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Evaluation of the Policy of Implementing Minimum Service Standards: At the Education, Youth and Sports Office of Tojo Una – Una Regency

Nunung Susanti Podungge ^{1*}, Irwan Waris ², Nasrullah ³, M Irfan Mufti ⁴

¹⁻⁴ Master of Public Administration Study Program, Postgraduate Program, Tadulako University, Palu City

* Corresponding Author: **Nunung Susanti Podungge**

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Abstract

In general, this study aims to find out how to evaluate the policy of implementing Minimum Service Standards at the Education, Youth and Sports Office of Tojo Una – Una Regency. In its writing, this study uses a descriptive research method, namely research conducted in certain rules that are in real life that describe and explain in general that a policy or program has achieved a meaningful level of performance from the Evaluation of the Policy for the Implementation of Minimum Service Standards at the Education, Youth and Sports Office of Tojo Una – Una Regency. The basis of the research used is qualitative research. The theory used in this study is the theory of William N. Dunn (William N Dunn, 1998:610) which includes six Evaluation Criteria, namely Effectiveness, Efficiency, Adequacy, Alignment, Responsiveness and Accuracy. The results of the study show that the evaluation of the policy of the Implementation of Minimum Service Standards at the Education, Youth and Sports Office of Tojo Una – Una Regency can be concluded that of the 6 (six) Evaluation Criteria used, namely Effectiveness, Efficiency, Adequacy, Leveling, Responsiveness and Accuracy, there are 4 (four) aspects of the evaluation criteria that have been fulfilled in order to improve the quality of Education, namely Effectiveness, Efficiency, Leveling and Responsiveness, while 2 (two) aspects have not been optimally fulfilled, namely Adequacy and Accuracy.

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1. Introduction

Providing the best service to the community is an obligation and necessity for local governments to provide these services optimally. In order to answer the challenges in the implementation of decentralization of the mandate given to local governments, especially against the increasing demands of public services, the government has and continues to make constitutional efforts to issue regulations and policies in an effort to maximize services to the community by prioritizing the principles of transparency and accountability in its implementation.

Several Regulations were issued by the government as an effort to standardize Service Standards as another form of supervision over the duties and obligations of local governments. Another regulation that regulates the Minimum Service Standards (SPM) is Government Regulation Number 2 of 2018 which states that the Minimum Service Standards (SPM) are provisions regarding the type and quality of basic services which are mandatory affairs that every citizen is entitled to obtain at a minimum. The emphasis on the word "minimal" in the term Minimum Service Standards (SPM) itself refers to the minimum limit of the type and quality of basic services that must be received by citizens according to the Government's regulations. From there, the two keywords of the SPM definition that must be considered by service providers are "Type" and "Quality". Government Regulation Number 2 of 2018 also firmly and clearly regulates the types of Basic Services.

Meanwhile, regulations regarding the quality of basic SPM services (technical standards and others) are issued by the respective ministries / institutions that carry out government affairs in the field according to the type of SPM. Meanwhile, the implementation of SPM in the regions (provinces and districts / cities) is regulated in detail through Permendagri Number 59 of 2021. The paradigm change regarding SPM can be seen in terms of determining SPM. The determination of SPM is now carried out based on the criteria of goods and/or services of basic needs that are absolute and easy to standardize that are entitled to be obtained by every citizen at least in accordance with the type of Basic Services and the Quality of Basic Services. For the mechanism of SPM implementation by local governments, it is no longer determined based on SPM indicators and achievement deadlines, but prioritizes the implementation of SPM based on: (i) empirical data collection while still referring normatively according to technical standards; (ii) calculation of basic service fulfillment needs; (iii) preparation of basic service fulfillment plans; and (iv) the implementation of the fulfillment of basic services.

In the Regulation of the Minister of Home Affairs of the Republic of Indonesia Number 59 of 2021 concerning the Implementation of Minimum Service Standards, explained that data collection includes the number and complete identity of citizens who are entitled to obtain goods and/or services for basic needs at least in accordance with the Type of Basic Services and the Quality of Basic Services; the quantity and quality of goods and/or services available, including the number of facilities and infrastructure available. The data collected also includes data on the number of human resource quality available in the fields of Education, Health, Transhumans and social. Data collection as referred to in the SPM Technical Standards is aimed at achieving 100% (one hundred percent) of the SPM achievement targets and indicators every year. Targets and indicators of SPM achievement every year from each SPM affair. The results of data collection carried out by the Regional Apparatus are integrated with the Regional Government Information System in accordance with the provisions of laws and regulations.

