

# Analysis of Problem Solving Effort at Basic Education Level

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**Abstract** — This article aims to conclude the condition of education in order to find out what problems arise so that policies and steps can be taken to overcome these problems in the basic chart of education in Karawang Regency in 2011-2015. This article is limited to the Map of Education in Karawang Regency from 2011 to 2015 in terms of SPR (School Participation Rate), GER (Gross Enrollment Rate), PPF (Pure Participation Figures), ALS (Average Length of School Period), DR (Dropout Rate), and LR Indicator (Literacy Rate). This article is based on descriptive research. Data collection techniques with Documentation Techniques. The secondary data sources used are those from the Karawang Regency Central Bureau of Statistics (BPS), the Karawang Regency Education Office, and the Karawang Regency RPJMD. We analyzed all data using descriptive statistics, namely averages and proportions, and qualitative descriptive explanations. The results of this study provide an overview of the map of basic education in Karawang regency. Programs that must be completed in order to improve the quality of education in Karawang Regency include: (1) Completion of 9-year Compulsory Basic Education and support for 12-Year Compulsory Education is carried out by providing School Operational Assistance (SOA), Providing educational assistance for those who are vulnerable dropping out of school, Providing full scholarships to underprivileged and achieving communities for higher education, and Continuation of non-formal education functional literacy (life skills) programs. (2) Improving the quality of classrooms and providing adequate infrastructure. (3) Improving the quality of learning and the welfare of educators and education staff, increasing the ability of teachers in their fields of study, and improving the quality of students. (4) Increasing the optimization of education governance. (5) Increasing the Role of Youth is carried out by providing capital assistance to youth groups through youth cooperatives.

**Keywords**— Basic Education, SPR, GER, PPF, ALS, DR, LR

## INTRODUCTION

In Law Number 20 of 2003 concerning the National Education System Article 1 Paragraph 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. Based on this definition, there are three main ideas contained therein, namely (1) conscious and planned effort; (2) create a learning atmosphere and learning process so that students actively develop their potential; and (3) having religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Through education the quality of human resources can be improved, so that people's welfare is expected to increase [1].

Moving on from this and as a follow-up to government regulations and laws and other derivatives, such as Government Regulation Number 19 of 2005 concerning National Education Standards; Government Regulation Number 32 of 2013 concerning Amendments to PP Number 19 of 2005; and Presidential Instruction Number 5 of 2006 concerning the National Movement to Accelerate Completion of 9-year Compulsory Education in Basic Education and Elimination of Illiteracy, various efforts have been made in the context of accelerating and improving the quality of activity policies/programs stipulated by the Regional Government in the aspects of planning, implementing, monitoring and evaluation, as well as regional development institutions. One of the indicators and aspects of macro performance that serves as a benchmark for achieving the development vision and mission is the Human Development Index (HDI). The Human Development Index (HDI) according to UNDP, is defined as a process of enlarging the choice of people (*a process of enlarging the choice of people*). HDI measures the achievement of development results from a region/region in three basic dimensions of development, namely: length of life, knowledge/education level and decent standard of living [6] [7].

HDI is useful for classifying whether a country is a developed, developing, or underdeveloped country and also for measuring the effect of economic policies on quality of life. The HDI Percentage Figure provides a comprehensive picture of the level of achievement of human development as a result of development activities carried out by a country/region. The higher the HDI score of a country/region, the better the achievement of human development will be [2].

The enrollment rate in the education sector contributes greatly to the Human Development Index (HDI). The indicators in the education sector which are indicators of the development index are the Enrollment Rates, namely the School Participation Rate (SPR), Gross Enrollment Rates (GER), and Pure Participation Figures (PPF), Average Length of School Period (ALS), and school dropout rate (DR). Among these indicators, which is very influential on other indicators is GER. This happens because if the achievement of GER is high then the achievement rate of other indicators, such as SPR, PPF, ALS will increase and DR will decrease [10].

