

ANALYSIS AND STRATEGY ACHIEVEMENTS OF MINIMUM SERVICE STANDARDS (MSS) ON BASIC EDUCATION SUB-DISTRICTS OF WANGI-WANGI, DISTRICTS OF WAKATOBI, PROVINCE OF SOUTHEAST SULAWESI

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**Abstract:**

The purpose of this study is: To get information about the implementation of basic education in the District of wakatobi relating to Minimum Service Standards (MSS) basic education. The purpose of this study can be broken down into: (1) to get an overview of the ministry of education in Wakatobi; (2) to determine the extent of achievement of the minimum service standards for basic education in Wakatobi; (3) to produce a policy reference achievement of minimum service standards and produce a strategic plan basic education in Sub-Districts Wangi Wangi District of Wakatobi. The place of this study are: elementary and secondary schools in the sub-District of Wangi-Wangi in Wakatobi, was the subject of research is the Head of the Department of Education Culture Youth and Sports in Wakatobi, Head of the Regional Technical Implementation Unit (RTIU) Sub- District Wangi Wangi, headmasters and teachers of basic education consisting of 22 primary schools and six junior high schools in the sub-district of Wangi-Wangi in Wakatobi Province of Southeast Sulawesi has implemented minimum service standards in accordance with the mandate of the national education minister Regulation No. 15 Year 2010.

The results of this study as follows: (1) Achieving MSS basic education in Sub- District Wangi Wangi both units elementary school and junior high is not fully achieved in accordance Ministerial Regulation No. 15 Year 2010, (2) Of the 31 assessment criteria MSS lowest is the availability Viewer Tool Science in elementary school, and the availability of Textbooks either elementary or junior high school, (3) indicators achieved by 2016 as many as 26 or 84% of the 31 indicators developed in this study, and there are (16%) planned achievement until year 2018.

**Keywords: MSS basic education, Strategic Plan, National Education Minister Regulation No. 15 of 2010**

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## A. INTRODUCTION

In the context of local public services, decentralization and regional autonomy policies aimed at improving the quality of local governance, social welfare and community development. Therefore the government to provide public services according to the needs of society. In accordance with Article 10, paragraph (3) of Law No. 32 Year 2004 on Regional Government, the government held pemerintahanan affairs that include foreign policy, defense, security, justice, monetary and national fiscal, and religion. In paragraph (5) also stated that the government also held government affairs outside the six government affairs. In Article 11 it is stated that the implementation of government affairs are divided based on the criteria of externality, accountability and efficiency with regard harmonious relationship among levels of government.

Government affairs under the authority of local government, which is organized by the criteria of externality, accountability and efficiency consist of obligatory functions and affairs of choice. Affairs shall be defined as the affairs of the autonomous region that its implementation required by the government. This means that governments establish where the affairs of the affair is the basis of the priorities the implementation and which is a matter of choice. Obligatory functions under the authority of the provincial government is a matter for the provincial scale, while the obligatory functions under the authority of local government to the district / city is a large-scale affair districts / cities. Implementation of government affairs is mandatory, both to the provincial government or to regional governments and municipalities, as mentioned above must be based on a minimum service standards (MSS).

In accordance with the above description, Act No. 32 of 2004 mandated that the implementation of mandatory government affairs is guided by the Minimum Service Standards (MSS) were implemented gradually. Until now, the government is preparing a Plan of Government Regulation on Guidelines for Preparation and Implementation of Minimum Service Standards. When it is enabled, the MSS will be elaborated by the respective ministries / agencies to draft MSS respectively. Minimum service standard is defined as a benchmark for measuring the performance of obligatory implementation of areas relating to basic services to the community. In practice, the SPM embrace several principles, namely: (1) MSS is a standard imposed on obligatory, whereas for other matters of local government should set its own standards in accordance with the conditions of each region, (2) MSS applied nationally, which means it should enforced throughout the provincial, district and city throughout Indonesia, (3) MSS should be able to guarantee the public access to certain services that should be provided by local governments in the course of affairs obligatory, (4) MSS is dynamic and needs to be reviewed and improved in accordance with the changing needs of national and regional capacity development evenly, (5) MSS is set at the minimum level expected nationally for certain types of services. Which is considered the minimum may be the average conditions of the regions, the national consensus, and others, (6) MSS must be referenced in regional planning, budgeting, monitoring, reporting, and is one of the tools to Assess Accountability Report (AAR ) Head of the region and to assess the capacity of the area.

