




## Analysis of the Implementation of Gerakan Ayo Sekolah Movement in Improving the Human Development Index in Ketapang District

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### ABSTRACT

The research analyzes the implementation of Gerakan Ayo Sekolah (GAS) Program in dealing with Out-of-school children (ATS) and Out of School Adults (DTS) in Ketapang Regency. Carried out in four sub-districts, namely Matan Hilir Utara, Muara Pawan, Delta Pawan, and Benua Kayong. This research method uses qualitative research, the results of the analysis show an average of strengths and weaknesses of 3.2, and opportunities and threats of 3. IFAS (Internal Factor Analysis Summary) value is 2.81 and EFAS (External Factor Analysis Summary) is 2.79 placing GAS (Gerakan Ayo Sekolah) in a position of growth. Data shows an increase in the HDI (Human Development Index) from 67.92% (2021) to 68.68% (2023), associated with an increase in the average length of schooling through GAS (Gerakan Ayo Sekolah). A total of 54 individuals returned to school, both formal and non-formal. SWOT analysis integrates internal and external factors towards the implementation of GAS (Gerakan Ayo Sekolah). Matrix IE (Internal External) shows the growth potential of GAS (Gerakan Ayo Sekolah) in increasing the HDI (Human Development Index), with the intersection point in quadrant V, indicating the potential of GAS (Gerakan Ayo Sekolah) in increasing the HDI (Human Development Index) through efforts to overcome dropping out of school and preventing vulnerable children from dropping out of school.

*GAS, Human Development Index, ATS, SWOT Analysis*

### ARTICLE INFO

#### Article history:

Received

01 April 2024

Revised

20 May 2024

Accepted

01 Juni 2024

#### Key Word

#### How to cite

#### Doi

<https://pusdikra-publishing.com/index.php/jsr/index>

[10.51178/jsr.v5i2.1900](https://doi.org/10.51178/jsr.v5i2.1900)



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## INTRODUCTION

Ketapang Regency is a district located in West Kalimantan Province and its capital is Ketapang. Ketapang Regency is the largest district compared to 14 other districts/cities in West Kalimantan Province with an area of 31,588 km<sup>2</sup> or around 21.28% of the total area of West Kalimantan Province which has an area of 146,807 km<sup>2</sup>. Geographically, Ketapang Regency is in the position 0°19'26.51" to 3°4'16.59" South Latitude and 109°47' 36.55" to 111°21'37.36" East Longitude, with a position located in the southernmost part of West Kalimantan Province. The Ketapang Regency area

consists of 20 sub-districts, of which 13 sub-districts are in upstream areas and the rest are coastal areas, namely sub-district areas where some of the village areas are directly adjacent to the sea/beach. The largest sub-district in Ketapang Regency is Kendawangan District with an area of 5,859 Km<sup>2</sup> or around 18.55% of the total area of Ketapang Regency, while the smallest sub-district in Ketapang Regency is Delta Pawan District with an area of 74 km<sup>2</sup> or around 0.23% of the total the area of Ketapang Regency.

Based on 2021 population projections, the population of Ketapang Regency is 579,927 people. The sub-district with the densest population density is Delta Pawan District, which is around 1,247 people per Km<sup>2</sup>, while the sub-district with the lowest population density is Hulu Sungai District, which only has around 3 people per Km<sup>2</sup>. Indonesia's HDI value in 2021 is 72.29. Meanwhile, the HDI for West Kalimantan Province is still at 67.9.

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school (ARPS) data collection activities, considering that several key data are recorded in DAPODIK.

To understand the capacity and reach of education services in Ketapang Regency, this chapter discusses (i) the capacity of primary and secondary education services, (ii) the children dropping out of school in Ketapang Regency, and (iii) the causes of Out-of-school children (ATS) and vulnerable children dropping out of school (ARPS). Ketapang Regency manages basic education, equality education, and early childhood education.

