

Minimum Service Standar (MSS) For Basic Education in Musi Rawas Regency

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ABSTRACT

Implementation of Minimum Service Standard (MSS) in basic education is one of the indicators the success of development in education. Each regency with its authority carries out the program to support the Minimum Service Standard of basic education. This is important because the implementation of Minimum Service Standards of education has been become one of the main programs in regional and national development. The purpose of the study was to describe how far the achievement in minimum service standards of basic education in Musi Rawas Regency in the year of 2022. The data was collected through quantitative and qualitative ways, i.e., interview, observation and documentation. It was analyzed through documentary analysis with descriptive method. The result of the study showed that the achievement of minimum service standard of basic education in Musi Rawas was 96,72% its mean in main completion category and for all aspects of minimum service standard was 94.14%. the rough participation rate for elementary school was 100.99% (students: 46,974 and the citizen 46,486). While for Junior high school the rough participation rate was 104,30% (students: 24,154 and the citizens: 23158). It means that almost all the citizens ant the age 7-12 and 13-15 attended the school. For the research method used is a descriptive method with a mixed approach. The quantitative data was analyzed descriptively and the qualitative data was analyzed through interactive model. The result of the analysis was based the newest data from official publication of the Ministry of Home Affair and The Annual Report for MSS of Education of Musi Rawas Regency

Keywords: Minimus Service Standard (MSS), Education Achievement, Participation rate Main Completion

A. INTRODUCTION

Building the education sector will never achieve a perfect and final goal. This happens because the educational context is always dynamic, changing, and never constant, according to changes in society, science and technology (Syafari dan Arenawati et al., 2022). Moreover, in the current era of globalization, information flows rapidly *virtual* freedom of entry and exit in the territories of all countries accompanied by openness in various life systems which will continuously become an important discourse and ideal in people's lives. This statement illustrates how education is the most important part of human life which has quite complex dimensions, so it really needs to be developed in synergy by *stakeholders* related to utilizing various important information including developments in the quality of education in Indonesia today (Samion & Darma, 2018)

In the education system environment, especially schools, the demand for quality assurance and educational services is something that is natural, because providing quality education is a matter of public accountability. Every component of education stakeholders, parents, society, the world of work, and the government in their respective roles and interests have an interest in the provision of quality education (Nababan et al., 2019).

Standards in education play a crucial role in ensuring the quality, consistency, and effectiveness of educational systems. They provide a framework for educational institutions, educators, students, and parents to work together towards common goals (Helda & Syahrani, 2022). Here are some of the key reasons why standards are important in education.

Education system, especially in schooling, people demand quality assurance and education services is something natural, because delivery of quality education is public accountability. (Rathore, 2017) Every stakeholder of education, parents, society, the work, and the government have interest in administration quality education. Education standards will be references in develop the education systems for ensuring the quality (Iryani, 2023).

Quality assurance and improvement quality education requires quality standards, carried out in a single working procedure clear, strategy, cooperation and inter-collaboration stakeholders, and carried out continuous and sustainable. In another parties, educational development policy currently showing progress and have strong capital to increase education quality (Shomedran & Karmila Nengsih, 2020).

Each stakeholder has great hope to have perfect or qualified education. In fact, building the education sector will not never reach the perfect end, goal and finals. This happens because of context of education is always dynamic, changing, and not ever constant,

according to change in society, science and technology. Especially in that era of globalization of information. The effects of globalization bring the changes in almost all aspects and systems hard human life. The impact of those changes also in parameters of education quality, seen from aspects of input, process, product, output and outcome as well, and it always changes from time to time. So, the education system continuously needed to be improved the quality through updated system of education especially service standards (Helda & Syahrani, 2022).

Quality assurance and improvement quality education requires quality standards, carried out in a single working procedure clear, strategy, cooperation and inter-collaboration stakeholders, and carried out continuous and sustainable. In another parties, educational development policy currently showing progress and have strong capital to increase education quality (Vitri et al., 2019).

Achieving optimal quality and educational services really requires a long period of time. This can be done gradually and simultaneously in all provinces in Indonesia, with note that all *stakeholders* education has a high commitment to implementing programs to improve the quality of education which begins with fulfilling the Minimum Service Standards (SPM) for Basic Education some indicators of achievement (Taryono, 2018)

Minimum Service Standards (MSS) in education typically refer to the baseline level of quality and provision that educational institutions or systems are expected to meet in order to ensure that students receive a satisfactory level of education. These standards are set by the Indonesian Ministry of Education, Culture, Research and Technology, and progressively. And the last was revised until in the year of 2022 with The Decree of the Ministry No 32/2022.

