

Analysis of The Implementation of Remote Regional Education Financing in Improving Teacher Performance at YPPK Werafuta Elementary School

Suharyanto H. Soro¹, Maria Placida Iwitiyu², Farhan Hudori Abaz³

¹ Universitas Islam Nusantara, Indonesia; suharyantosoro@gmail.com

² Universitas Islam Nusantara, Indonesia; mplacidia53@gmail.com

³ Universitas Islam Nusantara, Indonesia; farrmiss887@gmail.com

ARTICLE INFO

Keywords:

Financing;
Education;
Remote Areas;
Performance;
Teachers

Article history:

Received 2025-03-19
Revised 2025-05-10
Accepted 2025-06-19

ABSTRACT

Remote area face various constraint like delay disbursement of funds, limitations facilities and infrastructure , as well as the difficulty access transportation , which has an impact on effectiveness utilization of education funds . Research This to study How implementation financing education taking place in the area remote areas , especially in YPPK Werafuta Elementary School , Papua, as well as its influence to improvement teacher performance . Researcher use approach studies case with method data collection through observation , interview in-depth , and documentation . Respondents in study This is head school , teachers and administrators foundation . findings study show that adequate financing , especially in form incentives and training , greatly contribute in increase motivation , welfare , and professionalism of teachers. Although Thus , obstacles administrative and geographical Still become challenge the main thing to do addressed so that financing can implemented with good and giving impact positive to quality learning . Research conclusion This is strengthening synergy between government , foundations and communities as well as repair mechanism disbursement of funds and facilities education in the region remote is an important factor .

This is an open access article under the [CC BY](#) license.



Corresponding Author:

Suharyantyo H. Soro
Universitas Islam Nusantara, Indonesia; suharyantosoro@gmail.com

1. INTRODUCTION

Education is factor important thing that determines progress a nation . Through education , grow And develop generation knowledgeable successor And skilled as well as capable compete with other nations in the world. Quality of education determine quality source Power man a nation. Purpose the Indonesian nation as stated in the opening of the 1945 Constitution , paragraph 4 is protect all nation

and all spilled Indonesian blood and for advance welfare general , intelligent life nation , and join carry out world order based on independence , peace eternal , and justice social . (1945 Constitution).

Based on matter said , then For realize objective national , education is a very determining factor . As stated in Article 31 of the 1945 Constitution that Every citizens have the right get education , Every citizens are required follow education foundation and government must finance it , the Government to undertake and organize One system education national , which increases faith and piety as well as morals glorious in frame to make smart life nation , which is regulated with law , the state prioritizes budget education at least 20% (twenty percent) of Budget State Revenue and Expenditure as well from Budget Regional Income and Expenditure for fulfil need organization education national , and government advance knowledge knowledge and technology with uphold tall religious values and unity nation For progress civilization as well as welfare people human beings . (UUD 1945)

Education Financing is one of the factor important For increase source Power quality human resources . In the 1945 Constitution Article 31 " Every citizens have the right get teaching ." This is prove existence step equalization education for all over Indonesian citizens . In reality , no everyone can to obtain proper education . This is because of various factors , including expensive cost education that must be issued . This condition is Then push inclusion clause about education in amendment to the 1945 Constitution. In concept financing education naturally No only concerning analysis educational funding sources , but also how use of the funds in a way effective . The more efficient system financing education , increasingly little funds needed For reach objective education . Source income funds education can obtained through contribution student , government center , government regional , private , business unit schools and grants . Earned income through source of funds needed managed with well , so plan studies must pay attention and consider whether the funds obtained sufficient to be able to implemented between designed income and expenses . At least there is 3 element main financing obtained , (b) Budgeting , how the funds are allocated , and (c) accountability , how budget obtained used and accounted for . Hasbullah. (2015)

According to the Teachers and Lecturers Law, teachers are professional educators with the main task of educating, teaching, guiding, directing, training and evaluating students in early childhood education on the formal education path, education basic, and secondary education (Law No. 14, 2005). Teacher's duties as profession covering educate, teach, and to train. to educate means continuing and developing life values. Teaching means continue And develop knowledge knowledge And technology while training means developing skills in students. Teachers must be able to attract sympathy so that they become idols of their students. Any lesson given should provide motivation for students Usman, (2005)

In order to carry out its functions properly, it is best to Therefore, efforts are needed for teachers to improve their performance. The term teacher performance comes from the words job performance/actual performance (achievement). work or performance work or achievement actually achieved by someone). So according to the language, performance can be interpreted as an achievement that appears as a form of work success in a person. One of the parties that has a very important influence in the world of Indonesian education is the existence of teachers as educators and teachers who will direct generation nation to the right and proper direction . The teacher is part most important in the learning process teaching . Based on Republic of Indonesia Law Number 14 of 2005 concerning Teacher And Lecturer, stated that Teacher And lecturer have very strategic function , role and position in development national in field education , so that need developed as dignified profession . Management improvement teacher performance will can in accordance with hope if based on with good management , starts from planning , implementation , supervision and its evaluation , as well as problems found in management .

