

# The Analysis of Development of Education in Alor's Island, Indonesia: Socialism Perspective

Miranda, Hesti<sup>1</sup>; Markos, Valeria<sup>1</sup>.

<sup>1</sup>Doctoral School of Human Science, Doctoral Program on Educational Science, University of Debrecen, Hungary.

## ABSTRACT

Since Indonesia is a big country with a large population and regions, there are disparities among each region, including Alor Island in southeastern Indonesia. Alor Island is included in the regions of Terdepan, Terpencil, dan Tertinggal (frontier, outermost, and underdeveloped); it is abbreviated as 3T. This paper examined the development of Alor Island's education in Indonesia. It addressed the issue of Alor island education, the education program, development, and how socialists view Alor island education. The paper focused more on a literature review from previous research and a qualitative descriptive analysis of secondary data. This method allowed researchers to understand how education develops on Alor Island. This study highlights how the education program could help the education developments in Alor Island from the perspective of socialists. It might help the reader understand the Alor Island education situation and policymakers choose the proper program to improve the education system in that area.

## KEYWORDS

*Alor Island, Education system, Indonesia, socialism perspective, 3T*

---

## INTRODUCTION

Education was one of the ways to develop a country. Through education, a country could have human resources and increase the entire sector economically. Indonesia was a big country with a vast population and area. In some respects, it had a significant impact on Indonesian development. Indonesia has many areas that could be used for tourism and infrastructure. Negatively, some areas of Indonesia needed help to afford a good education. One of the areas that felt the impact of the situation was Alor Island. Alor Island was categorized as a frontier, outermost, and underdeveloped area, abbreviated as 3T areas. It is located explicitly in Nusa Tenggara, Timur. Alor Island education had become one of the areas of attention from the government to develop education quality in those areas. However, education could not stand alone in that aspect. This case raised the question: Why do rural areas matter to research? Moreover, why do we need a socialist point of view to supervise the program that addresses developing the education sector in rural areas?

In response to the first query, Vanbuel (2022) reported some issues with staff, teachers, and digitalization in rural schools. In detail, he mentioned that rural schools frequently encounter challenges related to staffing, characterized by a notable rate of teacher turnover and an accumulation of responsibilities among personnel. In terms of information and communication technology (abbreviated as ICT) within their geographic context, rural areas also faced some problems. Secondly, to improve education in rural areas, some government or private programs attempted to improve education in rural areas, such as Alor's Island. The research is needed to address this issue, show the institution's effort to improve Alor's education and make the world aware of the existence of Alor Island. This is the reason why this paper is interesting to conduct.

This paper examines the development of Alor Island's education in Indonesia. It addressed the issue of Alor Island education, the education program, development, and how

socialists viewed Alor Island education. The paper focused more on a qualitative descriptive analysis of secondary data. The secondary data were from online news, previous research, and books. Next, data were collected based on the topic-related research about Alor Island, the program, and the socialist perspective. After that, the interpretation is presented descriptively. This study highlighted how the education program could help the educational development on Alor Island from the perspective of socialists. The research question of this study is: How does the socialist view of education programs improve Alor's education?

## LITERATURE REVIEW

Education was one of the ways to develop a country. Through education, a country could have human resources and increase the entire sector economically. Indonesia was a big country with a vast population and area. In some respects, it had a significant impact on Indonesian development. Indonesia has many areas that could be used for tourism and infrastructure. Negatively, some areas of Indonesia needed help to afford a good education. One of the areas that felt the impact of the situation was Alor Island. Alor Island was categorized as a frontier, outermost, and underdeveloped area, abbreviated as 3T areas. It is located explicitly in Nusa Tenggara, Timur. Alor Island education had become one of the areas of attention from the government to develop education quality in those areas. However, education could not stand alone in that aspect. This case raised the question: Why do rural areas matter to research? Moreover, why do we need a socialist point of view to supervise the program that addresses developing the education sector in rural areas?

In response to the first query, Vanbuel (2022) reported some issues with staff, teachers, and digitalization in rural schools. In detail, he mentioned that rural schools frequently encounter challenges related to staffing, characterized by a notable rate of teacher turnover and an accumulation of responsibilities among personnel. In terms of information and communication technology (abbreviated as ICT) within their geographic context, rural areas also

faced some problems. Secondly, to improve education in rural areas, some government or private programs attempted to improve education in rural areas, such as Alor's Island. The research is needed to address this issue, show the institution's effort to improve Alor's education and make the world aware of the existence of Alor Island. This is the reason why this paper is interesting to conduct.

