

Education Equality of Public Services for Poor Communities in Indonesia

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ABSTRACT

Indonesia's educational system has undergone a shift from centralization to decentralisation due to the government's proactive efforts. Several programmes have been initiated to promote decentralisation, aiming to provide equal educational opportunities for all students and reduce disparities, especially for those who are disadvantaged. However, in reality some practices may not align with expectations. This research aimed to impact the unequal access to education and public services for impoverished communities in Indonesia. Employing a descriptive method with a qualitative approach, this study is based in 2 regencies and 2 cities in East Kalimantan province: Samarinda City, Bontang City, North Penajam Paser Regency, and East Kutai Regency. The research focuses solely on high school (SMA) and Vocational High School (SMK) students from disadvantaged backgrounds. Based on the analysis of the 4 districts/cities included in the study, it is evident that both local and central governments have been actively involved in enhancing education services. This is achieved through initiatives like the 12-year compulsory education, BOS funds, regional BOS funds, Poor Student Assistance (BSM), the Kaltim Cemerlang Scholarship, and quota allocations for underprivileged students. The interviews showed that the program has been running well and there is no discrimination. However, there are some obstacles, such as data inaccuracy, facilities and infrastructure.

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1. INTRODUCTION

Emphasising the significance of education as a fundamental element of human existence, it plays a vital part in globally achieving people' objectives and intentions. Every individual on Earth necessitates education. The children of Indonesia eagerly await the government's engagement in providing universal educational demands. According to Law No. 20 of 2003 on the National Education System, Article 11, paragraph (2) states that the government and regional authorities are required to provide funds for

education for individuals between the ages of seven and fifteen. Furthermore, each person has the right to get a top-notch education. The legislative foundation mentioned serves as the foundation for prioritising educational development in the National development agenda, alongside other significant national priorities (Ginting, 2020). The government aims to regulate and speed up equity and equality in education funding systems by implementing autonomy and decentralisation in education. This approach stems from the reform movement in education and emphasises the principles of democracy, decentralisation, justice, and human rights in the nation's life and governance. These demands necessitate the overhaul of the education system.

Equality of service especially for the poor needs extra attention because of the high number of poor people (Jagers et al., 2019; Shadmi et al., 2020). Moreover, their social and psychological conditions, which are classified as poor, near-poor, and descendants of the problem of poverty, make them vulnerable to unfair treatment in accessing various public services (Latief et al., 2021; Ainscow, 2020). The description of the government's performance in reducing poverty for the 2009–2013 period is marked by a significant decline, both in the number of poor people and the poverty rate in the last 5 (five) years. If in 2009 the number of poor people was 32.53 million people with a poverty rate of 14.15 percent to 28.553 million people based on BPS data in September 2013 with a poverty rate of 11.47 percent.

Equitable education encompasses equality and equity as crucial components. Equality refers to equal access to education, while equity involves ensuring justice in access to educational opportunities across different societal groups. Equitable access to education ensures that all school-age residents have similar educational chances, with access being equitable when different groups can enjoy education equally (Clark, 2018). Education plays a crucial and strategic role in national development, contributing significantly to economic growth and social transformation. Education is essential for producing knowledgeable individuals who are necessary for the development of a society that is progressive, self-sufficient, democratic, prosperous, and poverty-free.

Providing public service is essential to meeting the fundamental rights and needs of citizens. Hence, it is essential for the state to ensure that its citizens have access to fundamental services (Wiryanto, 2020). In Setyadi's work from 2022, it is highlighted that the local government bureaucracy plays a crucial role as a key actor in the public service system within the region. Disparities in regional capacities in providing public services have led to variations in the extent, quantity, and standard of services across regions. In addition, variations in regional issues can result in disparities in citizens' access to different types and standards of public services across regions (Furqan et al., 2020; Elnurianda et al., 2018). According to the constitution and other laws and regulations, public services such as education, health, and social security are considered essential for all citizens, regardless of their background or status. The state is responsible for ensuring access to these basic services for all individuals.