The Minimum Education Service Standards, hereinafter referred to as SPM Pendidikan in the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 32 of 2022 concerning Minimum Education Service Standards, are provisions regarding the type and quality of basic education services which are mandatory government affairs that every student is entitled to obtain at a minimum. Basic Services are public services to meet the basic needs of students. The type of basic service is a type of service in the context of providing goods and/or services for basic needs that students are entitled to obtain at a minimum. Students are members of the community who seek to develop their potential through the learning process available in certain paths, levels, and types of education.

SPM Pendidikan aims to provide guidance to the Regional Government in fulfilling the basic needs of students in accordance with the level and path of education. SPM Pendidikan is determined and implemented based on the principles: Suitability of authority, availability, affordability, continuity, measurability and accuracy of targets. The appropriateness of authority is determined and implemented in accordance with the authority of the provincial and

district/city regions according to the division of compulsory government affairs related to basic services. Availability is determined and implemented in order to ensure the availability of basic goods and/or services that every citizen is entitled to obtain at a minimum. Affordability is established and implemented in order to guarantee basic goods and/or services that are easily available to every citizen. Sustainability is determined and implemented to provide a guarantee of the availability of goods and/or services for basic needs of citizens continuously. Measurability is established and applied with measurable goods and/or services to meet the basic needs of citizens. Accuracy is determined and applied for the fulfillment of basic goods and/or services that every citizen is entitled to obtain on a minimal basis and fulfillment by the Regional Government is aimed at citizens by prioritizing poor or underprivileged families.

The results of the calculation of SPM Pendidikan every year are used to prepare a plan for the fulfillment of Basic Services guided by Cost Standards in accordance with the provisions of laws and regulations. The regional apparatus calculates citizens who are entitled to receive Basic Services who are unable to obtain goods and/or services for the basic needs of Citizens at least in accordance with the type of Basic Services and the Quality of Basic Services, this calculation is carried out in order to meet the priorities of SPM. In the SPM implementation module, it is explained about the stages of calculating the needs for the fulfillment of basic services, which will more or less explain how the local government can take steps in the process of calculating the needs for the fulfillment of basic services that can identify the conditions of the service of the Province / Regency / City, recapitulate the needs of the province / Regency / City, and prepare the needs guided by cost standards. After following these steps, it is hoped that the local government will get a real picture of the calculation of the needs for fulfilling its basic services so that the implementation and achievement of SPM are in accordance with expectations. The Citizens who are entitled to receive basic services who are unable to do so because:

1. Poor or unable to afford in accordance with the provisions of laws and regulations;
2. The nature of goods and/or services that are not accessible or within reach of oneself;
3. Disaster conditions;
4. Other conditions that are not possible to be fulfilled by themselves.

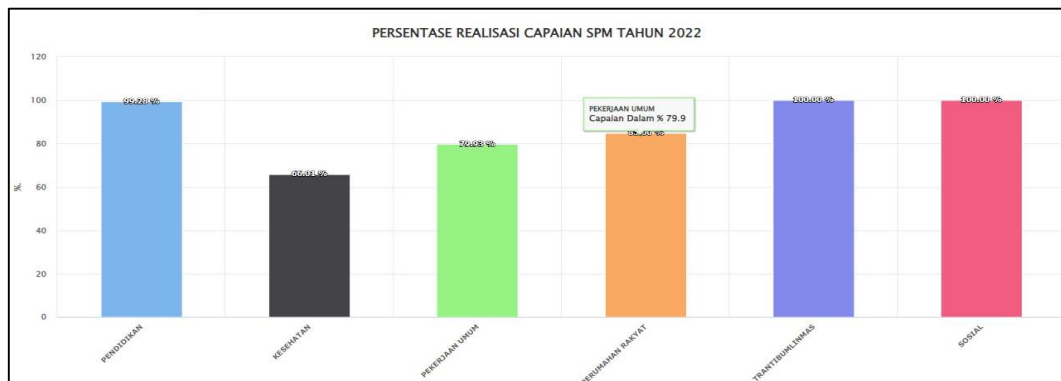
In the implementation of SPM, a coordination role is also needed between the central government and local governments, as for related parties as stakeholders in the implementation of SPM including the Ministry of Home Affairs, Bappenas, Technical Ministries / L, Provincial and Regency / City Governments where the central government has a role in coaching and supervision, in this case is issuing or compiling policies for implementation and technical instructions in order to accelerate the implementation of SPM. Regional apparatus can coordinate in the data collection stages related to primary and secondary data collection. The primary and secondary data collection for SPM affairs can be coordinated with related parties.