A quality school is a school that is organized with reference to national education standards. Indonesia already has a national policy in the form of national education standards. This national standard has been stipulated by Government Regulation (GR) No. 19 of 2005 on National Education Standards (NES). Government Regulation (GR) No. 19 of 2007 concerning National Education Standards (NES) regulates the standards of content, process, competence of graduates, management, educators and education personnel, facilities and infrastructure, financing, and education assessment. The eight standards have been operationalized into ministerial regulations in more detail and detail according to school levels (Qiqi, 2021)

There some studies in accordance with Minimum Service Standard in education. The studies mostly were based on the 27 indicators based on the old regulation, The Decree of

Ministry of Education and Culture No 13/2013. The regulation was different with the new regulation on Minimum Service Standard for basic education. There are other studies related to the Minimum Service Standard in education, but they were focused on the vocational schools or high schools.

Direction of resource development people in the Long Term of National Development Plan (RPJPN) 2005 – 2025, specifically done with an increase access and equity in education services quality and affordable, meanwhile in the National Middle Term Development Plan (RPJMN) 2020 – 2024 stated that the policy direction for improve qualified and empowered human resources competitiveness is increasing equity and quality education services. Increasing access and equity of services education that was carried out on every level of education, especially basic education (Anggry, 2021).

Indonesia has some levels in educational systems, namely, early childhood education, basic education, high school and higher education. Basic education is a basic foundation in the form of human/next generation quality. This is in accordance with the demands of the subjects that can deliver the required competence in children at a very age (infancy). Not a few children who live without basic education through Early Childhood Education (ECD) and/or Kindergarten (TK) which also greatly affects its readiness to continue at the level of primary school

Basic education is crucial stage in the education system. It is as a compulsory education for people in Indonesia. It was believed that basic education (Elementary and Yuniior High School) plays important role for an economic and social development country. Improvement of education services medium must be strengthened as a provision at least the life of the nation's young people in the era globalization. Basic education is important in the education system because not only to bridge to proceed to higher school (high school), but also connect the school system with world of work.

Establishing service standard in education is essential for ensuring quality, consistency, and accountability in schools or educational institutions. The standards give the directions for the schools in delivering high service to the students, parents and the community as customers.

One of the mandatory affairs that must be carried out by the Regional Government as stipulated in Law number 23 of 2014 is Education. Where the local government must report the achievement of this education performance every year through the Minimum Service Standards (MSS). Because one of the responsibilities of local governments (regent/city) to

the central government is to improve public services to the community through the indicators that have been determined in the MSS policy

To make this happen, the government sets internal standards educational services. those standards called Minimum Service Standards (MSS). The MSS concept as stated in explanation of Government Law Number 32 in the year of 2018 concerning Regional Government, is no longer interpreted contextually as norms, standards, procedures, and criteria. Limitations of the definition of MSS does not change, however there is a fundamental change in arrangements regarding the type of basic services and basic service quality, determination criteria MSS, and the mechanism for implementing MSS.

Basic education refers to the foundation level of education that is mandatory and essential for all individuals. It serves as the basis for higher level education and provides the students with fundamental skill and knowledge needed for personal life and participation in the society.

Basic education lays the foundation for further learning. It covers subjects such as mathematics, science, language arts, social studies, and physical education. These subjects are essential for developing a well-rounded education. Basic education aims to be inclusive, ensuring that all children, regardless of their background, abilities, or disabilities, have access to quality education. Inclusive practices promote diversity and equity.

The hope is the creation of Good Governance that can meet the needs and interests of the community. National education standards are an obligation to apply. This is based on rationale that if national standards are not applied in schools, then these schools are certainly not standard. The impact is in the form of low learning achievement, low graduation rates, schools that are less able to compete with other schools, and lack of community image and trust in schools.

There have been many previous studies which examines the implementation of MSS in several different location. Gani (2017) conducting research with the title Evaluation of the Implementation and Achievement of Minium Service Standards in districts/cities in the East Kalimantan Province, discussing about problems and obstacles in implementation MSS. Furthermore, Khozin (2010) did research on Implementation Evaluation Minimum Service Standards Policy Health Sector in the District Gunungkidul explained the evaluation with Provus Model (gap evaluation). In this research focus on more evaluation comprehensively with the CIPP Model approach (Context, Input, Process, Product)

Musi Rawas Regency obligated to organize obligatory affairs of basic education services, guided by Minimum Service Standards (MSS) in education, which technically the implementation is regulated in Minister of Education and Culture Number 32 of 2018 regarding Minimum Service Technical Standards Education.

