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Evaluation of state administration performance in improving access to education in rural areas of Indonesia

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ABSTRACT

Indonesia faces significant challenges in providing equitable access to education, particularly in rural areas. The disparities in access to educational services between urban and rural areas in Indonesia are varied, encompassing social, economic, and cultural aspects. The objective of this study is to evaluate the performance of state administration in enhancing access to education in rural areas of Indonesia. The research methodology employs a Study Literature Review (SLR) techniques, starting with coding and categorization. Researcher then conduct thematic analysis by identifying thematic patterns emerging from the literature. Synthesis and interpretation from various literature sources are then performed to provide a comprehensive overview of the state's administrative performance. The research findings indicate that the government must continuously develop inclusive policies, ensure adequate budget allocation, conduct effective supervision and evaluation, and encourage active community participation. Based on the literature review on the role of state administration in improving access to education in rural areas of Indonesia, this article highlights the importance of targeted educational policies, efficient resource allocation, and robust performance evaluation mechanisms. Programs such as SM-3T and PIP are essential in addressing educational disparities by placing teachers in rural areas and providing financial support to students from low-income families.



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Introduction

Indonesia, an archipelagic country with over 17,000 islands, faces considerable challenges in providing equitable access to education, particularly in rural areas. The educational gap between urban and rural regions is substantial, adversely affecting the quality of human resources in rural areas. Various initiatives by the Ministry of Research, Technology, and Higher Education, such as the Sarjana Mendidik di daerah Terdepan, Terluar, dan Tertinggal (SM-3T) program, aim to mitigate these issues by encouraging teacher education graduates to work in rural (Febriana et al., 2018). Additionally, the PTT program mandates that doctors serve in rural areas for a period, enhancing healthcare access in these underserved regions (Syahmar et al., 2015). The allocation of educational resources significantly influences the disparities between urban and rural education systems. Studies indicate a notable disparity in the allocation of resources, especially in senior high schools, which affects the continuing education opportunities for rural students (Wang et al., 2019). This disparity often extends to higher education opportunities, further entrenching the educational gap. Professionals' willingness to work in

rural areas is critical in addressing these gaps. Strategies to retain teachers in rural schools include professional development opportunities and deploying teachers near their hometowns (Arscott-Mills et al., 2016)

The primary research problem centers on the unequal distribution of educational resources and opportunities between urban and rural areas in Indonesia. This inequality has been identified as a significant factor contributing to economic disparity and social inequality across the country. Despite various programs and initiatives, the gap remains wide, highlighting the need for more effective and targeted policies to improve educational access in rural regions (Akita & Miyata, 2013). A potential solution lies in the implementation of more effective state administration performance to address these disparities. By enhancing the efficiency and effectiveness of state-led programs, it is possible to improve educational access and quality in rural areas. This involves not only increasing resource allocation but also ensuring that these resources are utilized efficiently to meet the specific needs of rural communities. Moreover, policies that incentivize professionals to work in rural areas can significantly bridge the educational gap and improve overall educational outcomes.

Several studies provide insight into effective strategies for improving educational access in rural areas. The SM-3T program, for instance, has shown promise in encouraging teacher education graduates to work in remote regions, thereby addressing the shortage of qualified educators (Febriana et al., 2018). Additionally, the expansion of basic education in rural areas has been identified as a crucial step in reducing educational disparities (Akita & Miyata, 2013). Research also emphasizes the importance of intrinsic motivations in attracting professionals to rural areas. For example, studies have found that intrinsic motivations are critical in attracting medical students to practice in rural regions, suggesting that similar strategies could be applied to attract educators (Agyei-Baffour et al., 2011). Furthermore, efforts to improve the quality of education through professional development opportunities and localized deployment of teachers have proven effective in retaining educators in rural schools (Wang et al., 2019) (Arscott-Mills et al., 2016)