The School Participation Rate is a measure of the absorption capacity of educational institutions for the school-age population. SPR is the basic indicator used to see the access of the population to educational facilities, especially for the school-age population. The higher the school enrollment rate, the greater the number of people who have the opportunity to receive education. However, the increase in SPR cannot always be interpreted as an increase in equal distribution of opportunities for the community to receive education. Since 2009, Non-Formal Education (Package A, Package B, and Package C) has also been taken into account (Source: National Labor Force Survey [3]).

The gross enrollment rate (GER) is an indicator to measure the proportion of school children at a certain level of education in the age group that corresponds to that level of education. The gross enrollment rate can give an idea of the number of children receiving education at a certain level. The gross enrollment rate is the percentage of the population currently attending school at a certain level of education (regardless of age) to the total school-age population corresponding to that level of education. Since 2007 Non-Formal Education (Package A, Package B, and Package C) has also been taken into account.

GER is used to measure the success of education development programs that are held in order to expand opportunities for residents to receive education. GER is the simplest indicator to measure the absorption of the school-age population at each level of education. GER value can be more than 100%. This is because the population of students attending a certain level of education includes children who are outside the school age limit at the level of education concerned. A high GER indicates a high level of school participation, regardless of

the accuracy of school age at the level of education. If the GER value is close to or more than 100 percent, it indicates that there are residents whose schooling is not of sufficient age and or exceeds the age it should be. It can also show that the area is able to accommodate the school-age population more than the actual target. For example, many children are over 12 years old, but are still in elementary school or there are also many children who are not yet 7 years old but have entered elementary school. The presence of students who are older than the standard age at certain levels of education indicate cases of missing class or being late for school. Conversely, students who are younger than the standard age who sit at a level of education indicate that students enter school at a younger age.

The Net Enrollment Rate (PPF) is the proportion of students of an age related to their educational level of the population of the same age. The PPF indicator is a better indicator than the GER indicator, because the GER is usually used when the PPF is far from 100 percent. GER can reach more than 100 percent, while PPF should be a maximum of 100 percent. If the GER is used to find out how much of the school-age population has been able to take advantage of educational facilities at a certain level of education regardless of their age, then the Net Enrollment Rate (PPF) measures the proportion of children who attend school on time. If all school-age children can attend school on time, then the PPF will reach a score of 100. In general, the PPF score will always be lower than the GER because the GER includes children outside of school age at the education level in question. The difference between GER and PPF shows the proportion of students who are late or too early to school. The limitation of PPF is the possibility of underestimation due to the presence of students outside the standard age group at a certain level of education.

The concept of definition of Average Length of School (ALS) is the number of years of study of the population aged 15 years and over who have completed formal education (not including repeat years). To calculate the average length of schooling, information is needed about: school participation, level and type of education that has been/is being attended, the highest diploma held, and the highest level/class that has been/is being attended. ALS is useful to see the quality of the population in terms of formal education. The high average length of schooling (ALS) indicates the level of education a person has/is currently occupying. The higher the ALS number, the longer/higher the level of education completed (source: National Socioeconomic Survey (SUSENAS)).

The school dropout rate (DR) is defined as the proportion of children by school age group who are no longer in school or who have not completed a certain level of education. DR is used to measure the progress of development in the education sector and to see the affordability of education and the distribution of education

in each age group. The higher the dropout rate, the worse and unequal the educational conditions are. Vice versa if the dropout rate is getting smaller then the condition of education in an area is getting better. (Source: National Socioeconomic Survey [3]).