The decline in the percentage of poor people also occurred in East Kalimantan Province. In 2009, the number of poor people in East Kalimantan was 7.73 percent and decreased to 6.38 percent. However, the number of poor people in East Kalimantan Province during the 2009-2013 period actually increased by 16,710 people as of September 2013, from 239,200 people to 255,910 people. In terms of numbers, the absolute number of poor people in East Kalimantan has indeed increased, but when viewed as a percentage of the total population, there has been a decrease of 1.35 percent during this period (Nakaya, 2018).

In terms of poverty alleviation, local governments have the authority to formulate programs according to regional conditions but remain in line with central government programs (Saputra, 2018; Anomsari & Mursalim, 2020; Risal et al., 2020). The central government itself has formulated various public service programs for the poor. In the field of education, the School Operational Assistance Program (BOS) was implemented which had been reduced since January 2006 when the government provided assistance to schools with the aim of freeing education costs for students who could not afford it and easing the burden on other students in order to support the achievement of the Nine Year Compulsory Education Program (Wiseman et al., 2018; Nasution et al., 2020). Furthermore, as compensation for the policy of increasing fuel prices in June 2013, the government provided assistance to the underprivileged

people who were suspected of suffering the most when inflation occurred as a result of the increase in fuel prices through various direct cash assistance, one of which was Assistance for Poor Students (BSM) in which the government provided more of IDR 7 trillion for the provision of Scholarships for Poor Students and distributed to 13.5 million poor students (Iskandar et al., 2021; Mujizatullah, 2019; Zhou et al., 2020).

The government has also rolled out various programs, such as rice subsidies for the poor, direct cash assistance, urban poverty alleviation, and others (Mikhaylov et al., 2018; Arundel et al., 2019). However, according to Dwiyanto (in Budiharso & Tarman, 2020), these various programs still seem to have left a number of problems, including, first, they have not been able to reach all the existing poor population and even cases of mistargeting often occur. Second, the existence of various social security programs for the poor does not automatically increase empathy and improve the service attitude of service bureaucrats because some bureaucratic officials still make the social status of citizens or users as their consideration in providing services (Wyborn et al., 2019; Battaglio et al., 2019; Ritchie & Tucker-Drob, 2018).

To address these issues effectively, it is essential to understand the underlying factors that contribute to disparities in education access and quality (MoEC, 2015). Several studies have identified various factors that contribute to this, such as variations in school ownership (public and private), regional disparities, and inequalities in the socioeconomic position of families (Al-Samarrai, 2013; Suharti, 2013; Suryadarma, 2010; Newhouse & Beegle, 2006). Furthermore, the evolution of Indonesia's political and administrative system, particularly during decentralisation, was discovered to have an impact, despite conflicting findings from earlier research. Decentralisation enhanced educational outcomes, including mean years of schooling, literacy rates, and low high school dropout rates (Simatupang, 2009; Usman, 2001). Conversely, it led to higher school expenses and an increase in students leaving school (cf. Kristiansen & Pratikno, 2006). This paper tries to address unsolved concerns by unravelling the intricate and multifaceted issue of inequality in access and quality of education in Indonesia. The main research question of this paper is: How do individual, household, school, community, and government level characteristics, especially differences in resources, impact the unequal access to education and public services for impoverished communities in Indonesia?

2. METHODS

This research uses a descriptive method with a qualitative approach. The research locus is located in 2 (two) regencies and 2 (two) cities in the province of East Kalimantan, namely Samarinda City, Bontang City, North Penajam Paser Regency, and East Kutai Regency. The scope of the research is limited to poor high schools (SMA) and school students in vocational high schools (SMK). When looking for informants, researchers select individuals based on specific characteristics that align with the research goals. The selection criteria include underperforming students with high achievements, recipients of BSM and private scholarships who are not meeting expectations, and key figures in the education sector like Head of Service, Head of School, and Deputy Student Affairs (Warman et al., 2021).