Looking at the problem map, partial strategies are only effective in the short term but less effective in the long term. For example, in the case of children working or child labor, it may be immediately withdrawn into Gerakan Ayo Sekolah (GAS), but if the root cause (indirect) problem of children working or child labor is not addressed, sooner or later the child will drop out of school again. Seeing this condition, through cross-sector coordination which was carried out in mid-2022, a program called the Gerakan Ayo Sekolah (GAS) was born. Gerakan Ayo Sekolah (GAS) has three objectives Out-of-school children (ATS) aged 7-18 years to educational institutions, assisting adults aged > 21 years to return to non-formal schools, and preventing vulnerable school children from dropping out of school. To see the success of this program, So I am interested in researching "Analysis of the Implementation of the Gerakan Ayo Sekolah (GAS) in Increasing the Human Development Index (HDI) in Ketapang Regency".

This research aims to analyze the implementation of the GAS program in overcoming ATS, ARPS, and DTS in the Ketapang district. Analyzing the Implementation of the GAS Program towards increasing HDI in Ketapang Regency. Analyze the strengths, weaknesses, opportunities, and challenges of the GAS Program to increase HDI in the Ketapang district.

## **RESEARCH METHODE**

This research uses qualitative research methods, namely research that places greater emphasis on aspects of understanding in depth a problem rather than looking at problems for generalization research. Qualitative research is research that aims to understand the phenomena experienced by research subjects. Richie (Lexy Moleong 2018) states that: Qualitative research is an effort to present the social world and its perspectives in the world, in terms of concepts, behavior, perceptions and problems about humans which are researched holistically and by means of descriptions in the form of words and language in a special scientific context and by utilizing various natural methods. Therefore, the method used by researchers is a qualitative research method. In general, the reason for using qualitative research methods is because the research procedures are carried out to uncover symptoms in a holistic-contextual

manner which produces descriptive data in a specific context by utilizing various scientific methods and relying on observation.

In qualitative research, the presence of the researcher acts as both an instrument and a data collector. The presence of researchers is necessary because apart from researching, the presence of researchers is also a data collector. As one of the characteristics of qualitative research, data collection is carried out by researchers. Meanwhile, the researcher's presence in this research is as a participant observer/participant, meaning that in the data collection process, the researcher observes and listens as carefully as possible to the smallest detail. Therefore, researchers in the field are absolutely present or directly involved in conducting research. In this regard, in collecting data the researcher tries to create a good relationship with the informant who is the data source so that the data obtained is truly valid. In qualitative research, the researcher alone or with the help of others is the main data collector. In this case, as stated by Lexy (2018), the researcher's position in qualitative research is quite complicated. He is at the same time a planner, implementer, data collector, analyst, and data interpreter, and in the end, he becomes the pioneer of the research results.

The place or location of the research states what subject matter is the center of attention in the research. This is because qualitative research starts from something empty or without any problems, whether the problems originate from research reasoning or through scientific decisions (Lexy Moleong 2018). To obtain data for this research, researchers carried out data collection directly in 4 sub-districts in Ketapang district which is the working area of the GAS program. For the 3 months of June - September 2023. Participants are all people or humans who participate or take part in an activity. According to the views of Sumarto (2016), participants are: "Taking part or involvement of people or the community by providing support (energy, thoughts, and materials) and responsibility for every decision that has been taken to achieve mutually determined goals." Data collection is a standard systematic procedure for obtaining required data.

### **Analysis Method**

#### **SWOT analysis**

The data analysis method used is SWOT analysis. SWOT analysis identifies various factors systematically to formulate development strategies. This analysis aims to maximize strengths and opportunities while minimizing weaknesses and threats. Data Validity Checking Techniques, Sugiyono (2017) stated that the data validity checking technique is the degree of trust in the research data obtained and its veracity can be confirmed. Explain that checking the validity of data in qualitative research includes a credibility test, a transferability test, a dependability test, and finally an objectivity test (confirmability). Credibility testing is an assessment of the

