

Quality of the Preschool Education in the Raihat Subdistrict Belu Regency Nusa Tenggara Timur

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Abstract

One form of the basic needs of the Ministry became the responsibility of the Government is the aspect of education, especially basic education. Quality education contributing to the welfare of the community improvement efforts refers to the concept of the vicious circle of poverty, where education is one of the chains, than the efforts of elimination poverty levels must be done through the efforts of improvement of quality. With regard to the reality of people's lives in district Raihat as district boundary at the border of Belu and RDTL characterized by poverty, underdevelopment, lack of human resources, expensive Staples, as well as infra structure is inadequate, then the existence of a quality basic education services is the responsibility of the Government in the context of the welfare state, and the paradigm shift the management of the border region. This article tries to present a portrait of basic education services in district of Raihat as one of the districts in the border area of Belu, province of NTT.

Keyword: Public Service; Preschool Education; Quality Service; Border District

Introduction

One of the functions of the State as predicted theory of State administration is its role in delivering the service (service). Function of the Ministry is concerned with all aspects of community life and livelihood, a nation and a country that functionally implementation is entrusted to certain government agencies such as the mandated of five pillar of Indonesian society and the preamble to the State Constitution 1945. (Midgley, et.al; 2000 into Suharto; 2006, 2; Kartiwa and Budi Utami, 2004;14).

Based on Siagian (2001;128-129) in fact the State run two main functions, i.e. functions settings in the context of the modern State is referred to as State law (legal state) and the functions of the Ministry that is associated with the welfare State (the welfare state). Hardiyansyah (2011; 16) regardless of the form theoretically there are three main functions of the Government public service, development and protection function. Keban (2008; 17) what level of public administration is the level of Government with the lot number and type

To create the prosperity and the intellectual life of the nation, then to note the Government's obligations in providing adequate public services and qualified in accordance with the expectations of the community especially regarding efforts to fulfill the basic needs of the community. In this context, the basic Ministry needs to understand as a derivation of the basic human rights. (Pratikno and Widaningrum in Hanif and Martanto, ND; 71-72)

Although it is a basic right, but there is a factual society that still not yet acquired what become of their rights, in particular the adequate educational services. The phenomenon is still a lot of people who complain because their kids have yet to obtain an optimal education services, the school building was damaged, lacking of teachers, lack of books is the charge indicators will.

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Some opinions that justify these conditions appear in the opinions and writings such as: Suprayoga Hadi; Sondakh and Alfais (1996; 2003); Suryo Sakti Hadiwijoyo; as contained in (Bulletin of The 24th edition of the year 2010).

Based on the explanation and the identification of the above problems, the basic questions are developed in this paper is "what is the quality of basic education services in district Raihat". Thus this article will describe the basic education services to the real conditions in district of Belu Raihat, where the Government administratively and geographically have the villages bordering the country's Democratic Republic of Timor-Leste (RDTL).

Review of the Related Literature

1. Public Service

In the history of public administration, conception of public services is often understood as a service organized by the Government. All goods and services provided and hosted by the Government is considered a public service. In this context some of the literature tells us that "whatever the government does is public service" (Dwiyanto, 2012: 14). This view can be tolerated because the Government at the time was just a matter of performing the service is public or service needs according to the political agreement and moral considerations are rated important for the lives of its citizens.

Human necessities (human needs) is a sense that appears naturally with respect for the effort to meet the needs of his life, and then manifesting through human desire (human wants). Desire earned those needs if it can't be done alone, then the required services or service (service) from other parties who are able to provide it. In this case — elements of service providers (service provider) and recipients of services (service receiver) or consumer (Barata, 2003; 4). In this context, LAN (2006; 5) define the public service as a business committed to supply basic necessities such as water, electricity or a business that provides services such as transport or communication.

¹ Siagian (1989;145) states about classification of human needs in various opinions, there are, the needs of physical and non-physical; he needs of material and non-material or primary and secondary needs. While Maslow in Siagian, says human needs can be classified in that hierarchy of five needs, namely: Physiological needs; Security; Social; Esteem; and the need for self-actualization.