The design of this research can be seen on the picture below.

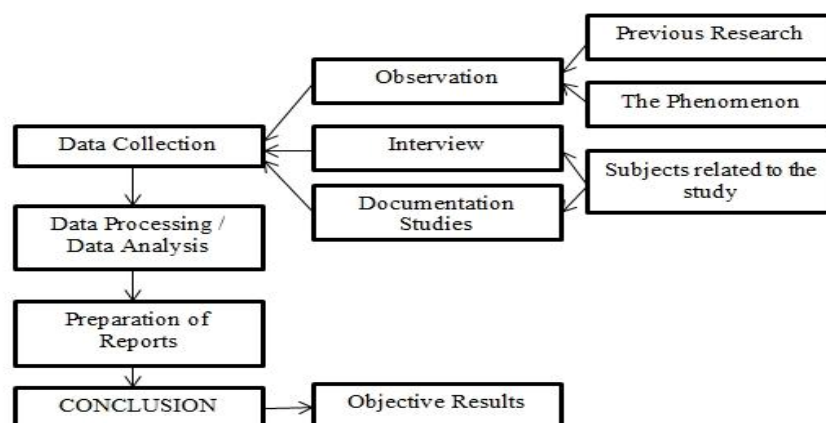


Figure 1. Qualitative approach research design

3. FINDINGS AND DISCUSSION

3.1. *Equality of Education Services for Poor Students in Samarinda*

The provision of equal educational services for underprivileged students is emphasized in Samarinda Mayor Regulation Number 21 of 2014 concerning Amendments to Samarinda Mayor Regulation Number 38 of 2011 concerning Technical Instructions for the Use of Regional School Operational Assistance Funds. Where in Article 4 regarding receipt of BOSDA funds it is stated that "educational units receiving BOSDA funds are not allowed to raise funds in any form from students/students who come from poor families and must receive the same educational services as other students.

In its implementation, administrative services, academic services, and scholarship assistance services received by underprivileged students in the schools that were the research respondents have been going well. For administrative services, there is no difference in treatment, easily accessible and no fees are paid. Students only pay for the uniform fee when registering and as stated by the Head of OSIS SMK 6 Palaran, the school gives more waivers to pay the uniform fee than students who can afford it. For academic services, teachers do not discriminate between students who are unable and students who are able when presenting subject matter. The obstacle is that there is still no availability of books from the center for learning the 2013 curriculum, so as stated by one student at SMK 6 Samarinda, they use BSM money for photocopies of modules because the book does not yet exist. However, students from other schools such as SMA 1 stated that the teachers at the school took the initiative themselves to photocopy and distribute learning materials so as not to burden students.

For scholarship services, scholarship announcements are delivered openly and teachers are active in giving directions regarding what files should be prepared, it's just that the quota for scholarship assistance, especially for students who can't afford it, is felt to be lacking, it doesn't match the number of poor students in the school.

3.2. *Constraints and Obstacles in the Implementation of Educational Services for Poor Students in Samarinda*

Based on interviews with several informants, there are still many underprivileged students who do not receive Poor Student Assistance (BSM) even though the school has proposed it to the Education Office, there are even some who cannot be proposed because their parents do not have a Social Protection Card (KPS), even though at the time, in fact, they are not financially capable and need to be helped.

Schools are given the authority to build partnerships with companies around them as a form of corporate CSR towards the surrounding community. However, in practice, it did not run optimally, especially for assistance with academic activities such as scholarships for students who could not afford it. The company helps more in the form of objects such as trash bins, cement, etc. which support *adhiwiyata*. Incomplete facilities and infrastructure are still a problem, especially for suburban schools. Many schools on the outskirts complain about the lack of school infrastructure to support the learning process. The inaccuracy in disbursing BOSNAS and BOSDA funds became one of the obstacles in school operations, especially for BOSNAS funds which incidentally were used for school operations such as paying for electricity, etc. In improving education services for underprivileged students, there are several good practices carried out by schools and the Education Office, including:

3.2.1 Relief in Administrative Services

There are usually waivers from schools, for example, payment for uniforms is given a longer deadline than ordinary students.