Literacy Rate (LR) is defined as the proportion of the population aged 15 years and over who has the ability to read and write simple sentences in Latin letters, Arabic letters, and other letters (such as Javanese letters, kanji, etc.) to the population aged 15 years to the top. LR is used as a measuring tool to find out how much the population is literate. Thus, it can be assessed how many residents in an area have the basic ability to expand access to information, increase knowledge and skills, facilitate communication, and promote better understanding so that these residents are able to improve the quality of life for themselves, their families and the country in various fields. LR can be used as a benchmark for planning targets and evaluating literacy programs; evaluating literacy eradication programs; evaluating poverty alleviation programs, development programs in the health sector and other human development programs; and to identify the types of information and communication media accessible to the public. Literacy rates range from 0-100. A high literacy rate indicates the existence of an effective basic education system and/or literacy program that enables a large proportion of the population to acquire the ability to use the written word in everyday life and continue learning (Source: National Socioeconomic Survey [3]).

Karawang Regency is one of 26 City Regencies in West Java Province. Karawang regency government is currently continuing to make efforts to improve human resources. In the field of education activities and programs are continuously carried out in order to increase GER and PPF. Karawang Regency Human Development Index in 2017 has reached 69.17. This figure increased compared to the previous year, which was 68.19, this achievement was still relatively low. This shows that the dimensions of supporting the achievement of development results in Karawang Regency are still low, one of which is the education sector. (Source: Central Bureau of Statistics (BPS) Karawang Regency).

Acceleration and improvement of the quality of human resources will produce actions that are in line with the vision and mission of the Regional Government. The vision of Karawang Regency in 2011-2015 is "Karawang That Is Independent, Advanced, Fair And Prosperous". while the development mission of Karawang Regency is (1) Creating Clean and Authoritative Local Government Apparatuses; (2) Creating a Competitive Karawang Regency; (3) Realizing a Democratic Society Based on Law; (4) Creating a Beautiful and Sustainable Karawang Regency; through efforts to achieve sustainable development; and (5) Building Karawang Regency through Village Strengthening. The development of

education is outlined in Mission 2 and Mission 3. The objectives of Mission 2 and Mission 3 in the field of Education are through efforts to create healthy, intelligent and qualified human resources and a skilled workforce, increasing the mastery and utilization of science and technology.

Based on the explanation above, it is necessary to do research to determine the map that describes the condition of Basic Education in Karawang Regency in 2011-2015. This research is limited to mSPR of basic education in terms of SPR, GER, PPF, ALS, DR, and LR indicators. The benefits expected from this research are to become input for each stakeholder in implementing educational strategies to achieve goals in a more focused, efficient, effective, systematic, measurable and sustainable manner so as to accelerate the formulation of policies that can support the smooth planning, implementation and monitoring of evaluations in the education sector on an ongoing basis. optimal.

## METHODOLOGY

The research method used in this research is descriptive research method. Descriptive research method is a method used to describe or analyze a research result but not used to make broader conclusions [5]. In this study, the conditions at the elementary education level in Karawang regency will be described. The data used is secondary data sourced from the Karawang Regency Central Bureau of Statistics (BPS), the Karawang Regency Education Office and the Karawang Regency Ministry of Religion. Data was collected through documentation techniques in the form of SPR, GER, PPF, ALS, DR, LR and teacher data. Data were analyzed with descriptive statistics, namely percentages and averages, and using qualitative descriptive explanations

## FINDING AND DISCUSSION

### FINDING

#### 1. Education in Karawang Regency

Education in Karawang Regency consists of elementary and secondary education levels. most of the facilities and funding are intended to meet the needs of 9-year basic education, namely SD/MI-equivalent facilities and SMP/MTS-equivalent facilities. The number of schools from SD/MI-equivalent to SMP/MTS-equivalent in Karawang Regency is 1,199 schools with 350,306 students, while the number of teachers is 15,604. The following table details.