While in the realm of modern country, Suharto (2008; 1) posits the existence of public services can be understood in two increasingly important terminology, as the institution where the public service ensures the sustainability of State administration involving the Ministry of policy development and resource management are derived from/and for the public interest, and as a public service where referring profession pad as the principles of professionalism and ethics such as accountability, effectiveness, efficiency, integrity, neutrality and fairness for all community service recipient.

In the context of the welfare state, public service bureaucracy are expected to provide an optimum public service and qualified in accordance with the interests and needs of the community. This is important for the community, because they can cultivate their confidence in the performance of service bureaucracy. This phenomenon can be understood through the public service expressed define Organization for Economic Co-operation and Development (OECD; 2000) as quoted in Lewis and Gilman (2005; 22), namely:

“Public service is a public trust. Citizens expect public servants to serve the public interest with fairness and to manage public resources properly on a daily basis. Fair and reliable public services inspire public trust. Public services ethics are a prerequisite to and can be dependable, the last is public trust that are a key stones of good governance”.

Ethics involves thinking systematically about morals and behaviors and make moral choices (decision) about right and wrong when facing ethical dilemma. According to the bowling alley and Dempsey (1981) in Lewis and Gilman (2005; 6) "what makes ethics is very important in the public service that are needed are performance and action, instead of just thinking and talking. As a reference to the activities of ethics refers to what is true and important or "abstract standard that persist over time and identify what is right and proper".

The commitment to carry out the public service are consistently related to the degree to which the integrity of the public service bureaucracy applying the principles of public services responsibly in order to foster public confidence. The implementation of public services responsibly and teamwork are expected to improve the quality of public services and foster public confidence towards the Government.

One form of government responsibility in the public service is to provide the basic needs or in other terms referred to as rural basic public service or social service (Mahmudi, 2005: 205-210; Anh, et. Al. (2011: 209). Although in different terms but in principle have the same scope, covering the areas of health, basic education, material basic necessities, infrastructure, agriculture, irrigation and sanitation and environment.

Theoretically, according to the Widaningrum of existence and service Pratikno basic needs is a derivation of the basic human rights. Therefore, in connection with the process of democratization, it's only natural if human right understanding and action agenda also prioritizes the protection of social and economic citizenship is a guarantee to obtain basic services for the community. Meanwhile according to Anh et.al (2011) the existence of the rural basic public services relating to the interests and/or needs as well as the rural communities in the majority of requests are generally poor population with low income levels so it is very difficult for them to access and pay for the utilization of these basic public services fields.

In addition to the principles of public service which is the normative arranged in KepMenPAN No. 63/2003; then there are other jargon in practice the principle of stewardship, i.e. If it can be facilitated "why be compounded", or in other statements there is the slogan "quick, precise and cheap". Despite the connotations of 'cheap' is if the cost of the service was to be "expensive" but it was done in a "quick and precise" then it can be. Becker and Raveloson (2008; 5), says in addition to individual personality rights, civil and political rights, social and economic rights in its development then there are fundamental rights of the citizen and the other is referred to as the 'third generation' rights, i.e. the rights to enjoy the right to development and the environment. This opinion was published in the paper entitled "problems of public service and the opportunity to find his" edited by Hanif and Martanto (without year .71-72)

As one form of basic public services, the importance of this aspect of education for communities in the border areas with regard to efforts to enhance the potential of the younger generation a better equality that is associated with the development of the individual holistically covering aspects of cognitive, affective and psychomotor. The importance of education in principle can be traced through the educational philosophy of thought developed in the era of ancient Greece, namely Socrates (470-399 BC); Plato (427-347 BC) and Aristotle (367-345 BC) as quoted Jalaluddin and Idi (2012; 77-80). While pragmatically, idealism education purposes as disclosed Socrates, Aristotle and Plato, according to UNICEF (2011) will need to pay attention to the dimensions of Justice and inclusion dimensions.