Based on the background above, the author is interested in holding research on " Analysis of the implementation of remote area education financing in improving teacher performance at SD YPPK Werafuta. Kaimana West Papua.

Education Financing Education is one of the important factors to improve the quality of human resources (HR). In the 1945 Constitution Article 31 "Every citizen has the right to receive education." This proves that there are steps to equalize education for all Indonesian citizens. In fact, No all person

can get a decent education. This is due to various factors, including the high cost of education that must be paid. This condition then encouraged the inclusion of a clause on education in the amendment to the 1945 Constitution.

In general, school financing standards include several aspects in the management of educational institutions. These include educational financing, investment costs, personal costs, and educational unit operating costs. Educational financing consists of investment costs, operating costs, and personal costs. Investment costs include the cost of purchasing facilities and infrastructure for human resource development, and fixed working capital. Personal costs include educational costs that must be paid by students to be able to follow the learning process regularly and continuously. Educational unit operating costs include the salaries of educators and staff. education as well as all allowance Which attached on wages, material or consumable equipment, indirect educational operating costs Mulyasa, (2009).

Financial management of educational institutions can run smoothly if the management is divided into three parts, namely the authorizer, the ordonator, and the treasurer. The authorizer is an official who is authorized to take action Which result in reception or expenditure budget. The ordonator is an official who is authorized to submit and order payment for all actions taken based on the authorization that has been set. The treasurer is an officer who is authorized to receive, store, and spend money or other valuables Dwiayama, (2018).

The cost of education is determined by various factors, including: the size of an educational institution, the number of students, the salary level of teachers or lecturers due to their field of expertise or level of education, the student-to-teacher ratio. compared to teacher/lecturer, qualification Teacher, level growth population (especially in developing countries), changes in salary/income policy (revenue theory of cost). In calculating the cost of education This, factor input And output from education and the processes within it that are linked to cost reduction and improvement programs. efficiency, can be calculated using the technique (cost analysis): (1) productivity measurement or cost-effectiveness analysis or (2) cost-benefit analysis . The results of calculating the cost of education can evaluate whether the investment is profitable or not for the individual (private rate of return). The cost of education is determined by various factors, including: the size of an educational institution, the number of students, the salary level of teachers or lecturers due to their field of expertise or level of education, the ratio of students to compared to teacher/lecturer, qualification Teacher, level growth population (especially in developing countries), changes in salary/income policy (revenue theory of cost). In calculating the cost of education This, factor input And output from education and the processes within it that are linked to cost reduction and improvement programs. efficiency, can be calculated using the technique (cost analysis): (1) productivity measurement or cost-effectiveness analysis or (2) cost-benefit analysis . The results of the calculation of education costs can evaluate whether the investment is profitable or not for the individual (private rate of return) or for society at large (social rate of return).

Another issue related to education costs is: the difference in budget expenditure in the education sector in developed and developing countries, the difference in school costs in both institutions. education both public and private. In addition, there are also differences in costs for education including educational investment related to community welfare improvement programs. The education cost system is a process by which available income and resources are used to formulate and operate schools. The education cost system varies greatly depending on the conditions of each country such as geographical conditions, education levels, educational political conditions, educational laws, educational economics, program financing government And administration school.

Meanwhile, there are several factors that need to be considered to determine whether the system is appropriate to the conditions of the country. To find out whether the system is satisfactory, this can be done by: (1) calculating various proportion of age groups, gender sex, illiteracy rate; (2) distribution allocation source educational power in a way efficient And Fair as the obligation of the central government to subsidize the education sector compared to other sectors Fatah, (2008). Every decision in the matter of school financing will affect how resources are obtained and allocated. Therefore, it is necessary to see who will be educated and how much education services can provided, How they will

educated, Who Which will pay for education costs. Likewise, what kind of government system is most appropriate to support the education financing system.