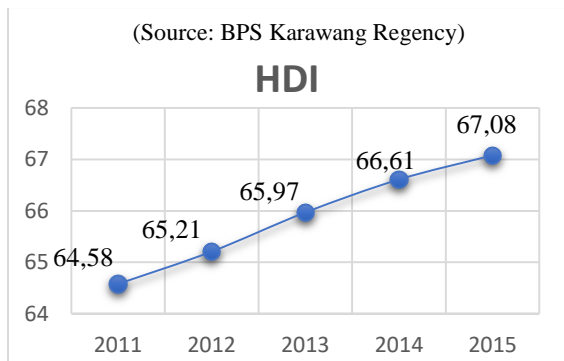
**Table 1 . Details of Basic Education Levels**

	SD	MI	
School totals:	890	School totals:	140

Students totals :	227.033	Students totals :	26.231
Teachers totals:	10.036	Teachers totals:	1.349
Ratio Teachers-Students :	1 : 23	Ratio Teachers-Students :	1 : 19,44
SMP		MTs	
School totals:	124	School totals:	45
Students totals :	79.306	Students totals :	17.741
Teachers totals:	3.331	Teachers totals:	888
Ratio Teachers-Students :	1 : 23,81	Ratio Teachers-Students :	1 : 19,98

Overall, the number of students accommodated was 350,306 with 15,604 teachers, meaning the ratio of teachers to students was 1:22.44. (Source: RPJMD Karawang Regency).

One indicator of human development is the Human Development Index (HDI). HDI explains how residents can access development results in obtaining income, health, education and so on. Based on BPS Karawang Regency data for 2011-2015, it can be seen in Figure 1.



**Figure 1. Human Development Index (HDI) in Karawang Regency 2011-2015**

From the graph, it can be seen that from 2011 to 2015 the Human Development Index (HDI) in Karawang Regency has increased from year to year with an average score of 65.89. Based on the BPS HDI classification (2015), the average HDI in Karawang Regency is classified as moderate.

The successful development of a region is determined by qualified human resources. One way to improve the quality of human resources is through education. uses educational facilities can be seen from the percentage of the population according to school participation.

## 2. School Participation Rate (SPR)

The School Participation Rate (SPR) is a measure of the absorption capacity of educational institutions for the school-age population. SPR data in Karawang Regency in 2011-2015 for each level of SD/MI/PACKAGE A and SMP/MTs/ PACKAGE B can be seen in Table 2 below.

**Table 2. School Participation Rate (SPR) in Karawang Regency in 2011-2015**

Age group	Year				
	2011	2012	2013	2014	2015
7-12	98,21	99,07	98,76	99,00	100,00
13-15	85,86	91,00	91,62	93,03	97,19

Based on the SPR data above, it shows that for the age group 7-12 years, the average participation rate for students who have studied at the SD/MI/PACKAGE A level from 2011 to 2015 was 99.16% with an average increase of 0.35%; while the School Participation Rate for the 13-15 age group at SMP/MTs/PACKAGE B levels shows an average of 92.82% with an average increase of 2.47% each year [8].

## 3. Gross Enrollment Rate (GER)

The achievement data for SD/MI/PACKAGE A GER levels from 2011 to 2015, sourced from BPS, showed an increase and experienced fluctuations in 2014. Referring to these data, an average GER was obtained of 106.1% with an average increase of 2.63 %. The average PPF for the SMP/MTs/Package B level from 2011 to 2015 appears to have fluctuated. Data in 2015 increased by 15.17% compared to 2014. Overall it can be seen in Table 3. [2].

**Table 3 Gross Enrollment Rate (GER) in Karawang Regency in 2011-2015**

GER	Year				
	2011	2012	2013	2014	2015
SD/MI/Package A	99,89	104,64	108,18	107,41	110,37
SMP/MTs/Package B	90,93	88,68	76,94	83,74	98,91

## 4. Net Participation Rate (PPF)

The achievement data for PPF Basic Education in Karawang Regency is shown in Table 4 below [2].

**Table 4 Net Enrollment Rate (PPF) in Karawang Regency in 2011-2015**

PPF	Year

(Level)	2011	2012	2013	2014	2015
SD/MI/ Package A	91,28	94,62	97,44	97,76	97,47
SMP/MTs/ Package B	71,44	74,26	72,58	76,53	84,77

The Net Enrollment Rate (PPF) for the SD/MI/PACKAGE A level from 2011-2015 based on BPS data continues to increase with an average achievement of 95.71% each year. The PPF for the SMP/MTs/PACKAGE B level, like the GER, also fluctuated, with an average of 75.91%.