2. Serving Quality

The paradigm shift of public administration, which resulted in a shift in the concept of management governance in this process has made quality public services as the main focus. Quality of public services will be realized if the service organization has the system services that prioritize the interests of its citizens. Therefore the provision of a quality public service commitment to absolute Government in the era of globalization, because not only will compete with the private sector but also on a global level. Two characteristics of globalization was considered a challenge for the existence and practice of the management of the State is "Interdependence and Interpenetration".

According to Socrates the true purpose of education is to stimulate careful reasoning and disciplined mental intellectual development which will result continuous and high moral standards.

According to Plato the purpose of education is to discover the scientific capabilities of each individual and train it so that it can become a good citizen, a harmonious society is doing their job efficiently.

According to Aristotle, a good education is that which has the goal of happiness. Dimension of Justice ensure that personal and social conditions did not hamper achieving the potential of education, whereas the dimension of the inclusive ensure that everyone obtain minimum education standard that is capable of reading, writing and counting.

There is several definition of the quality of service provided to the experts such as: Goetsch and Davis, (2002) the quality of service is a dynamic condition related to products, services, people, processes and environments that meet or exceed expectations. Evans and Lindsay (1997): the first, based on the view of "consumer" quality of service is always associated with something good/prima (excellent); the two, from the aspect of "product based", a function with a specific measurement variables vary according to the characteristics of the products in question; the three, based on the "user based" aspects of something desired by the customer or the level of conformance

with the wishes of the customer; and the fourth, based on the criteria of "value-based" is the link between the usefulness or satisfaction with price.

While the quality of public service is a dynamic condition related to products, services, people, processes and environment where quality is determined at the time the assessment of the provision of public services (Ibrahim, 2008a; 22) as quoted (Hardiyansyah, 2011; 147).

Refer to the definition above, the fundamental question is what criteria and indicators that can be used to assess and measure the quality of public services provided by the Government apparatus. Based on the study of literature other than there are a number of dimensions, the criteria for assessing and measuring the quality of public services, the assessment and measurement referred to can be done through the efforts of identifying and eliminate a number of the challenges faced.

Pardo; Gil-Garcia and Luna-Reyes, (2008; 1) says "Governments around the world are moving toward a more global perspective in their efforts to address complex social, political, and economic issues. New requirements for cross-boundary collaboration, driven by this global view, demand a new understanding about how individual nations respond to public problems and how nations work together in response to transnational problems ". Then it is said that ".the, this global perspective is also contributing to the internationalization of the public sector in which cross-collaboration and information sharing will happen not only boundary, within a country, but between nations".

Madu, et al (2010; v) said Interdependence with regard to the conditions on which the success of the implementation of the functions of State and the Government can no longer rely on the domestic resources and power. While Interpenetration relates to the process by which the State can no longer manage domestic affairs without regard to international dynamics and vice versa. This was quoted from the LAN (2006; 16-17)

In the conceptual realm, there are a number of expert opinions with regard to dimensions, criteria or indicators to assess and measure the quality of services such as: (Zeithaml,,1990 et.al; Lenvinne,1990; Lovelock,1992; Salim and Woodward,1992; Tjiptono,1995; Kumorotomo 1996; Tjiptono,1997; Gesperz,1997; LAN,1998; Brown in Moenir,1998; De Vreye in Sugiyanti 1999; Van Looy in Jafar, 2005). Various dimensions, criteria and indicators expressed in principle the experts with regard to attempts to measure the quality of service based on the method of "SERVQUAL" developed Zeithaml, et al (1990) the compare between the "service provided by the expected services (GAP MODEL)", or to measure the level of "satisfaction" (customer satisfaction) as expressed (Lovelock, 1994) which is "customer satisfaction is the best comparison between perceived and expected service" service.

A number of factors, dimensions and variables that affect the quality of the public service include: the motivation of working; Community supervision; Bureaucratic Behavior; Implementation of the policy; Social Control; The Ability Of The Apparatus; Experience; The Responsibility; Communication, Ability, cultural organizations, authorities and policies; Organizational communication and the flow of climate information; Organizational Restructuring; Planning facilities (simultaneous or partial); Radical Change; Bureaucratic Apparatus Empowerment. Hardiyansyah (2011; 73-74).