Furthermore, cost analysis in education includes cost effectiveness (cost affectiveness), benefits cost (cost benefit), usefulness cost (cost-utility), and cost - feasibility . Furthermore, each cost analysis is described in detail as follows: 1) Cost effectiveness analysis. A job is said to be effective if the job is done properly and achieves the desired goals. Education costs are used effectively, meaning that the costs are directed only to achieve objective education Which it turns out after finished work education is the goal that was originally planned to be achieved; 2) Cost benefit analysis. This analysis connects the amount of costs incurred with the amount of income after undergoing education or training; 3) Cost benefit analysis is an analysis that tries to compare the costs used by an alternative with the estimated benefits or mark the outcome; And 4) Analysis feasibility cost This analysis cannot be measured quantitatively like the previous analysis, this analysis only looks at whether the costs used by the alternative are sufficient or not, when connected with funds Which available. When cost alternative exceed funds And sources education other, so plan That cannot be implemented, or the alternative is not feasible.

Financing education consists of on cost investment, cost operations, and cost personal Sulistyoningrum (2010). The investment costs of educational units as referred to above include the costs of providing facilities and infrastructure, human resource development, and fixed working capital. More carry on, cost personal covering cost education Which must issued by participant educate For Can follow process learning in a way regular and sustainable. The operating costs of the educational unit as referred to include: a) wages educator And power education as well as all allowance attached to the salary; b) consumable educational materials or equipment; and c) costs indirect educational operations in the form of power, water, telecommunications services, maintenance of facilities and infrastructure, overtime pay, transportation, consumption, taxes, insurance, And other and so on Sulistyoningrum, (2010).

In its development, need funding education is one of the problems that is quite complicated to manage effectively and efficiently. The problem funding education close in relation to the operational needs of the implementation of education. These costs include: 1) operational costs of educators and education personnel (salaries and honorariums/incentives/allowances); 2) learning and assessment processes; 3) procurement, maintenance, And repair/maintenance means infrastructure education; and 4) management. The financing function cannot be inseparable with the National Education Standards (SNP). Therefore, financing become a central problem in the management of education provision that must be addressed and various alternative solutions sought. The inability of educational institutions organizer education For provide funding education will hinder the operationalization process of the provision of education itself.

The Great (2007) stated that teacher performance is the result of work that must be carried out by teachers in accordance with teacher responsibilities which are then described in a number of more specific competencies, namely the following: (1) moral responsibility, that every teacher must be able to internalize behavior and ethics in accordance with Pancasila morals and practice them in life daily; (2) responsibility in in the field of education in schools, that every teacher must master effective teaching and learning methods, be able to develop curriculum, syllabus and lesson plans, implement effective learning, be a model for students, give advice, carry out evaluation results Study; (3) responsibility in the social field, that every teacher must participate in making development a success, must be competent in guiding, devoting and serving the community; (4) responsibility in the scientific field, that every teacher must participate in advancing science.

Teacher performance is related to how teachers carry out their duties and responsibilities as teachers and the results they achieve. The duties and responsibilities of teachers at school are to teach and educate students. Petters Nana Sudjana, (2008) states that the duties and responsibilities of teachers are (1) teachers as educators, (2) teacher as supervisor, (3) teacher as class administrator. The main tasks related to teaching in schools include (1) (2) preparing learning programs, (3) implementing learning activities, (4) assessing student learning outcomes, (4) compile learning outcome analysis student, And (5) stage repair And enrichment.

2. METHOD

Researcher use study qualitative with approach studies case .. Suharyanto H. Soro (2023) defines study qualitative is a series activity scientific done in a way conscious and purposeful in frame find solutions and describe about phenomena , events and social behavior that occur in background natural (natural setting). Source data in study This obtained through a number of instrument study that is observation , interview And studies documentation . Technique analysis data used in study This is an analysis model interactive activities proposed by Miles and Huberman. The activities Data analysis includes data collection , data reduction , data display, and verification / drawing. conclusion . For ensure validity of data used technique triangulation that is triangulation sources and triangulation method .

Sample or Respondent chosen purposively . Researchers do data collection with follow a series observation and interview with Respondent face to face. Implementation interview done home . This is due to Because consideration comfort and setting. Interview done at home more relax and don't give formal atmosphere . This is the factor consideration . Interview use up time not enough more than 15 minutes per respondent .