Additionally, equitable allocation of educational resources is essential. Disparities in resource allocation, particularly in terms of infrastructure and teaching staff, significantly impact educational outcomes. Addressing these disparities through targeted investments and policies can help bridge the educational gap between urban and rural areas (Wang et al., 2019). The unequal distribution of educational resources and opportunities between urban and rural areas has been identified as a major barrier to progress in Indonesia (Yuniashri, 2022). Financial pressures, unequal resource distribution, and teacher preferences for urban areas exacerbate this disparity (Du, 2022). The educational landscape in rural areas is characterized by government schools and some low-quality private schools, which struggle to provide quality education (Ahsan et al., 2021). Moreover, the unequal distribution of wealth and well-being in rural areas is closely linked to disparities in access to education and other essential services (Fleuret, 1980).

Efforts to improve educational quality and efficiency in rural schools through curriculum integration and network systems have shown promise in enhancing educational outcomes (Turwelis et al., 2022). However, there remains a significant gap in research regarding the effectiveness of these interventions. Further studies are needed to evaluate the long-term impact of such programs and to identify best practices for resource allocation and professional retention in rural education systems. The objective of this study is to evaluate the performance of state administration in enhancing access to education in rural areas of Indonesia. It aims to identify the challenges faced, the policies implemented, and the measures taken by state administration in the effort to improve educational access. Additionally, the study seeks to analyze the impact of these policy implementations on the enhancement of access and quality of education in rural areas.

The novelty of this research lies in its comprehensive evaluation of state-led initiatives and their effectiveness in addressing educational disparities between urban and rural areas. By focusing on the specific challenges and solutions within the Indonesian context, this study contributes to the broader understanding of how state administration can be optimized to improve educational outcomes in rural regions. The scope of this research encompasses the evaluation of state administration's efforts and performance in enhancing access to education in rural regions. It focuses on identifying key challenges, policies, and administrative measures taken to improve educational access. The study analyzes the effectiveness of these measures in addressing the educational needs of rural communities and assesses the overall impact on the quality and accessibility of education in these areas.

Method

The approach used is a Systematic Literature Review (SLR), which allows researchers to understand social phenomena in a deeper and more holistic context. In this approach, researchers identify and gather relevant literature sources from databases such as PubMed, Scopus, Google Scholar, and IEEE Xplore. In searching for relevant literature, the authors use keywords such as State Administration Evaluation, Education Access, rural and urban areas. The researchers then determine the criteria for selecting the literature, such as relevance to the

research topic, source credibility, and publication year (focusing on recent publications to ensure up-to-date data). In the next stage, researchers collect secondary data from various selected sources for further analysis (Creswell & Creswell, 2018).

The data analysis technique uses qualitative analysis techniques that begin with coding and categorization. Data from the collected literature will be organized and coded to identify the main themes related to the performance of state administration in improving access to education in rural areas. Subsequently, the researcher conducts thematic analysis. In this stage, the researcher analyzes the data by identifying thematic patterns that emerge from the literature, such as government policies, education programs, challenges faced, and achievements made. The next step is synthesis and interpretation from various literature sources to provide a comprehensive overview of the performance of state administration. The researcher will interpret the findings in both theoretical and practical contexts to provide comprehensive insights (Creswell & Creswell, 2018).

Results and Discussions

State administration theory is a study focused on the structure and functioning of government operations and public institutions. This theory includes the analysis of how policies are made, implemented, and the expected outcomes of these policies in public management. Here are some important aspects of state administration theory.

Classical Theory in Public Administration

The discussed theory provides a detailed examination of policy formulation, implementation, and expected outcomes in public management. As public administration tackles multifaceted societal issues, a notable trend is the growing integration of public and private regulatory frameworks (Schmid et al., 2020). This integration is vital for confronting the issues presented by contemporary societal challenges. Public administration includes the customs and frameworks through which governmental authority is enacted, stressing the creation and execution of efficient policies and the importance of upholding respect for both citizens and public servants (Makhaev, 2023).