All expert opinions cited from Hardiyansyah (2011). In general the various dimensions of the proposed experts is the development of opinion Parasuraman et al (1985; 47) about the Determinants of Quality Service, namely Reliability; Responsiveness; Competence; Access; Courtesy; Communication; Credibility; Security; Understanding/Knowing the customer; and Tangibles. Quoted from a mile (2012; 55)

3. District Border

Efforts to understand the phenomenon and the issue of border regions, it is not enough just examined statically, that is, as seen in the physical dimensions or boundaries of the territory of a State. This is because such studies will limit (reduce) the phenomenon and the issue of the border region and will not be able to identify optimally the challenges and problems in connection with the management of the phenomenon and the issue of the border region.

For the study of the region/country need to be done dynamically meaning; the region/country is understood as the limit of a political entity called the nation (nation) that has the capacity to interpret the meaning and function of the border. This is important because it can help in identifying potential threats with respect to variations in pressure diversity nationalism flow. (Patriadi in madu, 2010, et. al;1).

In his book "A handbook for statesmen, Treaty editors and Boundary *Commissioners*", Stephen b. Jones (1945) formulates a theory related to border management, i.e. "Boundary making." He said the scope of the management of the border region is divided into four parts, namely, Allocation, Delimitation, demarcation and Administration. (Savaliya, et al in Madu, 2010 et.al;12). He said that the scope of the four interlinked with one another, and is a set of decision making related to their implementation. According to (Pratt, 2000) specifically for the scope of the "administration", its meaningless, has shifted towards a border management or management (Savaliya, et al in Madu, 2010 et.al; 12).

According to Birrel (1995) there is the view that the formation of a nation, because the urge "familiar motifs and structures of familial (kinship)". Here nationalism built is often referred to as "ethno-nationalism". The example is "formation community nation resting on primordial ties that is narrow and rigid genealogical, such as similarity of race, language, believe or any other primordial characteristic". This concept is different from the conception of nationalism based on a particular socio-political idealism as political-nation, where "the nature of the membership of the community is more open nation across boundaries of primordial ties and more cosmopolitan in orientation his social-politic horizon". (Balakrishnan, 1996).

Allocation (appropriations) pertaining to the scope of a country's territory, including the territory which borders with neighbor ring countries, which in international law has set about ways how a country gaining or losing territory. Without knowing the scope of the understanding of the allocation would be ambiguous and would not likely identify the State border and the border with either. Allocation refers to a political decision. The allocation can be determined through international law, namely the principle of *Uti Persist Jurist*, meaning that a country inherited the ruler of the invaders. (Savaliya, et al as cited Madu., 2010 et.al; 13).

Delineation (determination of limits), essentially identify overlapping areas or a limit must be specified with the neighboring countries. Collies can take to the sea and the land. Demarcation (Affirmation of Limits), the importance of the boundary line, as it is a marker to start and end the rights and obligations of a country therefore the exact location on the field needs to be affirmed, with how to install signs along the limits enforced by the boundary line. (Savaliya, et al in honey, et.al., 2010; 17). Administration or Management Development stages of development management/administration activities of the border can be done in phases with overlapping activities of demarcation. Some of the underlying considerations are the constraints and the dynamics that occur in the field concerning the aspects of economic, social, cultural and political. (Savaliya, et al in honey, et.al., 2010; 19).

Because of its multiple sectors, then the implementation stage requires full attention and commitment from the Government and it was necessary for integrated planning. Thus internally servicing functions implementation, logging, development and maintenance of the border needs to be italicized and the role of local governments in this process is indispensable.

In practice the process of delimitation can be done by referring to: the principle of *Uti Persists Jurist*); b) 'negotiation' by bordering countries (when encountering obstacles), and c) is looking for help a third party (the mediator) when the negotiation process does not find the word agreed. The result of the negotiations has been agreed then poured in a treaty, also called the agreement or treaty. Based on Sutisna and handoyo (2008), the process of affirmation of the limit discusses in bilateral forums affirmation of joint restriction (Joint Demarcation Committee) are permanent nature. The result of the process of affirmation of the limitation agreed then poured in a Memorandum of Understanding (MOU) Agreement, Declaration, etc.