The implementation of SPM in Tojo Una – Una Regency which is in charge of SPM Education is the Education, Youth and Sports Office of Tojo Una – Una Regency.

Based on data in 2022 and 2023, the implementation of SPM

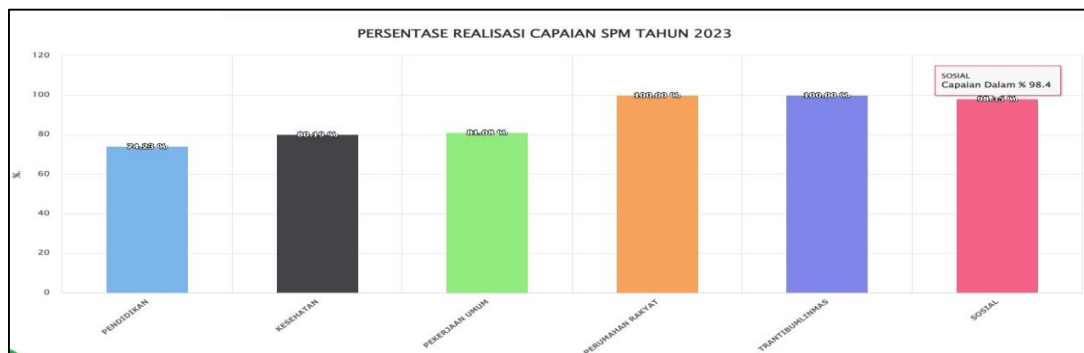
in Tojo Una – Una Regency has been implemented but has not been maximized due to limited human resources, and available budgets. The SPM Implementation Training activity in Tojo Una – Una Regency has not been carried out because the resource person, namely from the Ministry of

Home Affairs of the Republic of Indonesia, namely the Directorate General of Bina Bangda. The following is a graph of the results of reporting on the achievement of SPM Education from 2022 and 2023.



Source: e-SPM (processed)

Fig 1: SPM Achievements in 2022



Source: e-SPM (processed)

Fig 2: SPM Achievements in 2023

Based on the SPM Achievement Picture of Tojo Una – Una Regency, it shows that the regional apparatus as the SPM facilitator, namely the Education, Youth and Sports Office for 2022 and 2023, is the lowest in SPM achievement every year. In fact, if we look at the portion of the budget provided by the Tojo Una - Una Regency Regional Government, it is very large when compared to other regional apparatus in Tojo Una - Una Regency. The Education, Youth and Sports Office which handles education affairs in SIPD (Local Government Information System) is in 2022 Rp. 48,580,414,842,- (Forty-eight billion five hundred and eighty million four hundred and fourteen thousand eight hundred and forty-two rupiah) and in 2023 is Rp. 60,228,772,858,- (Sixty billion two hundred and twenty-eight million seven hundred and seventy two thousand eight hundred and fifty-eight rupiah).

The SPM Implementation Report is contained in the report on the implementation of the Regional Government which is carried out for 1 (one) fiscal year and submitted no later than 3 (three) months after the end of the fiscal year. The SPM report is used (a) to see the progress of SPM implementation in the Provincial and Regency/City areas; (b) For the formulation of national policies by the central government; (c) as a basis for the central government to provide incentives or disincentives to local governments based on the provisions of laws and regulations by taking into account the financial capabilities of the state. The purpose of this research is to analyze and examine how to evaluate the Policy of the Implementation of Minimum Service Standards in the

Education, Youth and Sports Office of Tojo Una – Una Regency.

