discussed in previous studies. After the introduction, this study continues with an explanation of the methods, approaches, data collection techniques, and data analysis. The results of this study are presented in the results section, followed by conclusions based on the findings obtained.

Method

This study uses a quantitative descriptive approach. Quantitative descriptive research is the process of collecting in-depth data on the conditions of various events or certain variables (Permatasari et al., 2024) . This is in line with the opinion of Listiani (2017) that quantitative descriptive research is describing, analyzing, and explaining something that is studied objectively, and drawing conclusions from observable phenomena by utilizing numerical data (Wiwik et al., 2022) . This study uses a quantitative descriptive approach because it focuses on existing conditions without any data manipulation. In addition, this study uses measurable data such as statistics, so that conclusions can be obtained that are reliable and based on objective evidence.

This study uses secondary data obtained from the statistical publication of the Central Statistics Agency (BPS). The data used includes statistics on School Participation Rates (APS) based on province https://www.bps.go.id/id/statistics-table/2/MjIxMSMy/angka-partisipasi-kerja--aps--menrut-provinsi-dan-komunikasi age.html and place stay https://www.bps.go.id/id/statistics-table/1/MTYxMyMx/angka-partisipasi-kerja--aps--penbesar-umur-7-18-tahun-menurut-bisnis-desa--jen-kelamin--dan-komunikasi-umur--2009-2023.html during span of four years, namely from 2021 to 2024. Secondary data is data obtained indirectly from the research object but obtained through internet sites or other references that are relevant and in accordance with the research topic (Sari & Zefri, 2019) . Meanwhile, according to Sugiyono (2013), secondary data is data that does not directly provide information to data collectors obtained through other parties, such as documentation, other people, or literature books that are relevant to the problem in the research (Nurjanah, 2021) . Using secondary data from the official BPS website supports the analysis process because the data comes from trusted and relevant sources. This allows research to utilize information that is already available without the need to collect data directly in the field.

Data were analyzed using a comparative descriptive method. Comparative is a study that aims to compare two or more groups by focusing on a particular variable (Zayu et al.,

2023) . In line with Hudson's opinion (2007), comparative is an approach that aims to compare similarities and differences between two or more facts or phenomena with a certain framework of thought (Zayu et al., 2023). The analysis process begins by reviewing the APS in all provinces in Indonesia. The data is then arranged sequentially and selecting five provinces with the lowest APS for the 7–12 years age group during 2021–2024. to support the analysis using a bar chart so as to provide a clear picture of the differences in APS and make it easier to interpret the results. The five provinces in the spotlight are East Nusa Tenggara, West Kalimantan, Central Sulawesi, West Sulawesi, and Papua, because they have the lowest APS compared to other provinces in Indonesia. In addition, the analysis also pays attention to participation rates based on residence, both in urban and rural areas.

Results

Analysis to number participation school based on province and region urban done For identify province with number participation school lowest as well as understand difference or comparison between region rural And urban. Approach descriptive comparative used in analysis this, produces findings as following.

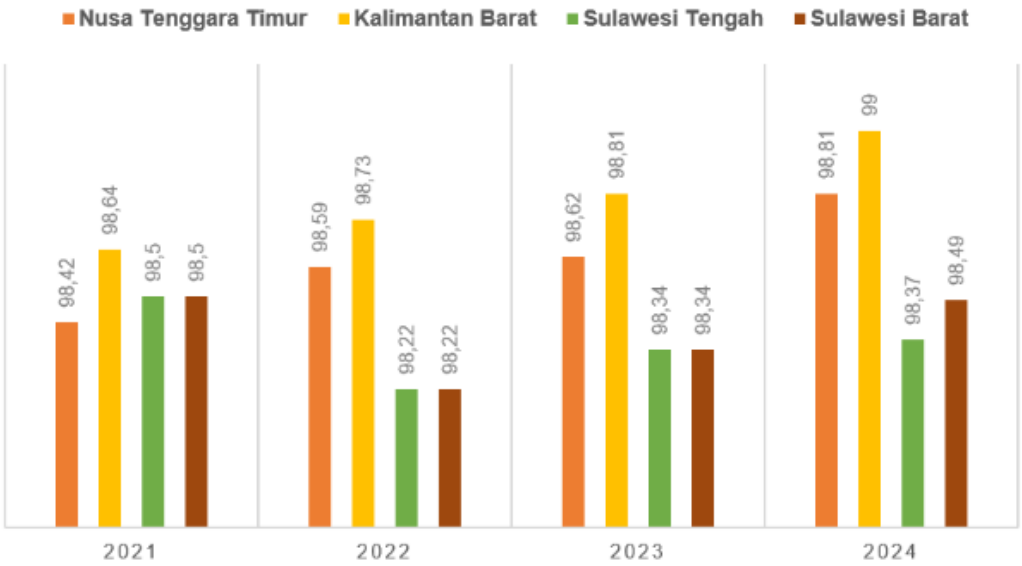

Figure 1. School Participation Rate (APS) for 7-12 Year Olds by Province in 2021-2024

Figure 1 shows a comparison of school participation rates (APS) for ages 7-12 in 2021-2024 in the five provinces with the lowest rates in Indonesia, namely East Nusa Tenggara, West Kalimantan, Central Sulawesi, West Sulawesi and Papua. Of the five provinces, the

lowest School Participation Rate was in Papua in 2021-2023, but in 2024 it experienced a very drastic increase.