An Overview of the Characteristics and Locations of the Research

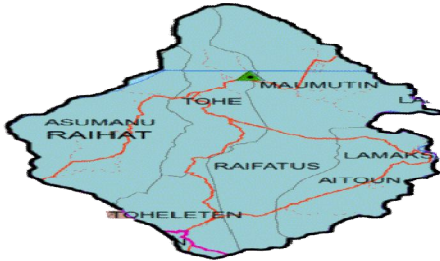
Administratively the Government sub Raihat sub district is one of the 12 (twelve) sub-district in Belu Regency, East Nusa Tenggara province (NTT) which has six villages namely Asumanu, village Raifatus, Tohe, Aitoun, Maumutin, and Toheleten villages are categorized in the village of Swakarya. While the logging process, to facilitate supervision and service to the community, then there is Raihat in District 31 Pillars 22 residents of the hamlets (RW) and 95 Jiran (RT).

The total area of Raihat sub is 87.20 km² or 6,79% of Belu in its entirety i.e. ± 1.284.67 km² (Data processed after the formation of the District of Malacca), its geographical location is less than 500 meters above sea level.

Seen from the aspect of the sub district Raihat State security has a very strategic position because it has a direct border with the village of the State's Democratic Republic of Timor-Leste (RDTL) of the village of Maumutin, and the village of Tohe Asumanu. This condition can be seen on the image map sub Raihat below:

Picture1.

Map of the pos district of Raihat



Secondary the data analysis showed a total population of the district is Raihat that contain 12.641 inhabitants; the number of households was 3.470; the population density was 145 floors km² and the density rate per household is four people. In addition there were 2,818 Raihat in KK belongs to a poor family and as many as 144 families living in homes are not habitable. The average district population Raihat livelihood is farming, with the type of plant that produced rice is rice, corn, peanuts and green beans as well as types of tubers (source: Raihat in numbers, 2014).

For marketing the results of production, based on information from the community mostly chose to sell the local village market, a market village of sub district, and to the country with better market prices rather than sell in Atambua Regency to the market. This condition is caused due to the expensive cost of transport (public transport from the capital district to the capital of the County is 50,000 rupiah, went home and for Taxi 100,000 rupiah to go/return).

The Implementation of Basic Education Services in District Raihat

Educational services including primary education is a basic human right. For this issue, it is the understanding of human capital investment, Education Foundation of absolute priority because education can contribute more tangible and significant changes in the community. This can be examined through opinion Tilaar and Lockheed (VA and Suwaryani Diamond,2010; 354). Changing to the community in question is a optimization of the role and function of education as a container for human liberation from underdevelopment, ignorance and beggary. Thus, there is no one reason or evidence that can be used to restrict or impede someone in basic education including preschool education.

Tilaar (2000) says social benefits from an investment education for the elementary level in the area of East Asia amounted to 27%; high level of 15% and higher education amounted to 13%. While Lockheed (1987) asserts that from the 35 countries surveyed value behind investment sectors of the social basic education high enough IE 27%. Implementation of basic education services in district of Raihat as a normative reference to (a) Act No. 20 of 2003 on the national education system, in particular article 17 paragraph 1, 2, 3; as well as article 34 paragraph 1, 2, 3, 4 of the compulsory education; (b) Government regulations (PP) of the Republic of Indonesia number 47 in 2008 about compulsory education; (c) regulation of the Republic of Indonesia number 32 2013 about changes to the PP, number 19 in 2005 about National Education Standards; (d) the regulation of the Minister of national education of the Republic of Indonesia number 15 in 2010 about minimum service standard of primary education in the County/City; (e) the regulation of the Minister of education and culture of the Republic of Indonesia, number 44 the year 2012 of the levy and the cost of contributions to Education in basic education Units; (f) the regulation of the Minister of education and culture of the Republic of Indonesia number 65 by 2013 on a standard process of primary and secondary education, as well as (g) Regulation No. 12 Belu Region by 2013 about Organizing education. Education in district Raihat Portrait can be examined through the data table below.