3.2.2 Concern From Teachers and School Friends

Some teachers like in SMA 1 Samarinda has voluntary donations collected through cooperatives which are later distributed to underprivileged students. In addition, the Student Council is also proactive in helping to collect aid when their poor friends are affected by a disaster.

3.2.3 Making Schools on the Outskirts Become Excellent Schools

The Samarinda City Education Office has a plan to make suburban schools the top schools. Outskirt schools will be used as superior schools so that they can become *prima donnas* in the area. The children there no longer need to choose a school in the city so it has the potential to unravel traffic jams. The quality of school learning that will be made superior will be improved starting from the facilities and infrastructure, teachers, and labs, to the place of practice. Some of the schools that are planned to become flagship schools include SMAN 11 in Sambutan District, as well as SMAN 6 and SMKN 19 which are located in the Palaran area.

3.3 Bontang City Government Policy on Educational Services for Poor Students

One of the breakthrough policies of the City of Bontang since 2006 is the 12-year compulsory education. Since then, the City Government of Bontang has eliminated all education costs from kindergarten, elementary to high school level. The program is a development of the declaration of 9-year compulsory education by the government. The free 12-year education operation for the people of Bontang is supported by a combination of School Operational Cost (BOS) funds from the Central Government, BOSDA from the Provincial Government of East Kalimantan, and BOSDA for Bontang City.

BOS funds are now being used to finance the procurement of textbooks carried out by the central government. Meanwhile, BOSDA for East Kalimantan Province is used to finance SMA/SMK schools and City BOSDA Bontang is used to finance all levels of education from kindergarten to high school. From year to year, the BOSDA budget has increased, in 2009 BOSDA for SMA was 8 billion, in 2010 it was 8.4 billion, in 2011 it was 9.1 billion, in 2012 it was 9.3 billion, in 2013 it was.

The continuity of free education in Bontang City is supported by proper teacher welfare, with the hope that it will influence the teaching and learning process so that there is no excuse for not doing the best for education. The lowest income for civil servant teachers who have been certified is Rp. 2.5 million to Rp. 8.7 million. Bontang City Government in providing incentives to teachers the amount is Rp. 1.3 million with details of Rp. 300 thousand sourced from the APBD of the Provincial Government of East Kalimantan and Rp. 1 million comes from the Bontang City APBD which is intended for certified and honorary teachers, public and private teachers. In addition to paying attention to teacher welfare, educational infrastructure is also very important in supporting the 12-year compulsory education. The

educational infrastructure in Batang is quite adequate, starting from school buildings and proper classes.

3.4 Equality of Education Services for Poor Students in Bontang City

The City Government of Bontang through the 12-year compulsory education program is very helpful to all levels of society in Bontang City. So that there are no more reasons for poor students not to go to school, even though there are other factors that cause students to drop out of school/not continue to a higher level of education. Educational services for underprivileged students must receive the same educational services as other students.

In its implementation, administrative services, academic services, and scholarship assistance services received by underprivileged students in the schools that were the research respondents have been going well. For administrative services, there is no difference in treatment, easily accessible and there are no tuition fees. But for several schools in Bontang there are students who still buy LKS. The existence of this LKS certainly has an impact on students who can't afford it, transportation costs and uniforms it's already heavy especially when it's added to the purchase of LKS. The mechanism for buying LKS is distributed directly to all students, so there is less possibility for students to refuse. Payments are also indirect to the teacher; first students pay through the class treasurer after that the treasurer gives payment money to the teacher. So, the teacher here does not have direct contact with students in terms of paying LKS.