Literature Review

Definition of policy evaluation

Policy Evaluation is one of a series of activities in the process of implementing education policies and programs. Through evaluation, information will be obtained about what has been achieved and which has not been achieved from a program. The information from the evaluation results is then used as material for improving the program. In other words, the effectiveness of the evaluation, efficiency, quality, performance, or productivity of an institution in implementing its programs as well as to improve it, the importance of the implementation of evaluation activities is to see whether an education program and policy has been implemented effectively in accordance with the plan and achieved the expected results. From the results of the evaluation activities, it will be known what has been achieved and whether a program can meet the criteria that have been determined. Based on the results of the evaluation, it is then determined whether the programs and policies will: (1) be continued, (2) revised, (3) discontinued, or (4) reformulated so that new goals, objectives and alternatives that are completely different from the previous ones can be found. Policy Evaluation According to Grindle, M, and Thomas. J (1990) is the end of the process that starts from formulating, testing, adopting policies, implementation and evaluation.

Evaluation is a way to find out the outcomes of program policies.

In the Renewal of Educational Policies and Programs, evaluation activities on the reporting mechanism for the Implementation of Minimum Service Standards that are or have been running need to be carried out properly. To develop better activities, the results of the previous program evaluation are a reference that cannot be left behind.

Worthen and Sanders (1973: 19) state that Evaluation is the determination of the worth of thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or objective, or the potential utility of alternative approaches designed to attain specified objectives. Evaluation is defined as determining the value of something, which includes the activity of collecting information used to determine the success value of a program, product, procedure, purpose or potential benefit in the design of alternative approaches, in order to maintain a special approach. This opinion implies the existence of criteria used to determine the value or price of something.

To be able to evaluate policies and programs, evaluators need scientific evaluation because evaluation is a scientific academic process that should follow the scientific process. Evaluation scientists develop theories in the sense of methods and approaches in evaluation as the basis for conducting evaluations.

Policy Evaluation in this study is using Policy Evaluation Based on the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 32 of 2022 concerning Minimum Service Standards for Education, based on the Minister of Home Affairs, the scope used is how the achievement of SPM Education for the quality of student learning outcomes, Equitable distribution of student learning outcomes, Participation and equitable distribution of students, and the quality and equitable distribution of services in junior high schools.

In William N Dunn (1998) describes that the criteria for evaluating public policy are:

1. Effectiveness, with regard to whether an alternative achieves the expected results (consequences).
2. Efficiency, with regard to the amount of effort required to produce the desired level of effectiveness.
3. Sufficiency, with regard to how far a level of effectiveness satisfies a need, value, or opportunity that fosters a problem.
4. Equity, with regard to the equitable distribution of policy benefits.
5. Responsiveness, with regard to how far a policy can satisfy the needs, preferences, or values of the community groups that are the target of the policy.
6. Accuracy, with regard to the question of whether the policy is appropriate for a society.

Methods

This study uses a qualitative approach with a constructivist perspective to understand social phenomena through participant interpretation. The focus of the research is the evaluation of the policy of implementing the Minimum Service Standards (SPM) at the Education, Youth, and Sports Office of Tojo Una-Una Regency. The object of the research includes the implementation of SPM in educational affairs, while the research subject involves 6 informants who are

selected purposively, consisting of service apparatus (secretary, head of field, and SPM operator staff) as well as supervisors and junior high school teachers. Data were collected through literature studies, observations, in-depth interviews, and documentation, with primary data sources (informants and field observations) and secondary (policy documents and official archives). Data analysis follows the Miles and Huberman interactive model, including data condensation (sorting and focusing), data presentation (visualization of findings), and drawing conclusions through meaning verification to answer the problem formulation. This study emphasizes the depth of understanding of the SPM policy context, not generalization, by ensuring validity through triangulation of sources and methods.

Results and discussion

Evaluation of the Policy on the Implementation of Minimum Service Standards at the Education, Youth and Sports Office of Tojo Una – Una Regency

Policy Evaluation focuses on understanding that a public policy cannot be left alone. Policy evaluation, namely the supervision mechanism and policies must be supervised, policy evaluation is recommended to be carried out by comparison, with choices, starting from comparison with goals, comparison with historical, comparison with best practices. The meaning of evaluation is shown to assess the extent of the effectiveness of public policies to be accountable to their constituents, as well as the extent to which the goals have been achieved. Evaluation is necessary to see the gap between "hope" and "reality".