No	Group of age (Year)	Amount (Inhabitant)	Percentage (%)
1	0 - 4	1696	13,42
2	5 - 9	1788	14,14
3	10 - 14	1512	11,96
4	15 - 19	1094	8,65
5	20 - 24	814	6,44
6	25 - 29	763	6,04
7	30 - 34	667	5,28
8	35 - 39	692	5,47
9	40 - 44	779	6,16
10	45 - 49	658	5,21
11	50 - 54	609	4,88
12	55 - 59	458	3,62
13	60 - ≥ 75	1111	8,79
Total		12641	100

According to Hardiyansyah (2011), education is one of the main components in the vicious circle of poverty (The vicious circle of poverty). Because that's one way to cut the vicious cycle of poverty is through the improvement of the quality of education.

Data table 1 above shows that the percentage of the population of the age group 5 to 9-year age group 0 to 4 years was ranked first (14,14%) and second (13.42 percent) while the age 10-14 years ranked third (11,96%) of the structure of the other age groups. This condition indicates that there is still a lot of the number of school age children in the District of Raihat in need of a good basic education services provided by the Government or other parties which is competent.

Another view regarding the Organization of basic education services in district of Raihat, it can be observed through the table data .2 about the number of schools, teachers and pupils per educational level:

Level of Education	Total						Total of Belu sub district		
	School		Teacher		Students		School	Teacher	Students
	Jlh	%	Jlh	%	Jlh	%			
Kindergarten or preschool	1	3,23	4	3,64	27	1,62	31	110	1665
Primary School	12	3,56	133	3,07	2316	3,42	337	4334	67726
Junior High School	2	2,74	37	2,79	624	3,14	73	1326	19864
Senior High School	-	-	-	-	-	-	27	809	11940
Vocational High School	1	8,33	27	7,69	146	5,18	12	351	2816
Open Junior High School	-	-	-	-	-	-	6	69	632

The data for the table above shows that the number of elementary and secondary school is still very minimal i.e. 14 fruit (6.3 percent) when compared to the number of primary and secondary school as a whole in the Regency of Belu. This relates to the level of separation means the uneven. Furthermore if associated with the number of school age children in district Raihat (5-9 years and 10-14 years), according to the data of table 3 of 3150 inhabitants, then it is certain there are still a large number of school age children who are not accommodated in the existing schools. While aspects of the capacity of classrooms, it appears that these conditions cannot guarantee criteria SPM basic education.

The implementation of basic education services in district of Raihat, it can be observed through the look of Rough Participation Rate (APK) and Pure Participation Figures (APM) elementary and secondary school. Based on data from the Department that is gotten from PPO Belu retrieved data that APK for SD is 91,95% and 76,28% for SMP, while for APM 86,30% and Elementary is Junior 73,91%.

With regard to the level of the validity of the APK for Elementary and Junior High School in the District of Raihat, then the problem to note is the comparison between the number of inhabitants of school age who went to Junior High School and Elementary School levels often differ from the population of school age children aged 7 years to 12 years for elementary and 13 years to 15 years for junior high school.

While for the APM issue are: (a) there are students from other districts or villages that are registered as students at a particular school, but is not registered as a resident of the village or town where the school is located; and (b) there are students with age less than 7 years but has been recorded as an elementary school and some students with age over 12 years but still recorded as the elementary school. Likewise there are students less than 13 years old but has been recorded as Junior High School students or students who have more than 15 years of age but is still listed as a student of junior high school. This condition is the implication of levels of separation of Elementary School or Junior High School which is not evenly distributed; lack of school kindergarten (TK) or early childhood education (PER) in district Raihat or relating to aspects of the limitations of classroom teacher resource limitations.