### 5. Average Length of School (ALS)

Average Length of Study (ALS) is the number of years studied by the population aged over 15 years who have completed formal education (excluding repeat years). The average length of school (ALS) indicates the level of education a person has attended/is currently studying. ALS data in Karawang Regency in 2011-2015 can be seen in Figure 2. ALS data for Karawang Regency continues to increase from 2011 to 2015. ALS shows an increase with an average of 0.15. The average ALS of Karawang Regency in 2011-2015 was 6.61 years.

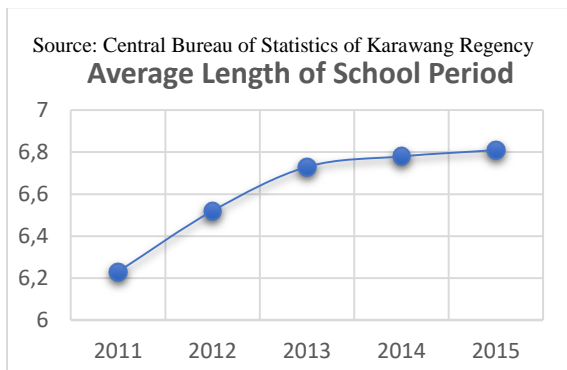


Figure 2. ALS in Karawang Regency in 2011-2015

### 6. School Dropout Rate (DR)

DR Karawang Regency for 2011-2015 experienced fluctuations for both the SD/MI/PACKAGE A level and the SMP/MTs/PACKAGE B level as shown in the table below.

Table 5 Percentage of Dropout Rate (DR) in Karawang Regency

DR	Year				
	2011	2012	2013	2014	2015
(Level)					
SD/MI/ Package A	0,2%	0,1%	0,09%	0,01%	0,01%
SMP/MTs/ Package B	0,4%	0,3%	0,4%	0,2%	0,32%

DR for the SD/equivalent level fluctuated. The dropout rate in 2011 reached 0.2%, then fell to 0.1% the following year. Even though there were fluctuations, the dropout rate decreased to 0.01% in 2015. For the SMP/equivalent level, DR also fluctuated from 0.4% in 2011 to 0.32% in 2015 [9]

### 7. Literacy Rate (LR)

The literacy rate in Karawang Regency in 2011-2015 tends to increase as shown in Figure 3.

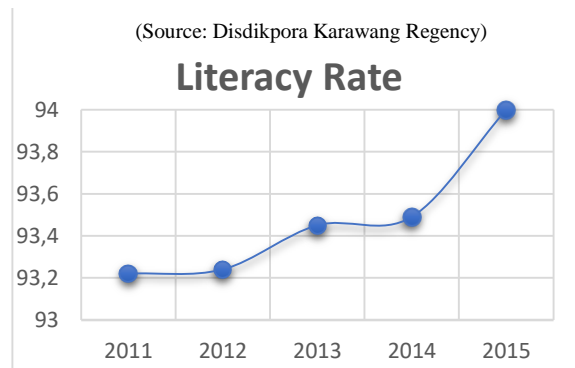


Figure 3. LR Karawang Regency 2011-2015

The Literacy Rate (LR) from 2011 to 2015 based on data from the Karawang Regency Disdikpora continues to increase with an average achievement of 93.48% each year.

### B. Challenges in the Development of Education Services at the Elementary Education Level in Karawang Regency

#### 1. Geographical and Demographic Aspects

Karawang Regency is geographically located between 107° 02'-107° 40' East Longitude and 5° 56'-6° 34' South Latitude, including a relatively low lying area, with variations in altitude between 0-1,279 meters above sea level with a slope areas 0 -20, 2-150, 15-400, and above 400 with an average temperature of 27 Degrees C. The area of Karawang Regency is 1,753.27 Km2 or 175,327 Ha, 3.73% of the area of West Java Province.