This paper examines the development of Alor Island's education in Indonesia. It addressed the issue of Alor Island education, the education program, development, and how socialists viewed Alor Island education. The paper focused more on a qualitative descriptive analysis of secondary data. The secondary data were from online news, previous research, and books. Next, data were collected based on the topic-related research about Alor Island, the program, and the socialist perspective. After that, the interpretation is presented descriptively. This study highlighted how the education program could help the educational development on Alor Island from the perspective of socialists. The research question of this study is:



Figure 1 - Alor Island's location (source: Google Maps)

Regarding the Alor language, the Alor language consists of three dialects: first, the Nlauta dialect spoken in Mauta Village, Pantar District, Alor Regency; second, the Tubbe dialect spoken in Tude Village, Pantar District, Alor Regency; and third, the Lamma dialect spoken in Kalondama Village, Pantar District, Alor Regency (Ministry of Education and Culture, n.d.). The majority of the population in Alor Regency, comprising more than 80 percent, is engaged in agricultural activities. A smaller proportion, approximately 6.38 percent, are employed in government positions. A further 3.84 percent of the population was involved in fishing, while the remaining 2.5 percent were occupied as contractors, traders, or merchants. Maize cultivation involved manual planting and harvesting techniques employed by farmers in swidden areas. In addition, the Alor community cultivated rice, beans, millet, and cassava. The category of domestic animals encompasses species such as pigs, goats, and chickens (Adams & Beierle, 2002). Despite these agricultural activities, the poverty percentage in Alor was around 20–25 percent in 2022 (Badan pusat statistik, 2023). In addition, the unemployment rate fell from 3.11 percent in 2020 to 2.27 percent in 2022. This number was not high compared to the Kupang regions, whose highest percentage was 8.55 percent, and the lowest was central Sumba, with a percentage of 1.21 percent (Badan Pusat statistik, n.d.). From these statistical data, Alor was not only in underdeveloped regions; other regions had more problems with unemployment rates. From 2020 to 2022, the number of employees also decreased, so the employment rate percentage increased.

How does the socialist view of education programs improve Alor's education?

#### ALOR ISLAND'S PROFILE

Alor Island is located in the Alor district of Nusa Tenggara Timur. Alor Island was famous for its tourism, for example, shark diving. Alor Island had traditional houses called Lopo, or traditional houses, which were found in the East Nusa Tenggara area. The Alor Island tribe consisted of indigenous people who inhabited the Pura, Pantara, and Alor Islands in the Alor Regency, East Nusa Tenggara. Generally, the areas inhabited by the Alor tribe are mountainous and hilly. For this reason, the Alor tribe is known to have a livelihood as field farmers. Some people in Alor embrace Christianity, Catholicism, and Islam, and some adhere to ancient beliefs (Subroto, 2022). In terms of population, there were around 106 962 males and 109 667 females in 2022 (Badan pusat statistik, n.d.). Alor Island consisted of seventeen districts. Its area was around 2.864,64 km<sup>2</sup> (Dinas komunikasi dan informatika kabupaten alor, 2016). The illustration of Alor Island is in Figure 1.

According to the Ministry of Education (2023), there were 461 schools in East Nusa Tenggara province, which were categorized based on the level of education, such as elementary, junior high, senior high, and vocational schools.

	Elementary	Junior high school	Senior high school	Vocational School
<b>Public</b>	200	109	34	13
<b>Private</b>	87	11	6	1
<b>Total</b>	287	120	40	14

Table 1 - Data of Schools in East Nusa Tenggara Province (source: The Ministry of Education, Culture, Research, and Technology, 2023)

As seen in Table 1, the number of schools on this island revealed approximately 287 elementary schools, 120 junior high schools, approximately 40 senior high schools, and 14 vocational schools. Despite the number of schools on the island being quite large, education on the island still needs to improve. Based on the data from the Ministry of Education (n.d.), there were around thirty universities in East Nusa Tenggara. On Alor Island, there was one university called Tribuana Kalabahi University and STKIP Muhammadiyah Kalabahi. The universities are illustrated in Figure 2.