And for the MSS will be a reference in assessing the performance of public services, the quality and quantity of a public service provided by the local government. Application of MSS will have the following benefits: (1) The MSS will be more secure provision of public services provided by local governments to the community, (2) MSS would be useful to determine the Standard Cost Analysis (SAB) necessary for local authorities to determine the amount of the budget required to provide a public service, (3) MSS will form the basis for determining the financial balance more equitable and transparent, (4) MSS will be used as a basis in determining budget performance and assist local governments in allocating the budget more balanced, ( 5) the MSS will be helpful in

assessing the performance (AAR) regional Heads in a more accurate and scalable, thereby reducing the arbitrariness in assessing the performance of local government, (6) MSS will be able to be a tool to improve the accountability of local government to the public, because the public will be able to see linkages between the financing of public services can be provided and local government (7) MSS would be an argument in doing rasionalisasai local government institutions, qualification of employees, as well as its correlation with community service.

This study specifically examines the Minimum Service Standards (MSS) Education in the district / city. Government and Local Government are required to provide services and facilities, and ensure the quality education for every citizen without discrimination based on the MSS to create a quality education. Then the Minimum Service Standards (MSS) Primary Education become a benchmark for the performance of basic education services in the area About Minimum Service Standards (MSS) refers to the education, Letter Education Minister Regulation No. 15 of 2010 on Minimum Service Standards for Education.

The low quality of education has been made a government, especially the Events Calendar to take concrete steps in improving the quality of education in Indonesia. One program that was launched is the achievement of a minimum service standard of education provided is the responsibility of the local government. The question is whether local governments consistently duties and responsibilities that ?. Thus the formulation of the problem in this study is; The extent of achievement of the minimum service standards for basic education in Sub-District Wangi Wangi in Wakatobi Province of Southeast Sulawesi?

## **B. METHODS RESEARCH**

### **1. Research Subjects**

The subjects of this study is the Head of the Department of Education Culture, Youth and Sports in Wakatobi, Head of the Regional Technical Implementation Unit (RTIU) Sub- District Wangi Wangi, headmasters and teachers of basic education consisting of 22 primary schools and six junior high schools in the sub-district of Wangi-Wangi in Wakatobi Province of Southeast Sulawesi has implemented minimum service standards in accordance with the mandate of the national education minister Regulation No. 15 Year 2010.

### **2. Research Data Types**

The type of data in this study included primary data is stuffing questionnaires and interviews from informants that principals, teachers, and school committees. While secondary data are reports from various documents collected as the complement of schools and related agencies namely the Department of Education Culture, Youth and Sports in Wakatobi and the Regional Technical Implementation Unit (RTIU) of Culture, Youth and Sports Sub-district Wangi Wangi.

### **3. Instrumen Penelitian**

Data collection instruments used were: (1) Questionnaire; (2) guidelines for the interview; (3) guidance document study; and (4) a discussion on the content of basic education indicators MSS national education minister according to Regulation No. 15 of 2010. In addition to these techniques also used the identification of opportunities that might be developed for decision making in accordance with the achievement of MSS.