The Regional Medium Term Document Plan of Musi Rawas Regency, has established policies education is one of the priorities developments. Local government in its vision and mission also has determine the direction of development policy education as a strategy to achieve better quality of education. "Increasing human resources" became assigned 2nd mission. The mission mainly closes to development in education and health. In Regional Medium Term Development Plan (RPJMD) Muis Rawas year 2021-2026 goals have been set education is the realization of access and quality of education towards the quality of resources human resources with good morals and competitive. The mission was more elaborate in the Strategic Plan of Regional Education Office.

National education standards are the minimum criteria regarding various relevant aspects in the implementation of the national education system and must be met by educational providers and / or education units in all jurisdictions of the Republic of Indonesia (GR No. 19 of 2005 and GR No. 32 of 2022). The function of this national standard is as a basis for planning, implementing and supervising education in the context of realizing quality national education. The aim of the national education standards is to guarantee the quality of national education in order to educate the nation's life and shape the character and civilization of the nation with dignity (Shaturaev, 2021)

Considering that the current condition of educational units is still very diverse, and most of their quality is still below National Education Standard (SNP), it is necessary to look for strategies to achieve SNP in stages. This effort is carried out by establishing Minimum Service Standards (MSS), which is the minimum service level that must be met by each educational unit. If the MSS Education has been achieved then Service level (quality) indicators will be increased from time to time until they finally reach the level specified in the SNP. Therefore, MSS in Education can be interpreted as a strategy to achieve SNP in stages and is an intermediate target towards fulfilling (Iryani, 2023).

In this regard, all schools, both SD/MI and SMP/MTs, are required to implement Minimum Service Standards in Basic Education in order to achieve the eight National Education Standards (SNP). However, the problem that arises in the field is that the

implementation of the MSS in Basic Education has not been fully fulfilled optimally, whether it is the responsibility of the regional government or the responsibility of the education unit

The urgent thing that education stakeholders in the regions need to do immediately is to formulate strategies and targets for achieving all indicators of MSS in Basic Education achievement in accordance with the results of the analysis of Achievement Indicators (IP) that have been and have been carried out.

B. METHOD

The method used in this study was evaluative research. Evaluative research is a form of inquiry that focuses on assessing the effectiveness, efficiency, and impact of specific programs, policies, interventions, or initiatives (Mayasari, 2021) . Its primary objective is to determine the value and worth of a particular project, policy, or program and to provide evidence-based insights that can be used to improve decision-making and optimize outcomes. In this study, involves the collection and analysis of both quantitative and qualitative data, such as performance indicators, documentation, interviews, and observation. The main data was from the digital document from the data application (Djudju Sudjana, 2000). The population in this study was regional officials implementing MSS in the education sector and interviewed eight informants to obtain answers related to the implementation of Minimum Service Standards (SPM) in the education sector in Musi Rawas Regency.

C. RESULT AND DISCUSSIONS

Policy implementation is a written rule which is a formal organizational decision, which is binding, which regulates behavior with the aim of creating a new system of values in society. Policies will be the main reference for organizational members or community members in their behavior and policies are generally problem solving and proactive (Nabella et al., 2022). Different from Law and Rules (*Regulation*), policies are more adaptive and interpretive, although policies also regulate "what is allowed and what is not allowed". Policies are also expected to be general in nature but without eliminating specific local characteristics. Policies must provide opportunities for interpretation according to existing specific conditions (Taryono, 2018).

Now days, one of the education policies is the implementation of Minimum Service Standards for Basic Education (SPM Dikdas) which is used as a benchmark for the performance of basic education services for government. As regulated in the Regulation of the Minister of Education and Culture Number 32 of 2018 concerning amendments to the

Minister of National Education Regulation Number 23 of 2013 that the implementation of basic education (SD/MI, and SMP/MTs) in accordance with MSS is the authority of the regency/city (Syafari dan Arenawati et al., 2022). Regency/city governments are obliged to carry out capacity development to achieve MSS, while the central government, in this case the Ministry of Education and Culture, facilitates capacity development through increasing system, institutional, personnel and financial capabilities, both at the central government, provincial, district/city and educational units (Rathore, 2017).