In this regard, it affects the growth rate of the population. Based on data from the Department of Population and Civil Registry of Karawang Regency, it can be seen that the population of Karawang Regency in the last few years has always increased from year to year with a relatively high growth rate. In 2015 the population of Karawang Regency has reached 2,059,742 people with a population growth rate of 4.61% which will have an impact on access and quality of education for the school-age population [2].

#### 2. Aspects of Social Welfare

Education development is a national development priority so that in its implementation it is also a development priority in the regions. Fulfillment of basic

rights, namely education, is the obligation of the government. Education is one of the important gateways for improving people's welfare. Improving the quality of human resources implies that improving the quality of human resources is a determining factor for strengthening readiness to face future challenges that are increasingly difficult and complex. In order to improve the intelligence of the nation's life, every citizen has the right to receive educational services.

Performance analysis on social welfare focus is carried out on indicators of literacy rate, average length of schooling, gross enrollment rate, education completed rate, net enrollment rate, infant survival rate, life expectancy rate, percentage of population who own land, and working population ratio. Over the last five years, these figures show an increasing trend, although when compared to existing standards, they have not yet reached the set targets and standards [3].

3. Fulfillment of the right to basic education and support for 12-year compulsory education is not maximized

When the 12-year Compulsory (Reasonable) Education Initiative was set as one of the education development agendas, there were still a number of problems in the implementation of the 9-year Compulsory Basic Education that had not been resolved. These problems include the following:

a. Based on the achievements of the Human Development Index for the Education Index, it is less than optimal when compared to the average West Java HDI, especially in 2015. The average length of schooling in Karawang Regency in 2015 (ALS/ALS) reached 6.81, which means that the community's new education graduates are equivalent 1st grade junior high school.

b. In addition, even though the achievement of GER for basic education, especially at the SD equivalent level in 2011-2015 was above 100%, at the SMP Equivalent level the GER had not yet reached 100%. MTs and Package B can continue to secondary education.

c. The low educational factor of the Karawang community, which is indicated by the low length of schooling, results in no return to education, thereby reducing their chances of getting a job that provides a higher income in urban areas. One reason is that there is still a dropout rate in 2015. The dropout rates for the junior high school and high school equivalent levels reached 497 and 477 respectively.

In general, there are many causes for students dropping out of school, including causes that can come from students with problems, or the environment and family values that are not yet conducive to requiring students to study for up to 9 years including school fees, and it is also possible that school services are not yet

conducive, including teacher capacity. dealing with troubled children and so on. This is caused by several factors including school children helping their parents to make a living rather than studying at school, not having the money to go to school and working during class hours at school. In addition, motivation to learn and support from parents is still relatively low and there are no legal sanctions for parents who allow their children not to continue their studies.

d. The literacy rate reached 93.49 means that it implies that around 93.49% of the people in Karawang Regency already have the ability to read and write Latin letters and/or other letters, while around 6.50% of the other people are still illiterate. The development of LR was relatively stagnant at the level of 93%, this happened because the Karawang LR curve was estimated to have reached a peak where the results of program interventions were already at the optimum point[3].

4. Inadequate quality of classrooms and infrastructure

Classroom quality is not yet ideal, with a total of 7,560 good Classrooms (RKM) in 2015/2016, 3,122 units lightly damaged and 1,027 units heavily damaged. Over the next 5 years there is a potential for damage from a good position to light damage and light damage to heavy damage [3].