3.4.1 Constraints and Obstacles in Educational Services to Poor Students in Bontang City

Based on interviews with several informants, there are still many underprivileged students who do not receive Poor Student Assistance (BSM) even though the school has made a proposal to the Education Office, even though in reality they are not well off financially and need help.

3.4.2 Efforts to Improve Education Services for Poor Students in Bontang City

Efforts made by the Bontang City Education Office and Schools to improve services are:

a. Enhancing the Private Role in Education Services

The role of the private sector and the community is felt in participating in improving the quality of education. There are several large companies that are always active in helping underprivileged students and outstanding students in the form of scholarships, laboratory equipment, sports equipment, housing subsidies, etc. There are also initiatives from school teachers to improve student learning achievement by giving *rewards* to students who rank one to three and providing basic food packages for underprivileged students.

b. Improving Teacher Competence Through Training and Training

Maintaining the quality of teaching staff greatly influences the quality of education services provided. Some programs such as training and education and training for teachers are expected to improve their teaching competence.

3.5 North Penajam Paser Regency

3.5.1 PPU Regency Government Policy on Education Services for Poor Students

The policy carried out by the district government is free education services at all levels of education, from basic education to secondary education, informal education and non-formal education institutions, as well as educational institutions to always improve their performance accountability in creating professional, transparent and effective education services. This is also a form of commitment to implementing 12-year Compulsory Education in Basic Education which is a program of the East Kalimantan provincial government and has been implemented in PPU districts since 2009. The local government's commitment to free education for 12 years is confirmed by the issuance of North Penajam

Paser Regent Regulation Number 18 of 2012 concerning the Implementation of Free Education which aims to ease the burden on the community or parents in financing education at the primary and secondary education levels, both public and private. within the North Penajam Paser Regency Government. In Perbup Number 18 of 2012 article 5 also states that apart from free tuition fees in the form of unit fees, administration fees, education management, and monthly education implementation donations, special assistance is also given to students who come from less poor families. According to the Secretary of the PPU Disdikpora, this Perbup emphasizes that students who come from underprivileged families have the same opportunity and it is the responsibility of the student's parents to communicate to the Education Office, even with stationery the government will provide if students who come from poor families can not afford it.

Equality of acceptance and treatment of students is carried out without discrimination and this is expressly conveyed in the Regional Regulation of North Penajam Paser Regency No. 12 of 2010 concerning the Education Delivery System in article 7 which reads "Acceptance of students in early childhood education units and educational units general public as well as secondary education units receiving subsidies from the government and/or regional governments are carried out without discrimination on the basis of considerations of gender, religion, ethnicity, social status, economic ability, and intellectual ability," even in Article 29 emphasizing that the regional government is responsible for providing financing education for every citizen of compulsory education age whose parents/guardians cannot afford to pay for education.

3.5.2 Equality of Education Services for Poor Students

a. Administrative Services

In various forms of implementation of the compulsory education program, one of the functions of using BOS funds is to finance all activities in the context of admitting new students, namely registration fees, duplicating forms, administration of registration and re-registration, making free school banners, and other related activities directly with the activity t. (for example, photocopies, committee consumption, and overtime pay in the context of new student admissions, and other relevant matters) , besides that BOS funds are also used to finance daily tests, general tests, school exams, and reports on student learning outcomes (for example for photocopies/ doubling of questions, fees for exam corrections, and fees for teachers in the framework of compiling student report cards). The consequence of this compulsory education should be that it frees primary and secondary education students.

By some school students at SMAN 2, the administrative services carried out by the school were considered to have no difference in the treatment received by students, in fact, it was said that managing school administration was quite easy, and students themselves could take care of admission administration. A similar opinion was conveyed by a student at SMKN 2 PPU, that there were no administrative costs charged to students, students only paid for school clothes, practice clothes, and sports clothes. Provision of administrative services carried out by the school without any discrimination.

b. Implementation of the Teaching and Learning Process Provided by the School to Students.