## C. RESEARCH RESULTS

### 1. Indicators of Basic Education MSS has Fulfilled In 2015

- a. Of the six schools Junior High School in the Sub-District Wangi-Wangi in Wakatobi, qualified teachers undergraduate education (S1) is 70% .
- b. Of the six schools Junior High School in the Sub-District of Wangi-Wangi in Wakatobi, principals who have qualified undergraduate education (S1), there is a 100% .
- c. Of the six schools Junior High School in the Sub-District of Wangi-Wangi in Wakatobi, superintendent of schools who have qualified undergraduate education (S1), there is a 100% .
- d. Of the 22 (twenty two) Elementary school and 6 (six) school junior high schools in the Sub-District of Wangi-Wangi in Wakatobi, principal of elementary and secondary school which has a Professional Certification Educator, there was 100%. Means have been met according to the demands of basic education MSS.
- e. All schools (100%) for both elementary and junior high school in the Sub-District of Wangi-Wangi in Wakatobi, has been implementing work for 37.5 hours per week, with activity: planning, implementing, assessing learning outcomes, to guide or train learners, and carry out additional tasks according to the demands MSS .
- f. Of the 22 (twenty two) Elementary school and 6 (six) school junior high schools in the Sub-District of Wangi-Wangi in Wakatobi, have been met (100%) holding of Teaching and Learning hours each week as follows: Number of hours of lessons for classes I-II last 18 hours, classes III last 24 hours, class IV- VI last 27 hours, and classes VII-IX last 27 hours.
- g. All schools both elementary and junior high schools (100%) in the Sub-District of Wangi-Wangi in Wakatobi, has been implementing the curriculum 2006 (KTSP). Has also implemented two curriculum that KTSP and Curriculum 2013 according to applicable regulations.
- h. Of the 22 (twenty two) Elementary school and 6 (six) school junior high schools in the Sub-District of Wangi-Wangi in Wakatobi, (100%) has been carrying out the task of drafting and implement plans according to demand MSS Learning Programme, namely primary education; every teacher is required to draw up and implement a Plan Learning Program based on the syllabus and subjects of teaching.
- i. Of the 22 (twenty two) Elementary school and 6 (six) school junior high schools in the Sub-District of Wangi-Wangi in Wakatobi, (100%) has implemented and developed the assessment program.
- j. Of the 22 (twenty two) Elementary school and 6 (six) school junior high schools in the Sub-District of Wangi-Wangi in Wakatobi, all teachers (100%) have reported the results of the evaluation of the student to the principal, in accordance with the basic education MSS namely; Each teacher reported the results of the evaluation and assessment of each end of the semester to the school principal.
- k. Of the 22 (twenty two) Elementary school and 6 (six) school junior high schools in the Sub-District of Wangi-Wangi in Wakatobi, (100%) have reported the results of the Final Exam, and the class promotion test results to parents.
- l. Of the 22 (twenty two) Elementary school and 6 (six) school junior high schools in the Sub-District of Wangi-Wangi in Wakatobi, (100%) the principal has submitted the results of the Final Examination and the results Exams Joint National to the Head of Education Department of Culture, Youth and Sports, through Regional Technical Implementation Unit (RTIU) Subdistrict.

## 2. Indicators of Basic Education MSS Fulfilled In 2016

Of the 19 criteria developed MSS basic education unmet in 2015 and had met in 2016, respectively:

### a. The distance between the Permanent Settlement with School

Of the 22 Elementary Schools and six Junior High Schools of Sub-districts Wangi-Wangi in Wakatobi is general (96%) at a distance from students' homes is less than 3 km for Elementary Schools, and less than 6 km to Junior High Schools. However, for students who are away home with the school, they still go to school by using public transport.

### b. Availability of space Principal

Of the 22 Elementary Schools and six Junior High Schools of Sub-districts Wangi-Wangi in Wakatobi (100%) had a Principal room, and separate study room.

### c. Teachers Room Availability

Of the 22 Elementary Schools and six Junior High Schools of Sub-districts Wangi-Wangi in Wakatobi (100%) had a teacher's room, and separate study room.

### d. Availability of Teachers in Schools

Of the 22 Elementary Schools and six Junior High Schools of Sub-districts Wangi-Wangi in Wakatobi (100%) has provided six teachers from 6 classes.

### e. Availability of teachers for each lesson in Junior High School

Of the six Junior High Schools of Sub-districts Wangi-Wangi in Wakatobi (100%) has been met according to the demands of basic education MSS, ie each school meet one teacher for every lesson. However, only 33% the previous year were met.

### f. Availability of Elementary school teachers have Academic Qualifications Degree (S1)

Of the 22 Elementary Schools of Sub-districts Wangi-Wangi in Wakatobi (95%) of teachers have had undergraduate academic qualifications (S1).

### g. Availability of Elementary School teachers have Educator Certification

Of the 22 Elementary Schools of Sub-districts Wangi-Wangi in Wakatobi (80%) of teachers are certified educators.

### h. Availability of Junior High School teachers have Educator Certification

Of the 6 Junior High Schools of Sub-districts Wangi-Wangi in Wakatobi (75%) of teachers are certified educators.

### i. Availability of Teachers of Mathematics, Science, Indonesian and English in Junior High School have a certificate Educators

Of the 6 Junior High Schools of Sub-districts Wangi-Wangi in Wakatobi (100%) has met the demands of basic education MSS namely; Each school has at least one person a certified teacher for Mathematics, Science, Indonesian and English.