5. Improving the Quality of Learning has not been maximized

The quality of learning in Karawang Regency is still not well measured by the learning process or student learning outcomes. In the 2015 National Examination Average (UN) in Karawang Regency for the Junior High School Equivalent level, the UN average was 59.1 above the UN average for West Java Province 58.1, only below the National average 61.8, Teacher Competency Test carried out by the ministry in 2015 shows that the average teacher competency of 56.62 is still slightly below the national average of 56.69 which we can simply mean that the average teacher still has deficiencies in pedagogical and professional abilities in serving 455,759 students from all levels of education. The statistical measure of the teacher competency test is linear with the results of the National Examination at the SMP and SMA/SMK levels which are still relatively far from the national average [2].

6. Education governance is still not optimal

Education management and governance includes planning, support to schools, financial management, service administration (education boards and school committees), management of teaching and educational staff, school accreditation and policies. The implementation of education governance requires strengthening the role of actors in all education stakeholders up to the education level which is still lacking in synergy as part of the education ecosystem.

## DISCUSSION

An area is said to be developed if the Human Development Index (HDI) is above the average according to the requirements in the Millennium Development Goals (MDG's) or in Indonesia it is called Education for All (PUS/EFA). Data for 2011-2015 shows that the Human Development Index (HDI) in Karawang Regency has increased from year to year with an average of 65.89.

In the field of education, it is one of the HDI indicators. The educational indicators included in the HDI calculation are Expected Years of Schooling (HLS/EYS) and Mean Years of Schooling (ALS/ALS). The HLS variable used is the population's school participation by age group and the ALS variable is the School Participation Rate (SPR), the level of education attended, the class being attended, and the level of education completed.

SPR in Karawang Regency in the age group of primary education shows an increase every year with an average increase of 0.35% for the age group 7-12 years and 2.47% for the age group 13-15 years. This figure means that quite a large number of elementary and junior high school age residents have had the opportunity to get an education every year. Observing the 2015 data, the SPR shows 99.16% or only 0.84% of the population in the age group 7-12 years who have not been absorbed into the equivalent of elementary schools; while for the 13-15 year age group, SPR is at 92.82% or 7.18% of the Karawang district population who have not had the opportunity to attend junior high school or equivalent.

The SPR conditions above are in line with the achievements of GER and PPF. The gross enrollment rate (GER) from 2011-2015 in Karawang Regency has increased. Data for 2015, GER SD/MI/PACKAGE A is at 110.37%. The GER for the SMP/MTs/PACKAGE B level in 2015 in Karawang Regency was at 98.91%, this figure placed Karawang Regency in 15th place out of 26 Regencies/Cities in West Java Province.

The average and achievements in 2015 show that the PPF SD/MI/PACKAGE A Karawang Regency continues to increase and reaches 97.47%. Meanwhile, the PPF for SMP/MTs/PACKAGE B Karawang Regency in 2015 reached 84.77%. This figure places the achievements of Karawang Regency in 15th place out of 26 Regencies/Cities in West Java Province.

The high average length of schooling (ALS) indicates the level of education a person has/is currently occupying. The average ALS of Karawang Regency in 2011-2015 was 6.61 years. The ALS figure for Karawang Regency is below the ALS average for West Java province, which is 7.62 years. Taking into account the ALS figure of 6.61 shows that residents of the Karawang district in the 2011-2015 period have completed 6 years of normal and on average only studied up to grade 7 of junior high school and its equivalent. This is also supported by

SPR data which shows that there are still 7.18% of the Karawang district population who have not had the opportunity to attend junior high school or equivalent.

The ideal DR is 0%. In Regency Karawang, the DR for the basic education level, especially at the elementary school level, continues to decline. In 2015 it has reached 0.01%. At the junior high school level, DR is still at 0.32%. If we observe the population of junior high school age (13-15 years) in 2015, which was 201,390 people, then there are around 8 children who are no longer in school or who have not graduated from junior high school or equivalent.

The decrease in the number of illiterate people illustrates the consistency of the Karawang district government in completing illiteracy which according to data in 2015 has reached 94%, which means that there are still 6% of the population in Karawang Regency who cannot read. The government's efforts to overcome illiteracy put the Karawang Regency government as one of the recipients of the "Middle Literacy Award" from the Ministry of Education and Culture of the Republic of Indonesia in 2010.