In general, the development of the education sector in Indonesia has experienced very real progress, especially improving access to basic education and improving the quality of services. However, there are still quite real disparities in educational services in several districts/cities in Indonesia. The Ministry of Education and Culture has helped many districts/cities to achieve the Basic Education SPM, however there are still many specific districts/cities that require more intensive technical assistance (Dirjen Dikdas, 2018: 1)

The implementation of MSS is intended to guarantee access and quality for the community to obtain basic services from the district/city government in accordance with the standards determined by the Government. Therefore, basic education services must pay attention to the indicators contained in the Minimum Service Standards for Basic Education.

Minimum Service Standards for Basic Education are implemented based on the following principles (Kemdikdubristekdikti, n.d.):

1. Applied to mandatory matters, therefore MSS is an integral part of the development of sustainable, comprehensive and integrated educational use in accordance with the National Medium Term Development Plan
2. Applies to all districts/cities. MSS is intended to guarantee the availability of services to the public without exception covering the type and quality of services needed by the community.
3. Ensure public access to basic services without sacrificing quality.
4. It is a performance indicator, so it can be used to increase the efficiency and effectiveness of resource use.
5. It is dynamic, meaning it can be adjusted to the level of service development in the community
6. It is stated formally in educational planning order to give guidance for development

in basic education

Government policy stated in Minister of Education and Culture Regulation no. 32 of 2018 concerning Basic Education Minimum Service Standards (SPM) is directed at providing educational services including participation rate, teacher qualifications/distributions and facilities.

However, in fulfilling the Minimum Service Standards (MSS) in the education sector in Musi Rawas Regency, it is still not progressing as expected. In implementing the MSS in the education sector, especially basic education in Musi Rawas Regency, there are several problems, including: relatively low school enrollment rates, national standards education (SNP) that is not yet optimal, as well as the standards of educators and education personnel that are not evenly distributed (Musi Rawas, 2022)

School Participation Rate (SPR), one of the educational indicators used to find out how many school age residents have utilized educational facilities at a certain level. SPR is a comparison between the number of students in a certain school age group attending school at various levels of education with the population of the corresponding school age group, and is expressed as a percentage. The higher it is SPR, means that more school age children are attending school in an area. School participation data in Musi Rawas Regency for the population aged 7-12 years for elementary school and 13-15 years for Yuniior high school. The number of educational institutions (formal and nonformal) in Regency/City in 2022 is presented in the following table.

Table 1. Numbers of Educational Institution in Musi Rawas in the year of 2022

No	Educational Institution	State	Private	Number
1	Playgroup	0	82	82
2	Kindergarten	10	201	211
3	Community Learning Center	1	17	17
4	Elementary School	305	13	318
6	Yuniior High School	54	16	70
Total Number		370	329	699

And the participation rate for Junior high school (SMP/Mts), Musi Rawas also had good participation. It was $23,158/22,853 = 98.68\%$. based on the data the last previous rate was more than 95%. It's had reached the target of government.

Table 2. Student Participation Rate of basic education

No	Rate of rough participation (APK) at elementary level SD/MI		Rate of rough participation at junior high school SMP/MTS/PAKET B.	
	Number children go to elementary school	Number of children, 7-12 years old in the regency	Number children go to junior high schools	Number of children, 13-15 years old in the regency
	46,966	46,976	23158	22,853

Source: Annual report of Disdik Mura

The participation rate for basic education at elementary school (SD) has reach good index. It was $46,966/46,979 = 99.97\%$.for the elementary level. It meant that almost children at the age of 7–12-year-old they went to school. And for the elementary level it's almost no drop out.

The table shows that for basic education level (Elementary and Junior high) only 8,08 % were private schools, and it means that the local government take dominant role in developing basic education, and the private sector only support less. Commonly, the regency or district with low growth income, private educational institution ere not developed yet.

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Table 3. Number of Classes and students in Musi Rawas in the year of 2022

No	Educational institution	Number	
		Class	Student
1	Playgroup	87	1854
2	State Kindergarten	31	463
3	Private Kindergarten	193	3718
4	Private CLC	76	1211
5	State CLC	8	183
6	State Elementary School	2102	40049
7	Private Elementary School	112	2504
8	State Yuniior High School	504	14342
9	Private Yuniior High School	84	2177
Total Number		3191	66501

The table shows that both state Elementary School and state Yuniior High School have majority in numbers of students in Musi Rawas, much more than private schools. It means

that the government has to take more serious effort in developing education, especially as the fulfil of basic education program, due to the dependency of school institution to the government.