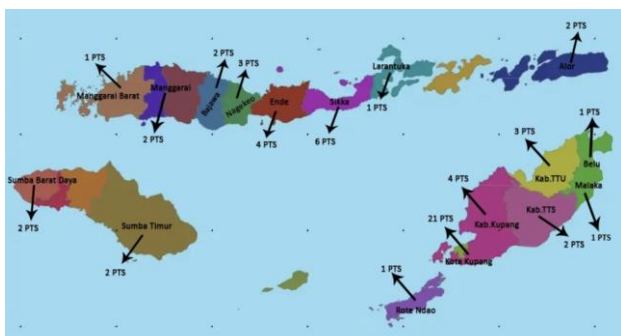


Figure 2 - Universities in East Nusa Tenggara (Adopted from Ministry of Education)

In Figure 2, Alor Island is represented by a dark blue colour. The arrow showed 2 PTS. PTS was an abbreviation for a private university. It meant that on Alor Island, there were only two private universities. There was no public university on that island. We could also figure out that the big island would have a more significant number of universities compared to the small island. There was an island as well that did not have a university.

According to Sariguna and Kennedy (2022), the province of East Nusa Tenggara (NTT) was renowned for its elevated educational standards and relatively smaller population than other regions within Indonesia. Educational programs necessitate enhancement across all districts, particularly in border communities that were occasionally neglected. In addition, the President of Indonesia issued Decree No. 63 for 2020, which determined the underdeveloped regions from 2020 to 2024. It stated that underdeveloped regions had criteria based on the economics of society, human resources, facilities, budget, accessibility, and character of the region. In that decree, it mentioned that for East Nusa Tenggara regions, undeclared regions were Lombok Utara, Sumba Barat, Kupang, Timor, Belur, Alor, Lembata, Rota do, Central Sumba, Southwest Sumba, East Manggarai, Sabu Raijua, and Malaka.

Therefore, many programs addressed these areas. The programs not only come from the government but also from private institutions. Whatever the programs, they aimed to improve the education sector on Alor Land. The programs from the government were Terdepan Terluar, Dan Tertinggal (disadvantaged, outermost, and frontier), or 3T. According to the secondary data that could be found, there was only one program that existed to improve education in 3T regions. They are Sarjana Mendidik di daerah Terdepan, Terluar, and Tertinggal (Graduates Education in the Disadvantaged, Outermost, and Frontier Regions), or SM-3T. Sarjana Mendidik di daerah Terdepan, Terluar, dan Tertinggal (SM-3T)

The dedication above exemplified the present focus of the Indonesian government on prioritizing development in regions that were disadvantaged, outermost, and frontier (3T) in nature. The Ministry of Research, Technology, and Higher Education in Indonesia's SM-3T initiative was one illustration of such a program. The SM-3T program, an acronym for Sarjana Mendidik di Daerah Terdepan, Terluar, and Tertinggal (Graduates Educating in the Disadvantaged, Outermost, and Frontier Regions), was a one-year initiative designed to facilitate the deployment of teacher education graduates in rural regions of Indonesia. The primary objective of this program was to address the

scarcity of educators in the regions above (Febriana et al., 2018). SM-3T, launched in 2011, is a Bachelor of Education service program to accelerate educational development in the 3T areas for one year to prepare for professional educators who will continue with the Teacher Professional Education (PPG) program. In addition to preparing prospective professional educators before joining PPG, this program also aimed to help 3T areas overcome educational problems, especially the shortage of educators (Universitas Pendidikan Indonesia, 2015). There were some reasons why they wanted to be teachers in this program (Vica & Nugraheni, 2019). The educators participating in the SM-3T Program aspired to become proficient teachers and were motivated to contribute to educating children residing in rural areas. The organization demonstrated a solid commitment to providing educational opportunities for children in the 3T area by integrating information and communication technology (ICT) into their curriculum. Furthermore, there are several challenges that teachers in SM-3T encounter.