Each province has the highest School Participation Rate (APS) for West Kalimantan (99), East Nusa Tenggara (98.81), Papua (97.09) in 2024 and Central Sulawesi and West Sulawesi in 2021 with the same figure of 98.5. Among the five provinces, Papua has the lowest APS. In fact, the difference in APS between Papua and the other four provinces (East Nusa Tenggara, West Kalimantan, Central Sulawesi and West Sulawesi) is quite significant, reaching 15%. However, the APS in the five provinces shows stability from year to year. In 2024, Papua Province experienced a drastic increase of 14% and even the five provinces touched almost the same figure.

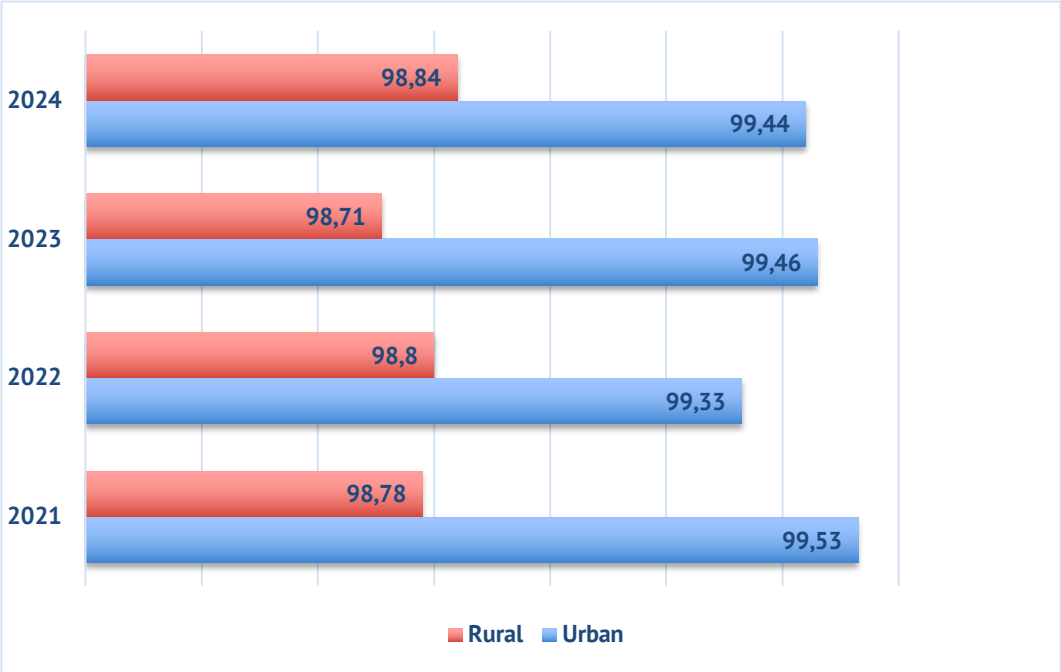

Figure 2. School Participation Rate (APS) of Population Aged 7-12 Years by Area of Residence 2021-2024

Figure 2 shows the School Participation Rate (APS) of children aged 7-12 overall over a four-year period (2021-2024) in urban and rural areas. The highest average school participation rate (APS) was in urban areas in 2021 while the lowest was in 2023 in rural areas.

Over the past four years, the school participation rate (APS) in urban areas in 2021 reached 99.53. However, in the following 3 years, it fluctuated and did not even reach that figure, even decreasing in 2022 and 2024. Meanwhile, the APS in rural areas also fluctuated, but in 2024 it increased compared to the previous year by 0.13, making it the

highest figure in the previous 3 years. From the comparison of APS between urban and rural areas, a quite striking difference can be seen. The average APS in rural areas only reached 98 while urban areas were able to reach 99, indicating a higher achievement. However, both areas show ups and downs every year.

Discussion

School Participation Rate (APS) refers to the level of individual participation in various levels of education, from elementary, secondary, to tertiary. This indicator is used to assess the extent to which access to education is achieved in a region. As an archipelagic country with 38 provinces stretching from Sabang to Merauke, Indonesia has a diversity of APS in urban and rural areas. Each province shows different levels of participation, with some provinces recording the highest and lowest figures. Basic education, which is intended for children aged 7-12 years, is the main priority because at this stage children are required to attend school. APS data reflects the level of education participation by province and geographic location, both in urban and rural areas.