Based on the distribution of the school, the elementary school are distributed spread evenly at every village in the country, even in the remote area, the people are able to access the school. It's because of the program from the government which declare the target of one village one elementary school at least.

The subdistrict which has most elementary school is Muara Lakitan and the next is Megang Sakti with 37 and 35 elementary schools. In the other side, the subdistrict with the least school is Sukakarya and TPK, with 11 and 12 elementary schools. For junior high school, Menag Sakti and Lakitan have most schools, with 9 yunior high schools for each, and three subdistricts have only 2 yunior high school each, namely Sukakarya, TPK and Jayaloka (Musi Rawas, 2022). The data was collected by the Annual Report of Achievement of Minimum Service Standard 2022 in Education of Musi Rawas Regency and interview with the stakeholders in basic education at Musi Rawas Regency.

Based on the report of Education Regional Office, the activities supporting SPM includes:

1. The complete number and identity of citizens who are entitled to obtain goods and/or services for the basic needs of citizens at a minimum in accordance with the type of basic services and the quality of basic services;
2. The quantity and quality of goods and/or services available, including the number of facilities and infrastructure available.

Data collection is also carried out on the number and quality of available human resources, especially Main Data of Education (Dapodik) in December 2022. Data collection must be in accordance with SPM technical standards aimed at achieving 100% (one hundred percent) of the targets and performance indicators for achieving SPM each year

Based on the Form 1.A.2 Recapitulation of Data Need Data for Regency/City Participation, it's can be explained the rough participation rate for elementary school was 100.99% (students: 46,974 and the citizen 46,486). While for Junior high school the rough participation rate was 104,30% (students: 24,154 and the citizens: 23158). It means that almost all the citizens ant the age 7-12 and 13-15 attended the the school, but there were students the age out of the age, so it became more then 100%.

Form 1.A.4. Recapitulation of Data Need for Number and Quality of Regency/City Educators and Education Personnel explained that Musi Rawas needed 1219 new teacher for elementary school and junior high school, but only 650 teachers have been hired by the local government. So, there were so many schools lacked of teacher in Musi Rawas. Based on the distribution index, it showed 0,738. And the quality of student learning achievement based on the form 1.A.7 the average score of literacy achievement of national assessment for basic education (SD/MI/SMP/MTS) was 1.68 while the score on n-1 was 1.64. it's in good category and increased 0.04 point. And the average score of numeric achievement of national assessment for basic education (SD/MI/SMP/MTS) was 1.55, while average numeration value year n-1 all national assessment participants 1.56. it's worse than the year on n-1.

There was slight difference between the average score of male student and female students in literacy and numeracy. It showed that female students had better achievement than male students. In literacy score male got 1.635 while female got 1.645. In numeracy male students got 1.57 and female students got 1.55. The learning environment data was based on the national student's assessment, it explained that security climate index in educational units (SD/MI/SMP /MTs) was 2.25. It's better than the previous year 2.19. Diversity and inclusivity climate index in educational units in Musi Rawas Regency was 1.99. and there no difference with the previous score 1.99 as well.

The achievement of national education standards in basic education schools (SD and SMP), both public and private, is not yet in accordance with government policy standards (Srilaksmi & Indrayasa, 2020). With new regulation the achievement of minimum service standard of basic education in Musi Rawas was 96,72% it meat in main completion category and for all aspects of minimum service standard was 94.14%. it's based on the data from Home Affair Ministry, but based on the data of the educational report, Musi Rawas Regency, only the participation rate has reached the target of MSS, the other indicators have not reached the standards yet. It meant there were difference in an analysis so it makes the different result.

Ideally, the MSS was 100% reached by local government with the support of the central government, but based on the data, it was not easy achievement. The annual planning for regional development, local government have to fulfill the programs and budgets of the national priority, MSS included. The problems were on the percentages and the amount of the budget to fulfill the programs effectively. Achieving and maintaining minimum service

standards in education can be challenging for various reasons. These difficulties can arise from a combination of systemic, institutional, and socio-economic factors (Madani, 2019).