#### THE CHALLENGES OF THE SM-3T PROGRAM

The first was infrastructure. Rural Indonesian schools' teaching and learning processes predominantly occur inside substandard facilities. The restricted availability of facilities in most rural schools could be attributed to their relatively recent establishment. The 3T individual also mentioned that the absence of electrical power in their educational institution posed a challenge, impeding their ability to prepare instructional materials adequately. Students' distances from their homes to educational institutions were noticeably great, along with poor road conditions and a lack of adequate transportation options (Febriana et al., 2018). Several educators encountered challenges due to the restricted resources available in the 3T region. The individuals were anticipated to distribute the educational resources to the kids; moreover, the available facilities needed to be improved. Benedict encountered challenges in the realm of transportation, such as the necessity of utilizing a small boat to commute to their educational institution. Additionally, teachers needed more essential amenities at the school, such as a scarcity of reading materials, inadequate lavatory facilities, the absence of a laboratory, and a lack of media resources for instructional purposes. The absence of energy and technological resources hindered the facilitation of teaching and learning activities (Vica & Nugraheni, 2019).

The second was the source of learning. The school possessed a restricted range of resources, including insufficient resources for more available learning materials and adequate learning media. The lack of access to books as an educational resource for teachers and pupils results in a learning environment that prioritizes the role of teachers, wherein instruction is predominantly delivered through unidirectional communication (Febriana et al., 2018). Regarding education, most students opt to engage in employment within a specific industry rather than pursuing formal schooling. The parents needed to meet their children's educational needs, including necessary school supplies such as books and pens. The parents believed that to provide their children with an education, they must be able to navigate and endure challenges independently (Vica & Nugraheni, 2019). Another challenge was the language barrier. Students in rural Indonesian schools still needed help with using the Indonesian language.

In contrast, SM-3T teachers sent to rural Indonesian schools needed to be equipped with knowledge related to the languages in local areas (Febriana et al., 2018). The educators needed help in the realm of language. Most pupils employed the local language for their regular conversations and communications. The individuals needed a greater comprehension of the vocabulary used in Bahasa Indonesia (Vica & Nugraheni, 2019). For example, a teacher from Java who could speak Bahasa Indonesia and Javanese, if the teacher needed a basic understanding of Alor's language, could communicate better with the students from Alor. Difficulty comprehending material due to language would make the teaching and learning process run poorly.

Then, parents' mindset was also an issue. The parents of students attending rural schools did not value formal education for children. The lack of parental involvement in formal education led to diminished motivation in children to engage in diligent and effective studying. This difficulty was intrinsically linked to the perspective of parents who failed to recognize the significance of education (Febriana et al., 2018). In addition, the teacher needed to be adequate. The insufficiency of educators in rural Indonesian schools also posed a significant challenge for SM-3T teachers.

Furthermore, the inadequate welfare of teachers in rural Indonesian schools contributed to the scarcity of educators. Rural Indonesian schools' scarcity of public servant teachers was a contributing factor. The substandard welfare conditions experienced by instructors who hold honorary positions adversely affect the quality of their instructional practices within educational institutions. Teachers frequently arrived at school without fulfilling their professional responsibilities, while kids were just instructed to complete assignments and maintain the school premises' cleanliness (Febriana et al., 2018).

Even though teachers in the SM-3 T program faced many challenges, there was some evidence and proof that this program ran well in helping education in rural areas. For example, an experience from Roy Prismayudi was assigned as head of the junior high school in East Alor district, East Nusa Tenggara, in 2019. In the village, there was no electricity or internet. Roy used an oil lamp at night to help him prepare material for teaching. If he ran out of oil lamps, he would use candles. He needed to go around 117 kilometres to download educational reading materials on his cellular phone to access the internet. The reading and writing skills of his students needed to improve. The insufficient number of elementary school teachers was the leading cause. Besides him, there were only three teachers in the school. One teacher had to teach about three subjects, even though it was not their field. The total number of students was 34. The school was supposed to be enough to graduate from three elementary schools around that area; unfortunately, students cannot continue their education. There was no library in the school, so Roy proposed to the government.

However, the land he proposed needed a certificate, so the proposal was rejected. Next, he had the initiative to ask his friend to donate to build a library. People in that area also helped him collect the wood. The donation money is to buy nails, zinc, and cement. Students were taught how to hold a shovel and mix the cement every evening. The library was not only for the school but also for students from surrounding elementary schools who wanted to read. However, this library could only be used at noon because

there was no electricity (Ama, 2021). In the news, it explained that the program SM-3T benefited teachers in rural areas.