trustworthiness of data in qualitative research. Triangulation is used in this research to test credibility. Triangulation, according to Moleong (2017) and Sugiyono (2017), is a data validity checking technique that compares data from various sources or methods. The triangulation technique applied is source triangulation, where data from observations, interviews, and documentation are compared to ensure the trustworthiness of the information obtained. The Transferability Test in qualitative research, as explained by Sugiyono (2017), is a technique for testing external validity. This test assesses the extent to which the research results can be applied to a population similar to the research sample. Moleong (2017) states that transferability depends on the similarity of the context between the researcher and the recipient of the research results. To apply the transferability test, researchers will provide a detailed, clear, and systematic description of the research results so that they are easily understood by others and can be applied to the relevant population. Dependability testing, which is often referred to as reliability in quantitative research, is also important in qualitative research. Prastowo (2018) and Sugiyono (2017) explain that dependability testing in qualitative research is carried out through an audit of the entire research process. Researchers will consult with supervisors to audit the research process to reduce errors in presenting results and research processes. Sugiyono (2017) explains that the confirmability test is a test of objectivity in quantitative research, where research is considered objective if it is agreed upon by many people. Prastowo (2012: 275) adds that testing confirmability means checking research results related to the research process. According to Prastowo (2018), there are four techniques for conducting confirmability tests: 1) increasing accuracy, 2) source triangulation, 3) discussion with colleagues, and 4) using references.

## **RESULT AND DISCUSSION**

### **Research Result**

#### **Strengths, weaknesses, opportunities, and challenges of the GAS Program for increasing HDI in Ketapang Regency**

The results were obtained by distributing questionnaires to 30 people, namely 10 people from the Ketapang Regency Government such as the Head of BAPPEDA, the Head of the Ketapang Regency Education Service, the Chair of SMA/SMK MKKS. Head of MKKS SMP and In elementary school, 20 people were parents, ATS, ARPS, and DTS where the results of distributing the questionnaire (can be seen in the attachment) obtained an assessment of each internal indicator to determine strengths and weaknesses. Implementation of the GAS program, meanwhile external indicators will determine opportunities and threats. Internal Indicators of Strengths and Weaknesses in the Implementation of the GAS Program to Increase the HDI of Ketapang Regency.

No.	Indicator	Mean Rating	Information
1.	GAS program in increasing HDI	3,2	Strenght
2.	Factors that support the GAS program for increase HDI	3,5	Strenght
3.	Collaboration with educational institutions, government, and non-governmental organizations in implementing the GAS program	2,2	Strenght
4.	Efforts by policy makers to ensure access more inclusive and quality education and involvement of ATS, ARPS parents.	2,8	Strenght
5.	The GAS program is capable of identifying and returning ATS, ARPS and DTS	3,5	Strenght
6.	Family support and a positive culture can influencing children's motivation and learning success, especially in the implementation of the GAS Program	1,7	Strenght
7.	Obstacles in implementing the GAS program	3,5	Weaknes s
8.	Budget or resource limitations	2,5	Weaknes s
9.	The gap in the quality of education between	2,4	Weaknes s
10	Urban and inland (perhuluan) areas which could become obstacles to the GAS Program	2	Weaknes s
11	Lack of data or evaluation of the GAS program	2,1	Weaknes s
12	Obstacles faced by parents in supporting their children's education	3,4	Weaknes s

### Opportunities and Threats in the Implementation of the GAS Program to Increase the HDI of Ketapang Regency

External Indicators Opportunities and Threats for Implementing the GAS Program to Increase the HDI of Ketapang Regency

No.	Indicator	Mean Reating	Informati on
1.	Expanding the GAS program in realizing innovative educational models	3	Opportuni ty
2.	The use of technology in the GAS program can create new opportunities to increase HDI	2,9	Opportuni ty
3.	Collaborating with the private sector or non-government organizations to support the	3,1	Opportuni ty