### j. Supervisory visits to the Education Unit

All supervisory Elementary Schools and Junior High Schools of Sub-districts Wangi-Wangi in Wakatobi have been performing their duties in full compliance MSS demands of basic education, namely; Every good Supervisors Elementary Schools or Junior High Schools is required to make a visit to the educational unit of at least 1 time per month with a minimum of 3 hours each visit for supervision and coaching. Based on interviews of principals both Elementary Schools and Junior High Schools, inspectors visit schools to an average of 2 times or more in a month.

### k. Availability Books Enrichment and Reference Books

Of the 22 Elementary Schools and six Junior High Schools of Sub-districts Wangi-Wangi in Wakatobi have met the needs of enrichment books and reference books in accordance with

the demands of basic education MSS namely; Each unit in elementary schools must be provided 100 titles enrichment and 10 reference books and for the unit of secondary school education should be provided as many as 200 titles of books enrichment and 20 reference books. Based on interviews of principals both elementary schools and junior high school that enrichment books and reference books already exceeds demand MSS primary education.

**l. Availability of Space Science Laboratory and Equipment Practice of Science for Junior High School**

Of the 6 Junior High Schools of Sub-districts Wangi-Wangi in Wakatobi (100%) the availability of space science laboratories and equipment Practice science had been met as demanded by the Ministerial Regulation No. 15 of 2010: Any unit SMP sued their laboratory space science with tables and chairs enough for 36 learners and provided at least one set of equipment for the practice of science demonstrations and experiments learners.

**m. Implementation Supervision By Principal**

Of the 22 Elementary Schools and six Junior High Schools of Sub-districts Wangi-Wangi in Wakatobi (100%) the principal has executed classroom supervision and provide feedback at least 2 times in one semester.

**n. Principles of Management School**

Of the 22 Elementary Schools and six Junior High Schools of Sub-districts Wangi-Wangi in Wakatobi (100%) has been carrying out the principle of school management according to the demands of basic education MSS namely; The school principal together with the school committee and board of teachers to prepare the School Development Plan and Budget Plan School.

**3. Indicators of Basic Education MSS Remaining Until 2016**

Of the 31 criteria that is in reference to measure the MSS achievement of basic education of Sub-districts Wangi-Wangi in Wakatobi, who met in 2015 as many as 12 criteria, and in 2016 a total of 14 criteria. Based on these data, the criteria that have been developed and are being met by 2016 as many as 26 criteria. Thus there are five criteria that would be required to be met in the next year. For details, criteria have not been met as demanded MSS basic education are as follows:

**a. Number of Students in each group Learning**

From 6 to Junior High School in the district Wangi-Wangi, there is one school that exceeds that of the MSS is a maximum of 36 students in one rombongan belajar, ie the Islamic religious schools. This is due to the school is only one in the district of Wangi-Wangi, and generally the parents want their children to go to school tersbut Islamic religion. So that the principal can accept new students who exceed the normal capacity. For details, can be seen in table 5.1 below .

Table 5.1: Number of Students in Each Rombel

MSS demands for Junior High School	Research result	number of Schools	%
Max 36 People	≤ 36	5	83
	> 36	1	17
	Total	6	100

### b. Academic Qualifications Principal Elementary School undergraduate (S1)

Based on these results that there are 4 elementary school principal has not qualified undergraduate (S1). This is due to the appointment of a headmaster in Wakatobi district is still influenced by political considerations. So the head area lifts principals were based on educational qualifications, but based on the team victory. Follow-up of the results of this study head of the Regional Technical Implementation Unit of Education Sub- district Wangi Wangi will submit these findings to the Head Office of Education Youth and Sports Wakatobi to be submitted to Wakatobi Regent. Recommendations from these results that all teachers or principals must be qualified undergraduate (S1) in accordance with the Law on Teachers and Lecturers No. 14 in 2005, namely that teachers who do not have the minimum academic qualification of undergraduate (S1) is not allowed to teach classes. The results of this study can be seen in Table 5.2 below

Table 5.2: Academic Qualifications Principal Elementary School undergraduate (S1)

MSS demands for Elementary School	Research result	number of Schools	%
Headmaster berkulifikasi academic undergraduate (S1)	graduate S1	18	82
	not graduate S1	4	18
Total		22	100