According to Dunn (1999), the term evaluation can be equated with appraisal, rating and assessment. Thus, evaluation is related to the production of information about the value or benefits of policy results, evaluation provides valid and reliable information about policy performance, namely how far needs, values and opportunities have been achieved through public action.

The main purpose of the evaluation is not to mislead but to see how big the gap between the achievements and expectations of a public policy is.

As the supervisor of SPM affairs in the field of Education, the Education, Youth and Sports Office of Tojo Una – Una Regency has been guided by the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 32 of 2022 concerning Minimum Education Service Standards. Based on the scope that regulates the Permendagri above, the researcher focuses on the achievement of SPM Education, namely the procedure for calculating the achievement of SPM Pendidikan regarding the standard of quantity and quality of goods and/or services in Junior High School and other equivalent forms. This achievement can be measured through (1) the achievement of fulfilling SPM Education for the quality of student learning outcomes; (2) the achievement of fulfilling the Education SPM for the equitable distribution of student learning outcomes; (3) the achievement of the Fulfillment of SPM Education for student participation and equity; (4) the achievement of the fulfillment of SPM Education for quality and equitable distribution of services.

Related to this, in this chapter the researcher will present some of the research results that have been carried out related to the Evaluation of the Minimum Service Standard Policy by the Education, Youth and Sports Office of Tojo Una – Una Regency by using several indicators as part of the research

instrument.

1) Effectiveness

Effectiveness is defined by whether an alternative achieves the expected result or achieves the goal of the Action. Effectiveness, which is closely related to technical rationality, has always, always been measured in terms of the unit of the product or service or its monetary value. (Dunn, 1998).

Based on the results of the research From the answers of the Secretary of the Education, Youth and Sports Office, the Head of Basic Education, the SPM Operator in the field of education, the Supervisory Coordinator who is also responsible in the Ratolindo and Walea Islands Districts, the Supervisor who is responsible in the Ulubongka District area and the Principal of SMP 3 Ampana Kota can be concluded that the fulfillment of SPM Education for the quality of student learning outcomes, for the equitable distribution of student learning outcomes, for the participation and equal distribution of services as well as the quality and equitable distribution of services in Junior High Schools is not achieved because the condition of the Education unit which is in a special / remote area and is located in the archipelago which is still lacking and requires educators, facilities and paramaterials and many schools that have not met the standard quality in fulfilling services in the Education unit, lack of educators for Cultural Arts Subjects, PJOK, lack of school supervisors. To overcome this, the Education, Youth and Sports Office is trying to meet the shortcomings by recruiting teachers of Arts and Culture and PJOK subjects through PPPK teachers, in collaboration with the Foundation that has been appointed by the Ministry of Education, Culture, Research and Technology in recruiting movers to take the exam as school supervisors.

2) Efficiency

Efficiency is concerned with the amount of effort required to produce a certain level of effectiveness. Efficiency, which is a synonym of economic rationality, is a relationship between effectiveness and effort, the latter of which is generally measured in monetary costs (Dunn, 1998).

Based on the results of the research From the answers of the Secretary of the Education, Youth and Sports Office, the Head of Basic Education, the SPM Operator for Education, the Supervisory Coordinator who is also responsible for the Ratolindo and Walea Islands Districts, the Supervisor who is responsible in the Ulubongka District area and the Principal of SMP 3 Ampana Kota can be concluded that the budget spent in achieving the desired results in the fulfillment of SPM is still low and moderate Education for the quality of student learning outcomes, lack of fulfillment of learning carrying capacity and lack of improvement of teacher competence.

That the budget spent in achieving the desired results in the fulfillment of SPM Pendidikan for the equitable distribution of student results has not been optimal, the implementation of student services that meet the needs of students by the Independent curriculum has not been optimal.

That the budget spent in achieving the desired results in the fulfillment of SPM Pendidikan for the participation and equitable distribution of students, there is still a lack of budgetary allocation to accommodate junior high schools to recruit school dropouts in remote areas.

and that the budget spent in achieving the desired results in

the fulfillment of SPM Education for the quality and equitable distribution of services in junior high schools, the lack of effective and appropriate learning support capacity in supporting SPM.