#### SOCIALISM PERSPECTIVE

The view of Alor's education development could be economic or political. First, from the point of view of economics, the concept of scientific socialism, as proposed by Marx (Huberman & May 1953, p.36). In the concept, it saw the absence of a distinct class of individuals or groups who possessed ownership over the means of production. In human beings' context, it could be argued that all individuals possess an inherent and equal worth (Horvat, 2020, p236). For example, in implementing socialism, rather than focusing on individual endeavours for personal gain, the emphasis will shift towards collaborative efforts to achieve communal advantages (Huberman & May, 1953, p. 42). According to Marx's view, everyone gained equal opportunities.

Hence, if we connected it to Alor's island education, it would still be far if we compared it to the economic point of view of equality in ownership. It was because there were still facilities that the students needed their facilities, such as libraries. Nonetheless, wages could also be overlooked. Personal income was comprised of wages and distributed profits. Personal income and undistributed profits could be regarded as labor income. The methodological approach employed to ascertain labor income involves the identification of total income and subsequent subtraction of non-labor revenue (Horvat, 2020, p. 265). Socialism enabled individuals to control their destinies through public ownership of the means of production and centralized planning, granting them mastery over economic forces (Huberman & May, 1953, p. 34).

Second, from a political perspective, Zucker (2000) viewed the concept of equality among individuals based on their labor contributions. Equality is based on their respective capacities. Furthermore, Scheffler's (2003) perspective on the luck-egalitarian is needed to appreciate the importance of equality. This moral value pertains to interpersonal relationships. The divergent values exhibited by individuals demonstrate that humans were inherently designed to prioritize the fundamental importance of equality, ensuring that all individuals possess equal status. Besides, Macfarlane (2018) perceived that a top-notch education is given to all children. Though the political perspective is egalitarian, the education situation on Alor Island could not state that everything, including the program, gives equal-quality education. We agreed that the program was one way to resolve the education problem.

Principally, we believed that, from an economic or political point of view, they agreed on education equality. We also assumed that education should be gained equally for children worldwide; it was not only about Alor Island. Education development should be facilitated to create better education.

#### CONCLUSION

In summary, this paper highlights the development of education on Alor's Island from the perspective of a socialist on Alor Island. East Nusa Tenggara has a low education standard. Therefore, there were programs such as SM-3T. From a socialist perspective, everyone had equal opportunities, so the program was launched to ensure everyone could attend similar quality education, even in

rural areas. The most important thing that should be remembered is that in socialism and education, individuals were dynamic. According to Marx, every human civilization exhibits a dynamic nature, characterized by a perpetual state of fluctuation and transformation (Huberman & May, 1953, p. 40). This study reminds us that, as an individual and actor who plays a crucial role in education development, the programs should be done professionally.

## TABLES AND FIGURES

Figure 1 - Alor island location (source: Google Map)

Figure 2 - Universities in East Nusa Tenggara (Adopted from Ministry of Education)

Table 1 – Data of Schools in East Nusa Tenggara Province (source: The Ministry of Education, Culture, Research, and Technology, 2023)