All the problems of fulfilling the right to basic education and support for 12-year compulsory education are not maximized as described in the results of the research and discussion above, which are opportunities to be addressed as steps or efforts that will or should be implemented. These solutions include the following.

a. Completion of the 9-year Compulsory Education for Primary Education and support for the 12-year Compulsory Education for Primary Education is carried out by means of Provision of School Operational Assistance, Provision of educational assistance for those who are prone to dropping out from junior high school graduates to high school graduates or equivalent, Providing full scholarships to the community underprivileged and achievers for tertiary institutions.

b. Improving the quality of classrooms and adequate infrastructure is carried out by constructing new classrooms and improving learning facilities according to standards, building flagship schools and hospitality vocational schools in order to support the development of the tourism sector.

c. Improving the quality of learning is carried out by improving the quality and welfare of educators and education staff, facilitating certification of teacher competency standards, increasing the ability of subject teachers, and improving the quality of students.

d. Improving the optimization of education governance through improving the management of education services is carried out by actively encouraging and increasing the capabilities of all education actors up to each level of education.

e. Increasing the Role of Youth and sports achievements. Increasing the role of youth is carried out by providing capital assistance to youth groups through youth pre-cooperatives, handling juvenile delinquency problems.

### CONCLUSION AND RECOMMENDATION

Based on the results of research and discussion, analyzing efforts to solve problems at the Elementary Education Level that occurred in Karawang district in 2011-2015 based on the SPR, GER, PPF, ALS/ALS, DR, and LR indicators. And also based on several problems in the implementation of Education at the Basic Education Level. It can be concluded as follows.

1. SPR at the basic education level has increased. The average SPR for the age group 7-12 years was 99.16% with an average increase of 1.07%. The average SPR for the 13-15 year old group was 92.82% with an average increase of 2.8%.
2. GER SD/MI/PACKAGE A shows an average increase of 106.1% The average GER SMP/MTs/PACKAGE B appears to fluctuate.
3. PPF SD/MI/PACKAGE A has increased by an average of 95.71%. PPF SMP/MTs/PACKAGE B like GER also fluctuated, with an average of 75.91%.
4. ALS continues to increase with an average of 6.61 years.
5. DR level of basic education fluctuated and decreased at the end of 2015.
6. LR tends to increase, until 2015 it increased with an average increase of 93.48% annually.
7. HDI in Karawang Regency has increased from year to year with an average value of 65.89. Based on the classification of HDI in Karawang Regency, it is classified as moderate.

Programs that must be completed in order to improve the quality of education in Karawang Regency, in an effort to continue to reduce dropout rates, increase enrollment rates and literacy rates, as well as improve teacher qualifications and competencies. Various policies need to be formulated by various institutions related to education in order to achieve the expected quality of education, especially Basic Education in Karawang Regency. The solutions include the following.

1. Completion of the 9-year Compulsory Education for Primary Education and support for the 12-year Compulsory Education for Primary Education is carried out by means of Provision of School Operational Assistance (SOA), Providing educational assistance to those prone to dropping out, Providing full scholarships to underprivileged and outstanding communities for tertiary institutions, and Sustainability non-formal education functional literacy program (life skills).

2. Improving the quality of classrooms and adequate infrastructure

3. Improving the quality of learning is carried out by improving the quality and welfare of educators and education staff, facilitating certification of teacher competency standards, increasing the ability of subject teachers, and improving the quality of students.

4. Improving the optimization of education governance through improving the management of educational services is carried out by actively encouraging and increasing the ability of all education actors

5. Increasing the role of youth is carried out by providing capital assistance to youth groups through youth pre-cooperatives, handling juvenile delinquency problems, fostering youth mentality and promoting national discipline movements, understanding national insights, and optimizing the roles and functions of youth organizations.

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