Based on data 1, the five provinces with the lowest APS in Indonesia are East Nusa Tenggara, West Kalimantan, Central Sulawesi, West Sulawesi, and Papua. However, the APS as a whole, including in the five provinces, has increased, especially in Papua in the last year. East Nusa Tenggara known as a region with a very low level of public education compared to other regions in Indonesia, this affects the quality of human resources, mindset, innovation and ability to process natural resources and improve welfare (Kennedy, 2022). West Kalimantan is a province that has a relatively low unemployment rate compared to other provinces in Kalimantan, but its poverty rate is recorded as very high. Central Sulawesi facing the problems and challenges of Human Resources, especially in the field of education, namely the quality of education which is still low and uneven, including the number and quality of teachers, inadequate education personnel, inappropriate curriculum, lack of facilities and infrastructure, and various other problems (Wahyuningsih et al., 2021) . West Sulawesi Papua is one of the provinces whose quality of education is a concern, because currently the level of education in the region is still relatively low when compared to several other regions in Indonesia (Swajir, 2023). Papua is one of the provinces in Indonesia that is still considered lagging behind other provinces in the education and development sector, due to the difficulty of access between regions and the minimal attention of local governments to the development of physical facilities

and efforts to improve the quality of madrasah education compared to general education (Kogoya et al., 2023).

The low The APS in these five provinces compared to other provinces shows that there are obstacles that contribute to the decline in participation rates in the province. This is in line with the opinion of Nirwana (2013) who stated that school participation rates are influenced by various aspects, including economic conditions, availability of educational facilities, and family welfare levels. The economic capacity of a region directly contributes to increasing APS in that region (Nurhanifa & Pujiastuti, 2020) . Economic conditions have a significant impact on school participation rates. High levels of poverty or low income in a region can limit access to education, especially because of the additional costs that families must bear, even though there are public schools. In remote areas, limited access to schools is often an obstacle, especially because of the distance. This forces families to spend additional transportation costs which ultimately become a burden and cause children to be unable to continue their education. In addition, inadequate educational facilities, such as the number of schools, building conditions, and road conditions to schools have a major impact on creating children's comfort and accessibility to education.

Low levels of family welfare are also a barrier to meeting children's educational needs, both in terms of material and emotional support needed to support the learning process. In addition, there are aspects that influence the low APS, namely geographic accessibility, where people who are in remote areas or have inadequate transformation to get to the school location are one aspect. In line with the opinion of Aditomo and Felicia (2018), it was stated that inequality in education is one of the problems of life that is not easy to solve, one of which is unequal access to education which has an impact on the low quality of education (Anwar, 2022) . If this is not addressed, it will have an impact on the quality of education for children, difficulties in accessing education can reduce the quality of education and lower the APS in an area.

Quality lack of education adequate cause children difficulty access education, so that Lots from they forced stop school. According to BPS (2010:36) , the main factor that causes children to stop going to school schools include low parental awareness of education, economic constraints or financial inability, unsupportive geographical conditions, limited access to schools, long distances to schools, and minimal educational facilities (Hermansyah et al., 2024) . It can be seen that in Papua, many villages are far

from schools, and access to these schools is inadequate. Children who live in remote areas often have to walk for hours to reach school, which hinders their attendance and even makes them feel tired and less enthusiastic about learning, thus reducing their motivation to go to school. This is in line with the results obtained by Fiona Virdam & Maria Bernadette Nama Ariani (2020), which stated that low school participation rates are influenced by poverty levels, parental views, and the number of schools. These factors have a significant impact on APS in an area. If these conditions do not improve, school participation rates in the area are at risk of declining or becoming unstable every year.

Based on Data 2 it was found that the School Participation Rate (APS) for the population aged 7-12 years experienced fluctuations every year, both in urban and rural areas. However, the APS in urban areas has a fairly high figure and a far comparison with rural areas. A city is an area with a dense population, houses in groups, the livelihoods of most of the people are outside the agricultural sector and a more diverse and materialistic life compared to the surrounding areas (Anas et al., 2015). While a village is an area inhabited by a number of families who have settled and depend on the natural resources around it with the aim of obtaining a life and achieving prosperity (Sugiman, 2018). From this statement we can see that there are differences in urban and rural areas, especially in terms of population, it is also related to the education applied. Education in urban areas is very different from education in rural areas both in terms of quality of education, facilities and markets, and so on.