	GAS program		
4.	Increasing access to education through the GAS Program	3,2	Opportunity
5.	Can create opportunities to increase HDI in society	3	Opportunity
6.	Opportunity to increase parent involvement in the GAS program	3,5	Opportunity
7.	The GAS program can create new opportunities to support children's education	3	Threat
8.	Stability of Regency Government policies in particular	2,4	Threat
9.	in the education sector which can affect the sustainability of the GAS program	2,5	Threat
10.	Changes in economic conditions or changes in external factors such as changes in the APBD and the global crisis can pose a threat to the sustainability of the GAS program	2,5	Threat
11.	Collaboration with educational institutions or organizations	2,1	Threat
12.	Non-government can create new opportunities for education	2,4	Threat

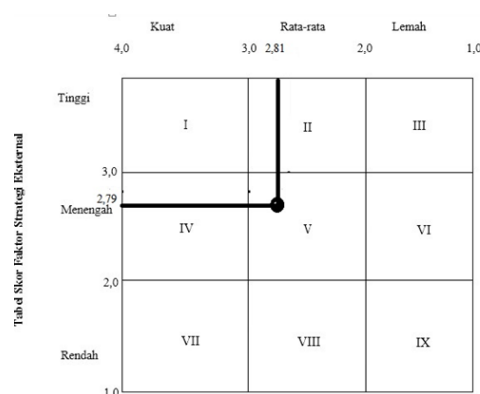
In the table above it can be seen that the total IFAS score is 2.81, which is in the average position (growth stage), which means that the implementation of the GAS Program can increase the HDI of Ketapang Regency

**External Factor Analysis Summary (EFAS) Internal Factor Analysis Summary (IFAS) Implementation of the GAS Program in Ketapang Regency**

No	Indicator	Value Weight	Rating	Score
1.	Expanding the GAS program in realizing innovative educational models	10,34	3	0,31
2.	The use of technology in the GAS program can create new opportunities to increase HDI	9,57	2,9	0,28
3.	Collaborating with the private sector or organizations	7,88	3,1	0,24
4.	Non-governmental organizations in supporting the GAS program	9,99	3,2	0,31

5.	Increasing access to education through the GAS Program can create opportunities to increase HDI in society	8,3	3	0,25
6.	Opportunity to increase parent involvement in the GAS program	8,02	3,5	0,28
7.	The GAS program can create new opportunities to support children's education	4,29	3	0,13
8.	The stability of district government policies, especially in the education sector, can influence the continuity of the GAS program	6,83	2,4	0,16
9.	Changes in economic conditions or changes in external factors such as changes in the APBD and the global crisis can pose a threat to the sustainability of the GAS program	7,88	2,5	0,19
10.	Collaboration with educational institutions or non-governmental organizations can create New opportunities for education	11,68	2,5	0,29
11.	Social inequality or unequal access to education can be a threat to	6,62	2,1	0,14
12.	Parental involvement can influence children's education, especially those who attend GAS program	8,59	2,4	0,21
<b>Total</b>		<b>100</b>	<b>33,6</b>	<b>2,79</b>

In the table above, the EFAS value is 2.79, which means that the implementation of the GAS program is in the middle position (growth stage), which means that the implementation of the GAS program can increase the HDI of Ketapang Regency to increase competitiveness with districts in West Kalimantan. These criteria can be seen in the image below regarding the IE Matrix



Internal External (IE) Matrix Results Internal Strategy Factor Score Table



This shows that the current position of GAS Program Implementation is in quadrant V, which means this position is growing, so it requires an appropriate development strategy. This strategy can be seen in the SWOT analysis to increase the success of the GAS program to achieve an increase in HDI in Ketapang Regency.

### **Discussion**

#### **Implementation of the GAS Program in overcoming ATS, ARPS, and DTS in Ketapang Regency**

In the implementation of the Let's Go to School (GAS) Movement in Ketapang Regency, efforts were made to support Out-of-School Children (ATS) through subsidized assistance for both formal and non-formal education. For ATS facing challenges due to long distances from school facilities, the Ketapang Regency government established long-distance classes in remote villages, such as Manjau Hamlet in North Matan Hilir District, located within the Gunung Palong National Park Forest. These classes operate at no cost until the end of the school term. Additionally, the GAS program collaborates with companies like PT. BGA and PT Kal to register Non-School Adults (DTS) who haven't completed middle or high school. These adults receive education subsidies to attend PKBM (Community Learning Centers). In other sub-districts – Delta Pawan, Muara Pawan, and Benua Kayong – the village government provides similar subsidies for DTS. The Ketapang Regency Government also focuses on preventing school dropouts by implementing an Early Warning System, utilizing social media for timely interventions and raising awareness about bullying. Furthermore, they offer Indirect Cost Assistance to vulnerable students (ARPS), covering transportation, books, and stationery expenses. These efforts aim to ensure education accessibility for all.