Portrait of the Service Qualities of the Primary Education System in district Raihat

Analysis of the quality of basic education services relating to the dimensions of the quality of public services i.e., tangibles, reliability, responsiveness, assurance and empathy, which implicitly contained in the SPM basic education district/city.

1. Tangible is the level of availability of facilities and infrastructure. Based on the previous explanation, apparently the degree of availability of facilities and infrastructure of education in district Raihat has not been adequate. This condition appears to be through the lack of means of school building (especially for Junior High School), the lack of TK/PER, lack of classrooms, and the condition of the damaged building. The lack of infrastructure and facilities in district Raihat primary education is emphasized also by community leaders from the population. The following passages of the interview on 29-10-2014:

"We need one in the hamlet of Wemori Elementary School again due to the large number of inhabitants of school age many children did not attend school because of the lack of facilities and infrastructure of the school. I hope the Government can open a SD again at Wemori or add classrooms in existing schools. Our hope is that the children can go to school".

It is also predicted by the watchdog Office of PPO for secondary SD/MI in district Raihat. The following passages of his interview on 29-10-2013:

"In the Sekutren Primary School is still lacking three classrooms so as to affect the capacity of the class. At this Elementary School, students of class two schools during the day. To resolve this condition, we recommend to the principal to build more classrooms to overcome the limitations of these spaces. In addition there is a principal policy will not accept new students were six years old".

2. Reliability is the level of availabilities human resources (HR) are adequate. The availability of human resource relating to average and quality of the educators (teachers) and educational workers (employees). Quantitatively, data table 2 indicates that the number of primary school teachers in district Raihat good teachers who teach at the Elementary School in the country as well as the private Elementary School as a whole amounted to 133 people while the number of teachers in Junior High School are 37 people who all teach at the Junior School of the country. If these data are compared to the interests and needs of schools and students, where in accordance with SPM basic education that teacher and student ratio for Elementary or Junior School is 1: 32 and for the Junior School or Islamic Junior School is 1: 36, then it can be said that this condition is disproportionate. While the qualitative level of the availability of human resource can be described as follows:

There is such a consensus in the community to refer to residents of the former Refugees as ' society/people of Timor ' while to the natives called the ' local ' people/society.

Level of Primary School	Qualified of Human Resource							Total
	Teacher				Employee			
	Background of Education			Certification	Background of Education			
	Senior High School-Diploma ³	Bachelor degree	≥ Master		Senior High School	≤ Diploma 4	Bachelor Degree	
Tasifeto Timur State Junior High School 2	2	19	-	7	3	-	-	24
Atap Wetear State Junior High School 1	3	12	-	5	4	-	-	19
Total	5	31	-	10	7	-	-	43

Refers to the provision of basic education in SPM around regency or city, the existing table data indicates that the quality of human resources, who owned the two Junior High School in district Raihat are adequate, i.e. 80% of teachers have the education background S-1 or D-IV and more than 20% of teachers have been certified educators. The data also showed that the principals of the two existing Junior High School has an education background S-1 and are certified educators.

Condition of the quality of human resources on the secondary, it is contrast with the qualification of human resource at the level of Elementary education. Based on the results of interviews with supervisors on duty for the PPO level of education elementary school in getting information as follows:

Based on minimum service Standards (SPM), qualitative HUMAN RESOURCE availability is measured from the level of education teacher and teacher educator certificate of ownership.

"The percentage of primary school teachers in district qualified academic Raihat S-1 ranges between 10%-20%, whiles the teachers who already have a certificate for educators under the 50%". "Furthermore, it is said that has almost everything educators certification is the principal, while a qualified academic S-1 for each school less than 7 people, there are even schools that all have qualified teacher S-1". (Interview dates on October 29, 2013).