Neoclassical Theory in Public Administration

This theory encompasses the examination of policy development, execution, and anticipated results within public administration. It aligns closely with the New Public Management (NPM) framework, which promotes management reforms, participatory planning, and the decentralization of authority to local governments and communities (Mamokhere & Meyer, 2022). Moreover, Neoclassical Realist Theory aids governments in making well-informed foreign policy decisions by offering a thorough logical framework that encompasses fundamental assumptions, empirical evidence, and causal relationships (Chen & Shi, 2023).

Systems Theory in Public Administration

Entails a thorough examination of policy formulation, execution, and expected outcomes within public management. Public administration includes the customs and systems through which authority is exercised, covering the establishment, oversight, and succession of governments, the ability to craft and implement effective policies, and the respect for citizens and civil servants within institutions that manage socio-economic interactions (Makhaev, 2023). In the modern context, public administration involves the development, execution, evaluation, and modification of laws, public policies, and programs, all driven by the principles of efficiency, effectiveness, and the values of public service (Sokoh & Okolie, 2023). Assessing the performance of public management is essential for determining the effectiveness of public administration activities, with public policies acting as a key guarantee for the orderly progress of these tasks. Hence, evaluating the effectiveness of public management policies is crucial for assessing public management performance (Sun et al., 2022).

Contemporary Theory in Public Administration

Entails the examination of policy development, execution, and anticipated results within public management. Numerous theories have arisen that critique and improve upon classical views on organization, bureaucracy, and public administration (Kuswati, 2023). Researchers have highlighted administrative efficiency as a fundamental principle in the theoretical models of public administration (Auer, 2021). Assessing public management performance is crucial for determining the effectiveness of public administration activities and policies, highlighting the importance of evaluating policy effectiveness to gauge performance (Sun et al., 2022).

David H. Rosenbloom's Performance Evaluation Theory

Offers a framework for examining the creation, implementation, and anticipated results of policies in public management. This theory stresses the importance of critically evaluating the entire policy process, from inception to execution, underscoring the need to assess the effectiveness and efficiency of public management practices and policies to ensure they align with policymakers' goals and objectives. In the field of public

management performance assessment, Sun et al.(2022) Offers a framework for examining the creation, implementation, and anticipated results of policies in public management. This theory stresses the importance of critically evaluating the entire policy process, from inception to execution, underscoring the need to assess the effectiveness and efficiency of public management practices and policies to ensure they align with policymakers' goals and objectives.

Rosenbloom's Performance Evaluation Theory consists of several parts: (1) Legality: rosenbloom stresses that every activity in public administration must be conducted within the existing legal framework. Performance evaluations should consider whether the agency has operated within the legal and policy boundaries. (2) Responsiveness: this pertains to how well government agencies respond to the needs and desires of the public. Rosenbloom considers responsiveness a crucial component to ensure that public services meet or exceed societal expectations. (3) Accountability: the theory also underscores the importance of accountability in public management. Rosenbloom argues that agencies must be able to account for their actions and decisions to the public, elected officials, and other stakeholders. Rosenbloom's approach is crucial because it ensures that performance evaluations focus not only on efficiency and effectiveness but also on adherence to democratic values and legal principles.

Educational Conditions in Developing Countries

Education in developing countries faces complex and diverse challenges, despite significant efforts to improve access and quality. In many developing countries, government policies and programs show progress in expanding educational coverage and improving teaching quality. However, disparities in access and quality remain prominent issues.

Disparities in Access to Education

Educational access disparities are particularly evident among children from poor families, rural areas, and minority groups. Disparities based on socioeconomic status and geographic location are major barriers. For example, a study by (Rao et al., 2021) shows that although India has made significant strides in increasing preschool education access, there are still major challenges in achieving equitable access. Children from low socioeconomic backgrounds and remote areas often do not have the same opportunities for quality education.

Quality of Education

The quality of education in developing countries varies greatly. Many schools in remote and poor areas lack adequate resources, proper facilities, and well-trained teachers, resulting in low-quality education for students in these areas. (Xue et al., 2021) highlight that educational policies in China often do not meet the actual needs of rural areas, leading to ineffective policy implementation and affecting the quality of education received by students.