#### **Implementation of the Program to increase HDI in Ketapang Regency**

The impact analysis of the Come to School Movement (GAS) Program in Ketapang Regency reveals significant progress in increasing the average length of schooling (RTLS) and, consequently, the Human Development Index (HDI). RTLS serves as a crucial indicator, reflecting education accessibility and quality. By addressing out-of-school children (ATS), non-school adults (DTS), and children vulnerable to dropping out (ARPS), the GAS Program has fostered community engagement in education. Strengthening infrastructure, awareness campaigns, and local government involvement further contribute to this success. Financial support from various sources, including public and private sectors, bolsters the program's effectiveness. Overall, the GAS Program plays a pivotal role in enhancing HDI, laying the groundwork for sustainable development in Ketapang Regency. This aligns with research on school dropout strategies, emphasizing the importance of reducing dropout rates to elevate regional HDI.

### **Strengths, Weaknesses, opportunities, and challenges of the GAS Program for increasing HDI in Ketapang Regency.**

Based on the results of data processing, the implementation of the GAS Program in increasing HDI in Ketapang Regency shows that the average strength and weakness value is 3.2 (very good category), while the opportunity and threat value is 3 (good category). Quadrant analysis by dividing the weights and ratings of IFAS (2.81) and EFAS (2.79) places the GAS Program in the middle quadrant position or growth stage, which reflects stability and potential for further development. In this discussion the researcher tries to summarize an analysis of the Strengths, Weaknesses, Opportunities, and Challenges (SWOT) of the Come to School Movement (GAS) Program to increase the Human Development Index (HDI) in Ketapang Regency, highlighting several important aspects.

### **CONCLUSION**

Research on the Gerakan Ayo Sekolah (GAS) Program in Ketapang Regency revealed its success in addressing educational challenges. By actively involving sub-district and village governments, as well as human development cadres, GAS effectively tackled issues related to out-of-school children (ATS), adults not attending school (DTS), and children at risk of dropping out (ARPS). This program has significantly increased educational participation and improved local education levels in Ketapang Regency. Gerakan Ayo Sekolah (GAS) program in Ketapang Regency succeeded in increasing the Human Development Index (HDI) from 67.92% in 2021 to 68.68% in 2023. This success is closely related to GAS's focus on increasing the average length of school (RTLS). In addition, 54 individuals who returned to school, both in formal and non-formal education, are clear evidence of the Ketapang Regency Government's commitment. The positive impact of GAS has even received recognition and support from the Governor of West Kalimantan through Financial Assistance (BANKEU) for the non-formal education sector, showing achievements that are recognized not only locally, but also regionally.

Based on the results of the SWOT analysis of the strengths, weaknesses, opportunities, and challenges of the Gerakan Ayo Sekolah (GAS) Program to increase the Human Development Index (HDI) in Ketapang Regency, it was found that strengths are seen from the integration of internal factors, which include strengths and weaknesses, as well as external factors, namely opportunities and threats, on the potential and strategy for implementing GAS. IE Matrix analysis shows that the intersection point (2.79; 2.81) is in quadrant V, indicating the growth position. This indicates that the GAS Program, as a program to overcome school dropouts, has the potential to increase the HDI of Ketapang Regency, especially in the education sector. The results of this research also illustrate that by identifying and exploiting strengths,

overcoming weaknesses, taking advantage of opportunities, and facing challenges, the GAS Program has great potential to make a significant contribution to increasing HDI in Ketapang Regency through concrete efforts in improving access and quality of education for all levels of society.

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