There some challenges in reaching the MSS; inadequate financial resources and fund, disparities in resource allocation among different regions or communities, a shortage of qualified teachers can affect the quality of education, an outdated or inappropriate curriculum, Socio-economic factors such as poverty, discrimination, and cultural norms, limited engagement and collaboration between schools, parents, and communities, inconsistencies in policy implementation and a lack of coordination between different levels of government and Inadequate infrastructure, including classrooms, libraries, laboratories, and sanitation facilities (Yamtinah et al., 2022). Based on the official report, the challenges in achieving the MSS from the local government had to be overcome comprehensively, especially in Musi Rawas. But in fact, mostly people look the problem based on the facilities and teachers instead of other problems, because they could be seen directly by public (Jeekel & Martens, 2017). For the infrastructure or facilities of basic education, the distribution was still become a problem in Musi Rawas. It seems that the geographical condition of the regency influenced and the distance of the villages the achievement of MSS. The differences of the conditions directly could be seen if we compare the data of facilities of the school in the remote villages and the suburban area.

The other problems in education is a cost limit and various regulations that do not comply hope. Inadequate financial resources can lead to a lack of essential infrastructure, qualified teachers, and updated learning materials. Insufficient funds may hinder efforts to provide quality training for educators and administrators. Various educational activities require funding to carry out their program of activities, both current program activities and future program planning, education financing has minimum rules and standards in its use, financing includes capital costs, activity implementation fees, and personal costs (Yogiantoro et al., 2019).

The achievement of MSS of education in remote area or villages was worse in many aspects. Among many problems in remote area (3T), building educational facilities and infrastructure standard due to the difficulty of communication and lack of tools to support the teaching and learning process. Likewise, system requirements integrated education for educational levels and national curriculum in remote areas and borders to catch up (Kharismawati, 2022). It also happened in Musi Rawas Regency, based on the interview, the school in remote area had less facilities than the school in the subdistrict or in the city

(Tagela, 2021). Not only the infrastructure, but also the number teacher and the competency of the teacher (Justice & Tenore, 2017). It's reflected to the score of national student assessment. The distribution of resources, teachers, facilities and others was much better in the suburban area or in the subdistrict. Since the communication network was also still a problem, the teachers and students were lack of updated information, it became another problem.

Achievement in online student assessment was one of important indicators in achieving MSS, but the assessment was a problem for the students and teacher who lived in remote area. It was because of the blank spot in their area. They got difficulties to get the connection to do the assessment. Results of interviews with several respondents indicated that the teachers felt difficulty in determining the location for the national student assessment (ANBK) in remote area. Of course, it will influence the student readiness in doing the assessment sometimes they have to take a long way, full struggle needs to be carried out during synchronization, teachers and supervisors to find internet signal (Suryaman, 2020). The students had to face the problem to get the location and to do the examination as well. Students in remote areas face a unique set of challenges when it comes to participating in online assessments. The blank spot areas still became a hard obstacle for some school, because not only for national assessment, but also for daily activity at the school.

The score of numeracy and literacy showed slightly different between male and female students. And it is in line with the study by Tagela (2020) showed that there were slight differences in independences between male students and female students (Tagela, 2021). And based on the result of achievement, the average score of students in Musi Rawas, there were differences in average between male student and female students in literacy and numeracy as well. Female students got better score than male students.

In this study, three indicators of MSS about the climate of security, climate of diversity dan climate of inclusivity had not been discussed, because it has not been measured in the report of MSS in the year of 2022. The score of literacy and numeracy purely based on the result of national student assessment, like the score of numeracy and literacy, whatever the condition of the facilities was. The result could be seen clearly at the report of education book, taken from the website.

D. CONCLUSION

The current study has outlined the problems in the achievement of MSS with new regulation. There are basically 4 items to be fulfilled by each school in order to perform minimum services to the public. It can therefore be said that MSS is the lowest border line of quality below which a school may be categorized as a low-quality education provider. A better school is, of course, the one which can go beyond MSS.

The proses of input the data from the school in the website of main data of education (*dapodik*) became very urgent thing to get valid and reliable data so it can reflect the real condition to bring ring treatment. The government rule of using a single data to reduce the dispute of data make the *dapodik* became a vital instrument in evaluation and planning the education program.

Despite the fact that there are various types of schools in terms of conditions and services whether they are below or beyond MSS, all students and teachers must do the same national assessment examination as the basic data for the education mapping. Therefore, it goes without saying that the assessment has become a frightening issue especially for students at the remote areas where MSS have not been fulfilled.

Nowadays, mostly the analysis of MSS was based on the digital data in *dapodik* and national student assessment, so the infrastructure of IT and the competency of the operator become more important (Mariati, 2021). Based on the discussion, the MSS should be integrated in the annual education strategic plans and regional midterm plan so that the minimal services can be offered to all stakeholders.

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