## REFERENCES

- Adams, K. M., & Beierle, J. (2002). Culture summary: Alorese. HRAF. <https://ehrafworldcultures.yale.edu/cultures/of05/summary>
- Ama, K. kewa. (2021, December 2). Kisah komang Roy, guru di daerah tapal batas negara. <https://www.kompas.id/baca/sosok/2021/12/02/kisah-komang-roy-guru-di-daerah-tapal-batas-negara>
- Badan pusat statistik. (n.d.). Jumlah penduduk menurut jenis kelamin (jiwa, 2020-2022). <https://ntt.bps.go.id/indicator/12/556/1/jumlah-penduduk-menurut-jenis-kelamin.html>
- Badan Pusat statistik. (n.d.). Tingkat pengangguran terbuka (TPT) menurut kabupaten/kota (persen) 2020-2022. <https://ntt.bps.go.id/indicator/6/522/1/tingkat-pengangguran-terbuka-tpt-menurut-kabupaten-kota.html>
- Badan pusat statistik. (2023). Tingkat kemiskinan kabupaten alor maret 2022. <https://alorkab.bps.go.id/pressrelease/2023/02/23/104/tingkat-kemiskinan-kabupaten-alor-maret-2022.html>
- Dinas komunikasi dan informatika kabupaten alor. (2016). Geografis. <https://alorkab.go.id/new/index.php/component/k2/itemlist/category/14-profil-daerah>
- Febriana, M., Joko, Dewi, N., & Anggri Muhtia, R. (2018). Teaching in rural Indonesian schools: Teachers' challenges. *International Journal of Multicultural and Multireligious Understanding*, 5(5), 11–20. <http://ijmmu.com>
- Google map. (n.d.). Alor island. [https://www.google.com/maps/place/Alor+Island/@-](https://www.google.com/maps/place/Alor+Island/@-8.2602031,122.4548413,9z/data=!4m6!3m5!1s0x2d0065a2da610e57:0x46c7487ba5abd6c0!8m2!3d-8.2754027!4d124.7298765!16zL20vMDI0bjgy?entry=ttu)
- 8.2602031,122.4548413,9z/data=!4m6!3m5!1s0x2d0065a2da610e57:0x46c7487ba5abd6c0!8m2!3d-8.2754027!4d124.7298765!16zL20vMDI0bjgy?entry=ttu
- Horvat, B. (2020). *The Political Economy of Socialism*. Routledge.
- Huberman, L., & May, S. H. (1953). The abc of socialism. *Monthly Review*.
- Macfarlane, K. (2018). Education, Sufficiency, and the Relational Egalitarian Ideal. *Journal of Applied Philosophy*, 35(4), 759–774. <https://doi.org/10.2307/26811388>
- Ministry of Education. (n.d.). Data perguruan tinggi. <https://lidiikti15.kemdikbud.go.id/data-perguruan-tinggi/>
- Ministry of Education and Culture. (n.d.). Bahasa Alor. <https://petabahasa.kemdikbud.go.id/infobahasa.php?idb=229#:~:text=Bahasa%20Alor%20terdiri%20atas%20tiga,%2C%20Kecamatan%20Pantar%2C%20Kabupaten%20Alor.>
- Sariguna, P., & Kennedy, J. (2022). Peningkatan Pemahaman Mengenai Masalah Pendidikan di Wilayah Perbatasan Provinsi Nusa Tenggara Timur. *AMMA :JurnalPengabdian Masyarakat*, 1(3), 122–127. <https://journal.mediapublikasi.id/index.php/amma>
- Scheffler, S. (2003). What Is Egalitarianism? *Philosophy & Public Affairs*, 31(1), 5–39. <https://www.jstor.org/stable/3558033>
- Subroto, L. H. (2022, November 23). Mengenal Pulau Alor: Letak, kondisi geografis dan wisata. <https://denpasar.kompas.com/read/2022/11/23/200017778/mengenal-pulau-alor-letak-kondisi-geografis-suku-dan-wisata?page=all>
- The Ministry of Education, C. R. and T. (2023). Data sekolah. <https://dapo.kemdikbud.go.id/sp/1/240000>
- Universitas Pendidikan Indonesia. (2015). SM3T memberikan dampak positif bagi pendidikan di indonesia. <https://berita.upi.edu/sm3t-memberikan-dampak-positif-bagi-pendidikan-di-indonesia/>
- Vanbuel, M. (2022). Deliverable 2.1 Addressing Challenges and Elevating Opportunities in Rural Education. [https://www.learningfromtheextremes.eu/files/Dissemination\\_Files/LfE\\_Deliverable\\_D2.1.pdf](https://www.learningfromtheextremes.eu/files/Dissemination_Files/LfE_Deliverable_D2.1.pdf)
- Vica, G., & Nugraheni, A. (2019). The experiences of SM3T teachers: Constructing teacher identity in the borderland discourses. *LET Linguistic Literature and English Teaching Journal*, 9(1), 88–108. <http://dx.doi.org/10.18592/let.v9i1.3079>
- Zucker, R. (2000). Unequal Property and Its Premise in *Liberal Theory*. *History of Philosophy Quarterly*, 17(1), 29–49. <http://www.jstor.org/stable/27744838>