3) Adequacy

Sufficiency is concerned with how far a level of effectiveness satisfies a need, value, or opportunity that fosters a problem. The adequacy criterion emphasizes the strong relationship between policy alternatives and expected outcomes. (Dunn, 1998).

Based on the results of the research From the answers of the Secretary of the Education, Youth and Sports Office, the Head of Basic Education, the SPM Operator for Education, the Coordinator and the responsibility in the Ratolindo and Walea Islands Districts, the Supervisors in charge in the Ulubongka District and the Principal of SMP 3 Ampana Kota can be concluded that:

How far is the achievement of the desired results in solving problems for the achievement of the fulfillment of SPM Education for the quality of student learning outcomes in junior high school, which is 51 – 75%. This is included in type III problems, which concern changing costs and changing effectiveness. (Dunn 1998). Where for the achievement of the fulfillment of SPM Education for the quality of student learning outcomes increases with the budget that changes every year.

How far is the achievement of the desired results in solving the problem for the achievement of the fulfillment of the Education SPM for the equitable distribution of student outcomes in junior high schools, which is 51 – 75 %, including type III problems, namely related to changing costs and changing effectiveness, where the increase in the achievement of the fulfillment of the Education SPM for the equitable distribution of student learning outcomes in junior high schools is adjusted to the increased budget.

How far to achieve the desired results in solving problems for the achievement of SPM Pendidikan for the participation and equitable distribution of students in junior high school, namely 76 – 100 %, including type IV problems, namely the same cost and also the same effectiveness. To increase the achievement of the fulfillment of the Education SPM for the participation and equitable distribution of students at the same cost every year.

How far to achieve the desired results in solving the problem for the achievement of the fulfillment of SPM Education for the quality and equitable distribution of services in junior high schools is 51 – 75 % which is a type III problem, namely changing costs and changing effectiveness. To increase the achievement of SPM Education for quality and equitable distribution of services, use a budget that changes or increases adjusted to the number of students.

4) Equity

The criterion of similarity is closely related to legal and social rationality and refers to the distribution of consequences and efforts between different groups in society. Equity-oriented policies are policies whose consequences are fairly distributed. Policies designed to distribute income, educational opportunities, or public services are sometimes recommended on the basis of equality criteria (Dunn, 1998). Based on the results of the research From the answers of the Secretary of the Education, Youth and Sports Office, Head of Basic Education, SPM Operator for Education, Coordinator

and responsible in the Ratolindo and Walea Islands Districts, Supervisors in charge in the Ulubongka District and Principal of SMP 3 Ampana Kota can be concluded that:

The budget is not evenly distributed in achieving the fulfillment of the education SPM for the quality of student learning outcomes in junior high school, because there are still many junior high schools that are very lacking in meeting the expected quality and there are still many schools in disadvantaged areas.

The budget is not distributed evenly in the achievement of the fulfillment of the education SPM for the equitable distribution of student learning outcomes in junior high school, because the learning outcomes from the Education report card are still widely categorized as lacking.

The budget is not evenly distributed in the achievement of the fulfillment of the education SPM for the participation and equitable distribution of students in junior high schools, because there are still many junior high schools in certain areas that lack students and many drop out of school and the existing education units are not evenly distributed related to communication with related agencies and parents.

The budget is not evenly distributed in achieving the fulfillment of the education SPM for the quality and equitable distribution of services in junior high schools, because most of the small schools are not able to meet the learning capacity that is urgently needed for quality improvement and there are still many damaged school buildings and financial reports that are not transparent.

5) Responsiveness

Responsiveness is related to how far a policy can satisfy the needs, preferences or values of certain groups of people. The responsiveness criterion is important because analysts who can satisfy all other criteria, effectiveness, efficiency, adequacy, commonality still fail if they have not responded to the actual needs of the group that should benefit from the existence of a policy. (Dunn, 1998).

Based on the results of the research From the answers of the Secretary of the Education, Youth and Sports Office, Head of Basic Education, SPM Operator for Education, Coordinator and responsible in the Ratolindo and Walea Islands Districts, Supervisors in charge in the Ulubongka District and Principal of SMP 3 Ampana Kota can be concluded that:

The policy results cannot satisfy the need for preference for the achievement of SPM Education for the quality of learning outcomes of students in junior high schools, because it is observed that some junior high schools, especially outside urban areas, are still lacking in the quality of learning outcomes and many principals are not qualified, namely teachers who are still not in accordance with cross-disciplines.