Study This is a method or a process assessment about a truth Analysis of the Implementation of Remote Area Education Financing to Improve Teacher Performance at SD YPPK Werafuta. In the process of data collection and observation, the researcher took data from the Principal about education financing at SD YPPK Werafuta and how the impact was felt by the Teachers at SD YPPK Werafuta. In addition to the principal, the researcher took data from three teachers and community leaders in Werafuta Village and the SD Committee of Teachers at SD YPPK Werafuta.

3. RESULTS AND DISCUSSION

Researcher use study qualitative with approach studies case .. Suharyanto H. Soro (2023) defines study qualitative is a series activity scientific done in a way conscious and purposeful in frame find solutions and describe about phenomena , events and social behavior that occur in background natural (natural setting). Source data in study This obtained through a number of instrument study that is observation , interview And studies documentation . Technique analysis data used in study This is an analysis model interactive activities proposed by Miles and Huberman. The activities Data analysis includes data collection , data reduction , data display, and verification / drawing. conclusion . For ensure validity of data used technique triangulation that is triangulation sources and triangulation method .

Sample or Respondent chosen purposively . Researchers do data collection with follow a series observation and interview with Respondent face to face. Implementation interview done home . This is due to Because consideration comfort and setting. Interview done at home more relax and don't give formal atmosphere . This is the factor consideration . Interview use up time not enough more than 15 minutes per respondent .

Study This is a method or a process assessment about a truth Analysis of the Implementation of Remote Area Education Financing to Improve Teacher Performance at SD YPPK Werafuta. In the process of data collection and observation, the researcher took data from the Principal about education financing at SD YPPK Werafuta and how the impact was felt by the Teachers at SD YPPK Werafuta. In addition to the principal, the researcher took data from three teachers and community leaders in Werafuta Village and the SD Committee of Teachers at SD YPPK Werafuta.

4. CONCLUSION

The implementation of education financing at SD YPPK Werafuta, located in a remote area of Papua, plays a crucial role in supporting the improvement of teacher performance. The funds provided for incentives, training, and procurement of educational facilities make a major contribution to the motivation and professionalism of teacher performance in carrying out teaching duties. However, the process of implementing this financing still encounters a number of obstacles, such as delays in

disbursement of funds, limited facilities and infrastructure, and geographical challenges that complicate the distribution of funds and implementation of training.

The substantial financial support from YPPK Pemda Papua, and others has had a positive impact by improving the quality of the learning process through increasing teacher motivation and welfare. In order for education financing to provide optimal results, improvements need to be made to the disbursement mechanism, improving educational facilities, and strengthening synergy between the government, foundations, and local communities. With these steps, education financing can run effectively and sustainably, thus encouraging improved teacher performance and education quality in remote areas such as SD YPPK Werafuta.

Collaboration between the education office and the foundation management (YPPK) is able to organize school activities like other schools in general. The education office as a regulator on behalf of the local government, is then executed by educational units, both public and private schools. Operational assistance funds are used according to their intended use and YPPK Werafuta has made maximum use of these funds.

REFERENCE

- Dwiyama , Fajri . “ Elements Management in Management of Islamic Educational Institutions in Indonesia. ” *Adaara : Journal Islamic Education Management* 7, no. 1 (2018): 675–695.
- Fatah, Nanang. “ Education Financing : Theoretical Basis and Empirical Study .” *Journal of Elementary Education*, no. 9 (2008).
- Hasbullah, HM (2015). *Education Policy: In the Perspective of Theory, Application, and Objective Conditions of Education in Indonesia*. Jakarta: Raja Grafindo Persada
- Huberman. M. *Qualitative Data Analysis*: UI-Press. 2014
- Mulyasa , E. *Implementation of the Curriculum at the Education Unit Level : Independence of Teachers and Principals School* . Jakarta: Bumi Aksara, 2009.
- Mulyasa. E. *Teacher Competency Standards and Certification*. Bandung: Rosdakarya Youth
- Sudjana. Nana. *Assessment of the Results of the Teaching and Learning Process*. Bandung: Rosdakarya Youth
- Suharyanto H. Soro (2023). *Easy Ways to Understand and Conduct Qualitative and Quantitative Research*. Publisher: CV. Semiotika. Member of IKAPI.
- Sulistyoningrum, Nining. *Education Financing Standards*. Bandung: Rosdakarya Youth
- Usman, Moh. Uzer. *Becoming a Professional Teacher*. Bandung: Rosdakarya Youth
- Constitution Paragraph 4
- Article 31 of the 1945 Constitution
- (Law No. 14, 2005).
- Republic of Indonesia Law Number 14 of 2005