3. Responsiveness, responsiveness is the apparatus meets the needs of the community. In the context of basic education services in Raihat, the Community Dimension of responsiveness assessment the most important coloration with their children's access to education. Does that mean the Government considered responsive if all school-age children can be educated. Based on the results of interviews with some of the informants provided information that the level of Government responsiveness to the needs of the community is quite adequate, as regards the ownership of the school building, school building improvement availability tables, chairs, as well as adequate learning spaces. Although there is still a case for community needs which are not yet in, the authorities respond will of the people in the hamlet of Wemori to build a primary school in them. Based on the results of observation and analysis, the condition is not solely due to the weakness of the Government however with regard to the issue of availability of land. The information gathered in the field, the value of selling land in district Raihat is already quite high. Thus, all it takes is commitment and responsibility as long as community for joint Government of tackling this problem.

While the level of responsiveness of the Government to this aspect of the comfort and safety of students in the learning process according to the observations of the author was not a priority. Construction of basic education services in district Raihat more emphasized at physical development (building), while for the aspect of comfort and well being of students in the teaching and learning process has not yet gained the attention of the Government.

4. Assurances, is the level of discipline apparatus in providing service. Level discipline apparatus in the service of basic education with regard to the commitment of teachers in carrying out the tasks and functions. Based on the results of interviews with the Deputy Head of the junior school the country 2 Tasifeto Timur dates on October 28, 2013), provided the following information:
 - a. The average teaching hours of teachers in junior high Country 2 Tasifeto Timur is 24 hours per week outside of extra tutoring. This condition is the impact of the lack of skilled teachers. For subjects close to her graduation did not reach the target in the previous year, the discretion of the school is to add hours of instruction, i.e. a minimum of four hours.
 - b. Every teacher in the process of teaching and learning (PBM) always refers to the implementation of learning Plan (RPP) made and references taken from the school. Teacher created materials and made a reference in crafting RPP must be attached.
 - c. Evaluation and assessment of student learning outcomes through the granting of duty, replay and test. While for the quiz has not been made by teachers.

Based on the observations in the field, there are problems related to this dimension, i.e. There's a teacher because the interests of the Service or private affairs in the capital of the County was forced to leave the task to teach for at least one day. This condition as a consequence of the mileage that is far enough away from the capital Town and capital of the District, as expressed before.

5. Empathy, is the level of treatment of the apparatus on the community in the process of service courteously and not discriminatory. Dimensions of Empathy can be listened to the opinions, a supervisor with regard to the process of guidance and counseling for troubled children in a study conducted with no taste difference. The information gathered in the field, the main problem confronting the students appear in the case: child labor, children who were left behind because parents find work out area is even out of the country. These cases more experienced by East Timorese children. But in a relationship with academic achievement, according to the results of the interviews with the Deputy Head of the junior school N 2 Tastim obtained information that precisely children who perform well are the children of the Timorese. Based on the results of these conditions the author amatan relating to the characteristics and profile of the Timorese in the village and has a resilient Tohe motivation strong in live their lives.

Conclusion

In the context of the paradigm shift management of the border region, a conceptual theoretical implementation of basic education services in the border region in General and in particular in district of Belu Raihat should be understood as efforts to realize and protect the fundamental rights of citizens. Assessment of the quality of basic education services based on the regulation of the Minister of national education of the Republic of Indonesia number 15 in 2010 about minimum service standard, means judging the quality of primary education based on the approach of the education production function or input-output analysis where the quality of basic education services only examined aspects of the generated output. And this according to Dwiningrum (2011) is one of the causes of the low and uneven of the quality of education. The results of the study prove that the quality of basic education services in a low Raihat in addition to the implications of the existence of the dimensions of service quality: Reliability, Responsiveness, Tangible, Assurance, Empathy is not applied optimally, there is also another dimension to gain attention and discovering i.e. the geographical condition, local customs and culture, as well as community socioeconomic aspects of religious. The effort to improve the quality of basic education services in district of Belu Raihat in addition to the need to support the Government (local government) also takes the responsibility and commitment of community leaders, Indigenous Leaders and religious figures.

According to Dwiningrum (2011; 275), there are at least three factors causes low and uneven quality of education, namely: (1) conducting national educational policy that uses the approach of the education production function or input-output analysis that are not implemented are straightforward; (2) the Organization of national education implemented in bureaucratic with the implementation; and (3) the lack of involvement of the community, especially parents of students in education system.

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