Population size cannot be used as a guarantee that education in a region will improve. Although the population is large, if the dropout rate is high, it can affect the School Participation Rate (APS). This is because APS records the percentage of school-age children who are still involved in educational activities. When a child drops out of school, the child's data will be removed from the education system, so that they are no longer recorded as participants. Therefore, if many students drop out of school, the school participation rate in the region will decrease. School participation rates are influenced by various factors, including economic conditions and the availability of educational facilities (Nurhanifa & Pujiastuti, 2020) . Both of these factors have a significant impact on APS. Economically, there are striking differences between urban and rural areas. In urban areas, most people work outside the agricultural sector, while in rural areas, the majority of the population depends on the agricultural sector, which causes quite large differences in economic levels. As a result, urban communities tend to be more supportive and prioritize their children's education by focusing on better quality

education to ensure success. In contrast, rural communities often face limitations in access to education.

In addition, there is a significant difference in the availability of educational facilities between urban and rural areas. In urban areas, educational support facilities such as school buildings, learning equipment, teaching staff and the number of schools are much more adequate compared to rural areas which often lack adequate educational infrastructure. Especially in remote rural areas, people have difficulty in accessing education, ranging from the distance to school, inadequate road conditions, to the lack of other educational facilities. As a result, children living in these areas often have difficulty getting an education, so many of them do not go to school. Adequate facilities play an important role in supporting students to learn effectively, thereby increasing their motivation to learn. In addition, education is a right that must be owned by every child, namely the right to go to school and get a decent education. In addition, according to Dekkers & Driessen (1997) classifies two types of factors that influence school participation, namely push factors, referring to intellectual aspects originating from the students themselves and pull factors, which refer to external aspects (Nau Dewa & Prasetyo, 2022) . Therefore, both aspects are very influential, especially push factors that come from within oneself. This factor has a significant impact because there is no external influence that can change the decision. If a child does not have the desire to go to school, it will be very difficult to change that attitude, especially if there is no clear reason why they do not want to go to school.

External factors originating from the environment also affect children's education, because they are influenced by family, peers, and activities around them. When children see that their parents do not go to school or only have an elementary school education, they tend to be influenced by that mindset and assume that the same education is enough for them. In addition, the influence of peers and activities in the community also play an important role. If children are in an environment where many of their friends do not go to school or have dropped out of school, they may follow in their friends' footsteps and choose not to continue their education, this can reduce children's interest in going to school. For example, in urban areas, children who drop out of school under age often work in factories or other places, while in rural areas children usually work in the agricultural, plantation or trader sectors to help their family's economy. This condition causes the School Participation Rate (APS) in urban and rural areas to fluctuate every year.

Relevant to previous research, research conducted by (Nurhanifa & Pujiastuti, 2020) identified that APS is greatly influenced by various factors such as economic conditions and educational facilities, in accordance with the argument about the educational gap in urban and rural areas. In addition, it states that poverty and children who drop out of school work to help the family economy both in urban and rural areas affect APS, this is related to family welfare and poverty levels which are significant factors in determining school participation rates. This study focuses on data from the Central Statistics Agency as the main source for analyzing the level of school participation rates (APS) for 7-12 years old based on province and area of residence. For further research, the age range is expanded to include the 13-15 years old group (junior high school) or 16-18 year old group (senior high school) in order to better understand and explore the challenges of APS at higher levels related to the factors that influence it.

This study uses a quantitative descriptive approach with secondary data analysis and comparative descriptive to compare variables. The aim is to analyze the school participation rate (APS) of children aged 7-12 years in the 2021-2022 period based on province and area of residence. The results show that the lowest APS during 2021-2024 was in East Nusa Tenggara, West Kalimantan, Central Sulawesi, West Sulawesi, and Papua. In addition, APS in urban areas is significantly higher than in rural areas. This study reveals the trend of APS in various provinces and regions, as well as significant gaps between urban and rural areas. These results can be the basis for planning strategic steps to increase APS, especially in areas with low participation. The low APS is influenced by various factors that significantly affect the level of school participation. This study specifically focuses on the APS of children aged 7-12 years using data from the Central Bureau of Statistics. For future research, it is recommended that the scope of the analysis be expanded by considering the APS for higher age groups, such as children aged 13-15 years or 16-18 years.

Conclusion

This study has highlighted the disparities in school participation rates among children aged 7–12 years across various provinces and between urban and rural areas in Indonesia. The findings show that although there has been progress in increasing APS overall, significant gaps remain, particularly in provinces such as East Nusa Tenggara, West Kalimantan, Central Sulawesi, West Sulawesi, and Papua. These disparities are

closely linked to socioeconomic conditions, geographical challenges, limited educational infrastructure, and cultural factors. Urban areas consistently show higher APS due to better access to schools and stronger economic support, while rural areas struggle with distance, poverty, and inadequate facilities. Addressing these issues requires targeted policies that focus on improving infrastructure, expanding access to quality education, and increasing public awareness about the importance of schooling. Future research should broaden the scope by including older age groups to capture the full spectrum of challenges affecting school participation at all educational levels.

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