Performance Evaluation and Outcome Measurement

Performance evaluation and outcome measurement are essential to ensure the efficient use of public resources and improve educational quality. (Purwanti et al., 2022) emphasize that transparent and accountable performance evaluation can help identify the successes and failures of educational programs, ensuring resources are used most effectively.

Community Participation and Collaboration

Active community participation and collaboration between the government, educational institutions, and the community are also important factors in improving educational quality. (Karim et al., 2023) show that literacy programs involving active community participation can enhance children's reading interest and strengthen the literacy culture in rural communities. Overall, although significant efforts are made to improve educational access and quality in developing countries, major challenges remain. Disparities in access and quality need to be addressed through more inclusive policies that cater to local needs, along with increased resources, teacher training, and active community participation. Only through a comprehensive and collaborative approach can the goals of equitable and quality education be achieved in developing countries.

Case Study: The Role of Government in Educational Development in Developing Countries

Governments play a central role in educational development in developing countries, with primary responsibilities in policy formulation, funding, supervision, and providing educational infrastructure. Based on the analysis of several studies, here is an overview of the government's role in educational development in developing countries:

Policy Formulation and Implementation

Governments are responsible for formulating and implementing inclusive and sustainable educational policies. In India, for instance, Rao et al. (2021) show that preschool education policies formulated by the government have successfully increased access to preschool education. However, challenges remain in achieving equitable access and quality. Policies like the National Educational Policy 2020 provide a framework to improve

educational quality and access but require strong commitment and ongoing support from the government for effective implementation.

Funding and Resource Allocation

Governments have a key role in funding and resource allocation. Research by Xue et al. (2021) in China shows that despite efforts to improve education in rural areas, funding often falls short of actual needs. Governments must ensure that educational budgets are allocated efficiently and sufficiently to support the development of educational infrastructure, learning resources, and teacher training.

Supervision and Evaluation

Supervision and evaluation are critical parts of the government's role. Performance evaluation and outcome measurement, as emphasized by Purwanti et al. (2022), help governments assess the effectiveness of educational programs and identify areas needing improvement. Transparency and accountability in these evaluations enable evidence-based and responsive policymaking.

Encouraging Community Participation

Governments also play a role in encouraging community participation and collaboration with various stakeholders. Karim et al. (2023) highlight that programs like the Village Literacy Movement (Gelisa) in Indonesia, which involve community and local government collaboration, can increase children's reading interest in rural areas. Programs involving communities in planning and implementing educational activities tend to be more successful because they align better with local needs and gain full community support. Overall, the government's role in educational development in developing countries is crucial. Governments must continuously develop inclusive policies, ensure adequate budget allocation, conduct effective supervision and evaluation, and encourage active community participation. This way, educational development can proceed better, ensuring that all children, including those in remote and disadvantaged areas, have access to quality education.

The Role of State Administration in Improving Access to Education in Developing Countries

State administration plays a crucial role in enhancing access to education in developing countries. Through effective policies, proper resource allocation, and strict supervision, public administration can ensure that quality education is accessible to all societal layers, including disadvantaged groups. Here is an analysis of the role of state administration in this context, supported by various references:

Policy Formulation and Implementation

State administration is responsible for formulating inclusive and sustainable educational policies. Effective educational policies must address barriers hindering access to education, such as poverty, gender inequality, and geographical obstacles. For instance, preschool education policies in India, as discussed by Rao et al. (2021), have increased access to preschool education. However, to achieve equitable access, these policies must be consistently implemented across all regions, including remote and poor areas.

Resource Allocation and Management

One of the crucial roles of state administration is to ensure effective resource allocation and management. Adequate funding is required to build educational infrastructure, provide teaching materials, and conduct teacher training programs. Research by Xue et al. (2021) shows that despite policies aiming to improve education in rural areas of China, funding often falls short of actual needs. Therefore, state administration must ensure that educational budgets are allocated fairly and efficiently to support educational development.