For vocational schools such as SMKN 2, according to one of the students, those majoring in office administration, TKD, and multimedia are required to have laptops, but for less fortunate students, they will be given a three-month dispensation, so they can still join their friends first. The appointment of students to take part in training at companies is based more on the assessment of the school (achievement) which is then *shared by* the experience gained with other students. Tolerance for underprivileged students is also carried out in other schools so that the students concerned can still participate in the learning process, including by grouping underprivileged students with students who have internet access.

c. Assistance and Scholarship Services To Students

With the assistance in the form of BSM, it is felt by students increased motivation to maintain and increase grades/achievements. In terms of managing aid and scholarships, according to some students who received assistance, it was very easy to manage, they were only asked to take care of a letter of incapacity/KPS, and to open an account at the bank, students were even asked to quickly take care of applying for scholarships, the school was very informative and actively conveyed and arranged scholarship. Several schools already have economic maps to determine beneficiaries. There are priority zones and categories of aid recipients to select students who are less able to fulfill their educational support (Brata, 2020).

d. Constraints and Obstacles in the Implementation of Educational Services for Poor Students

According to the Head of PPU Dikmen, the obstacle in fulfilling school-age children's education is in the mindset of the people themselves, even though now it is much better, the neglect by parents of children who prefer to 'gather' at the port (dumping water at *speed*, picking up passenger *speed bags* to get wages) so it is necessary to strengthen regional regulations that lead to underprivileged children's parents. This is also complained of by the Principal of SMKN 2 PPU, that there are still many parents, especially from underprivileged families, who are 'ignorant' about the condition of their children's education. There are still students who, during the National Examination, are still at sea at night. So that in addition to the various forms of physical assistance, the mindset of students is also formed so that they prioritize school.

Another obstacle in the distribution of education in PPU district is inseparable from the geographical conditions of the area. The PPU area is quite large which affects the distance between regions, and there are still road conditions that are difficult to reach when it rains, such as in Sepaku District which is a concern regarding the distribution of books, educational equipment and other efforts to equalize education by the PPU Regency Government.

With the speed of the world of science, as well as the existence of a new curriculum (2013 curriculum), limited internet network is an obstacle to education services for students at PPU, this is complained about by teachers and students, especially outside Penajam District (Puspita et al., 2020).

e. Efforts to Improve Education Services for Poor Students

Efforts to reach and improve the quality of better students, in addition to various forms of physical assistance, also by forming the mindset of students that prioritizes education and self-skills for students, the Principal of SMKN 2 explained that at least during the ceremony, this was always conveyed to students. The *coffee morning* work culture on Monday after the ceremony is also carried out to evaluate activities, find solutions, and equalize the perceptions of teachers. This was done by teachers at SMKN 2 PPU to improve the quality of their students. Another good practice that is being carried out is by installing a commitment to education services, 10 shame cultures, and a teacher's code of ethics in the school environment. This shows the school's commitment to providing educational services at PPU

3.6 East Kutai Regency

3.6.1 East Kutai Regency Government Policy on Education Services for Poor Students

The development of education in East Kutai Regency is directed at efforts to expand opportunities to obtain high-quality education for all members of society, by improving the quality of educational institutions organized by both the community and the government at the elementary, secondary, and tertiary levels. Overall, the average teacher-to-student ratio is between 10 and 20. Thus it can be said that teacher adequacy in East Kutai Regency is ideal in the sense that one teacher teaches less than 20 students.

Based on the 2013 East Kutai District RKPD, the East Kutai District Government has attempted to improve the accessibility and quality of education services in East Kutai District. Among the 7 (seven) Priority Programs of the Government of East Kutai Regency, the education service program that favors the poor is the 12-Year Compulsory Education Program for Primary and Secondary Education.