The policy results cannot satisfy the need for preference for the achievement of SPM Pendidikan for the equitable distribution of student learning outcomes in junior high school, because there are still many students who drop out of school due to the distance from home to school, so it is necessary to build schools in areas where many children drop out of school.

The policy results cannot satisfy the need for the preference for the achievement of SPM Pendidikan for the participation and equitable distribution of students in junior high schools, the answer is no because junior high schools in remote areas still have difficulty recruiting school-age children (school dropouts) as part of remote classes and the participation rate

of children who drop out of school has increased because they do not receive PIP assistance from schools.

The policy results cannot satisfy the needs of the preference for the achievement of SPM Pendidikan for the quality and equitable distribution of services in junior high schools, the answer is no because there are still many junior high schools that cannot provide adequate facilities to support education services and meet the needs of school residents and the quality of education varies in each region.

6) Ketepatan (appropriateness)

The criteria for accuracy are closely related to substantive rationality, because the question of the correctness of the policy is not related to the individual unit of criteria but two or more criteria together. Accuracy refers to the value or price of the program objectives and to the strong assumptions that underlie these objectives. While all other criteria do not question the purpose, for example, do not question the value of efficiency and similarity, the accuracy criteria question whether the goal is right for the community. (Dunn, 1998).

Based on the results of the research From the answers of the Secretary of the Education, Youth and Sports Office, Head of Basic Education, SPM Operator for Education, Coordinator and responsible in the Ratolindo and Walea Islands Districts, Supervisors in charge in the Ulubongka District and Principal of SMP 3 Ampana Kota can be concluded that:

The desired goal can really be useful or valuable in achieving the fulfillment of SPM Education for the quality of learning outcomes of students in junior high school, has goals and values that are in accordance with the national education program so that students have noble character.

The desired goal can really be useful or valuable in achieving the fulfillment of SPM Education for the equitable distribution of learning outcomes of students in junior high school, so that students are fulfilled compulsory to study and can go to school, no child drops out of school.

The desired goal is really useless or valuable in achieving the fulfillment of the Education SPM for the participation and equitable distribution of students in junior high school, because it is not exactly useful for participation, in this case areas that have not been reached by internet connectivity.

The desired goal is really useless or valuable in achieving the fulfillment of SPM Education for quality and equity in junior high schools, because the quality and equity in the junior high school education unit as a whole has not met the achievement of SPM because in terms of the condition of the generation, some are in the city and some are in rural areas.

Conclusion

Based on the evaluation of the policy of implementing the Minimum Service Standards (SPM) at the Education, Youth and Sports Office of Tojo Una-Una Regency, it can be concluded:

1. Effectiveness: The fulfillment of SPM has not been optimally achieved due to the limitations of educators (especially Arts and Culture and PJOK), facilities, and school supervisors in remote areas/islands. Improvement efforts are carried out through PPPK teacher recruitment and collaboration with related foundations.
2. Efficiency: Budg *et* allocation is still low and not optimal to support the improvement of teacher competence, learning capacity, and handling of school dropouts in remote areas.
3. Adequacy, SPM achievement for quality of learning

- outcomes (51–75%) and quality of service (51–75%) included type III problems (cost and effectiveness changed). Student participation (76–100%) is in type IV (cost and effectiveness are stable).
4. Flattening: Uneven budget distribution, especially for schools in disadvantaged areas, results in gaps in learning quality, damaged facilities, and transparency of financial statements.
 5. Responsiveness: Policies have not fully addressed local needs, such as the lack of schools in remote areas, inadequate educational facilities, and the high dropout rate due to distance traveled.
 6. Accuracy, SPM goals for the quality of learning outcomes and equitable distribution of compulsory learning are relevant to the national program. Implementation in rural areas has not been effective due to limited infrastructure (internet) and quality disparities between regions. The recommendations are needed to increase budget allocation based on region-specific needs, strengthen collaboration between agencies, train teachers, and collect data more accurately to answer geographical and social challenges in Tojo Una-Una Regency.

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