Supervision and Evaluation

Supervision and evaluation are integral parts of public administration's role in education. Through performance evaluation and outcome measurement, public administration can assess the effectiveness of educational programs and identify areas needing improvement. Purwanti (2022) emphasizes the importance of transparent and accountable performance evaluation to ensure public resources are used efficiently and educational programs achieve their intended goals.

Encouraging Community Participation

State administration also plays a role in encouraging community participation in the educational process. Active community participation can enhance the effectiveness of educational programs because they better align with local needs and gain full community support. Karim (2023) shows that the Village Literacy Movement (Gelisa) program in Indonesia successfully increased children's reading interest by involving the community and local government. A study by Bold et al. (2017) demonstrates how state administration in Kenya played a crucial role in increasing access to primary education. The Free Primary Education Program introduced by the Kenyan government in 2003 significantly increased student enrollment. Public administration in Kenya focused on eliminating school fees, providing free textbooks, and building school infrastructure. However, challenges

remain in terms of education quality, requiring ongoing efforts in teacher training and providing additional resources.

The Role of State Administration in Education in Rural Areas of Indonesia

Education in rural areas of Indonesia faces various challenges, including limited access, low teaching quality, and inadequate infrastructure. State administration plays a crucial role in addressing these challenges through various policies, programs, and initiatives. Here is an analysis of the role of public administration in improving education in rural areas of Indonesia, supported by various references. State administration in Indonesia has developed several policies to enhance access and quality of education in rural areas. Policies like the Indonesia Smart Program (PIP) aim to provide financial assistance to students from low-income families to keep them in school. This policy is crucial for reducing dropout rates in rural areas, where poverty often acts as a major barrier to educational access.

Additionally, the Indonesian government has implemented the 12-Year Compulsory Education policy to ensure that all children receive basic to upper secondary education. This policy aims to address educational access disparities between urban and rural areas. Performance evaluations of this policy show increased educational participation in rural areas, although challenges remain in teaching quality and educational infrastructure. The Indonesian government, through the Ministry of Education and Culture (Kemdikbud), is responsible for educational resource allocation and management. The Special Allocation Fund (DAK) for education is a significant initiative aimed at funding the construction and rehabilitation of schools in rural areas. With this funding, many rural schools can improve their physical facilities, thereby enhancing the learning environment for students.

However, reports from various studies indicate that fund distribution is often uneven and does not align with local needs. Therefore, it is crucial for public administration to conduct rigorous evaluation and monitoring to ensure that allocated funds are genuinely used to improve education quality in rural areas. Supervision and evaluation are integral parts of public administration's role in education. Performance evaluation of educational programs helps the government assess policy effectiveness and identify areas needing improvement. Purwanti (2022) emphasizes that transparency and accountability in performance evaluation are vital to ensure educational programs achieve their intended goals.

One of the main challenges in rural education is the lack of qualified teachers. State administration has undertaken various efforts to improve teacher quality through certification and training programs. The Frontline Teacher Program (GGD), for instance, aims to place quality teachers in remote and rural areas. Although this program has positive impacts, challenges remain in teacher retention and their welfare. State administration also plays a role in encouraging active community participation in the educational process. Karim et al. (2023) show that the Village Literacy Movement (Gelisa) program, involving the community and local government, can increase children's reading interest in rural areas. Active community participation is crucial to ensure that educational programs align with local needs and gain full community support.

Conclusions

The role of state administration is very important in improving access to education in rural areas in Indonesia. This article highlights the importance of targeted educational policies, efficient resource allocation, and robust performance evaluation mechanisms. Programs such as SM-3T and PIP are essential in addressing educational disparities by placing teachers in rural areas and providing financial support to students from low-income families. This article also emphasizes the need for equitable distribution of educational resources, continuous professional development for educators, and active community participation to improve the quality of education and bridge the gap between urban and rural areas.

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