3.6.2 Equality of Education Services for Poor Students in East Kutai District

a. Administration and Teaching and Learning Process

In the administration process, based on interviews with students, there is no difference or discrimination between students who can afford it and poor students, all are treated the same even though they still have to spend money on uniforms and shoes. In the teaching and learning process, there is also no difference between poor students and able students.

b. Scholarship Service

Scholarships make a very important and positive impact on poor students. With the existence of a scholarship, it will be able to help these students with financial problems and to encourage students to continue studying. Based on the results of interviews with students, the school is considered quite active/plays a role in scholarship services, especially in providing information by sticking it on the bulletin board or announcing it at the call, or notifying students directly (Riinawati, 2021).

c. Private Participation

Private participation in education in the East Kutai district cannot be considered small. Several private companies in East Kutai Regency provide scholarships to poor students as special assistance which is distributed to the schools where the companies are located.

3.6.3 Constraints and Obstacles in the Implementation of Educational Services for Poor Students in East Kutai Regency

a. Facilities and infrastructure

Facilities and infrastructure play a very important role in the world of education. Without complete and adequate facilities and infrastructure, teaching and learning activities will experience obstacles. Several obstacles in terms of facilities and infrastructure in education services include electricity, water and computers, and so on.

b. Teacher Distribution

The distribution of teachers in education services makes an important contribution to the equity of education services. Admittedly teachers prefer to teach in urban areas because of easy access and not too expensive living costs. Therefore, the Government of East Kutai Regency issued Decree of the East Kutai Regent Number 420/M.267/2014 concerning Provision of Income Improvement Allowances to Civil Servant Educators in East Kutai Regency for the 2014 Fiscal Year with a standard unit cost per district zone. This is intended to improve the welfare for teachers who have participated in development in the field of human resources in East Kutai Regency.

c. Geographical Constraints

A large area but has a relatively small population. In addition, East Kutai Regency has a hilly area which is quite high which makes it difficult for some people to get access to education. In addition, the location of the school which is quite far from the students' homes is also an obstacle.

d. Scholarship information

Obstacles to information on scholarships for poor students in East Kutai Regency are usually due to a lack of access to information. This is usually due to access to scholarships only via the internet, so for poor students, this is a significant obstacle as well as other things.

3.6.4 Efforts to Improve Education Services for Poor Students in East Kutai Regency

a. School Accreditation

In order to improve services, the Education Office targets all secondary education to be accredited A in 2016. To follow up on this, the East Kutai district Education Office formed a team to record all existing deficiencies/supporting indicators such as facilities and infrastructure, teaching human resources, and so on.

b. Increasing the Education Level of Teachers / Educators

Every teacher in East Kutai Regency, especially those with PNS status, must have a bachelor's degree. The Office of Education is collaborating with Mulawarman University and the Open University to carry out college education for SD-SMA/SMK teachers.

c. Equality of Teachers in All Schools

d. Setting Up Complete Facilities

The government of East Kutai Regency is trying to ensure that each sub-district has one elementary, middle, high school, and vocational school (building, lab, teacher) according to the needs

4. CONCLUSION

The analysis of the research samples in the four districts/cities indicates that both the local and central governments have supported the enhancement of education services through programmes and budgets like the 12-year compulsory education, BOS funds, regional BOS funds, Poor Student Assistance (BSM), the Kaltim Cemerlang Scholarship, and quota allocations for underprivileged students. Regarding equality in administrative services, teaching, and learning and scholarship help, there have been smooth operations, easy access, and no prejudice. Obstacles exist for self-finance assistance due to a gap between the available scholarship funds and the number of impoverished students in need. Private entities in various regions, such as KPC, LNG, PKT, PAMA, Chevron, etc., have significantly contributed to education by offering scholarships and aiding with school supplies. This study is limited by the sample size and the duration of data collection. The data provided may not fully represent all intricacies of the education services environment in the districts/cities examined. Policymakers should increase scholarship aid for impoverished students to close the gap between available funds and student needs, based on the findings. Future study could concentrate on assessing the enduring effects of private sector participation in educational services.

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