### c. All Elementary School Supervisor Minimum qualified undergraduate (S1)

Based on these results, there is still one (1) supervisor elementary school that serves four schools do not have the academic qualifications to undergraduate (S1). However, supervisors will retire at the end of 2016, so in 2017 this indicator will already be fulfilled (Interview with head of RTIU of Education). The results of this study can be seen in Table 5.3. following:

Table: 5.3 Academic Qualifications Elementary School Supervisor

MSS demands for Elementary School	Research result	number of Schools	%
All Elementary School Supervisor Minimum qualified undergraduate (S1)	graduate S1	18	82
	not graduate S1	4	18
Total		22	100

#### d. Availability of Textbooks in Elementary Schools

Of the 22 primary schools in districts Wangi-Wangi had as many as 14 schools (63%) of schools that met the needs of textbooks and there are eight schools (37%) were not met. Based on interviews of some of their principal textbook fulfillment of this plan within the next 2 years, namely 2017 and 2018. The results can be seen in Table 5.4. following:

Table 5.4: Availability of Textbooks in Elementary Schools

MSS demands for Elementary School	Research result	number of Schools	%
Each unit of Elementary School provides a textbook (Indonesian, Mathematics, Science, Social Studies) 1 set for each student	has been met	14	63
	Not enough for all learners	8	37
Total		22	100

#### e. Availability Viewer Tool Science Elementary School

The results of the study in 2015 that there are eight schools (36%) of the 22 primary schools, provide one complete set of props Science. And in 2016 increased to 12 schools (55%). The results can be seen in Table 5.5 below:



Table 5.5: Availability Viewer Tool Science Elementary School

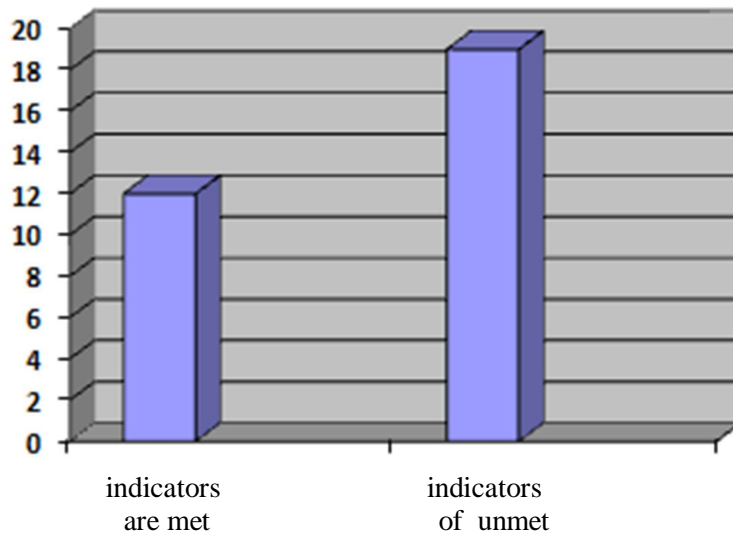
MSS demands Elementary School	Research result	number of Schools	%
Each school provides a set of props Science	There was and is complete	12	55
	There is but incomplete	10	45
Total		22	100

#### D. DISCUSSION

To analyze the results of the achievement of minimum service standards (MSS) basic education in the sub-district Wangi Wangi district of Wakatobi in Southeast Sulawesi province, then we must first know where the location of the study. This research was conducted in a district which is the capital of Wakatobi. Thus, it can be predicted that the picture MSS achievement of primary education when in the capital alone MSS unmet basic education, how about areas far from the monitoring of local government. This is what inspires the heart researchers to want to continue this research in year two, see if there is progress and the government's efforts to achieve compliance demands MSS basic education after giving views and ideas for policy makers in the area of Wakatobi.

Furthermore, analyzing the results of the achievement of minimum service standards (SPM) basic education in Sub-district of Wangi Wangi will compare MSS Indicators of Basic Education according Permendiknas No. 15 of 2010, consisting of 15 assessment indicators. Of the 15 indicators MSS was developed by researchers into 31 assessment indicators. The results showed that there are some indicators that had been met as demanded by the MSS, but there are some indicators that have not been fulfilled. The indicators have been met by the year 2015 there were 12 indicators out of 31 indicators developed or 39%. Thus there are 19 indicators that have not been fulfilled. For more details can be presented through the image histogram below:

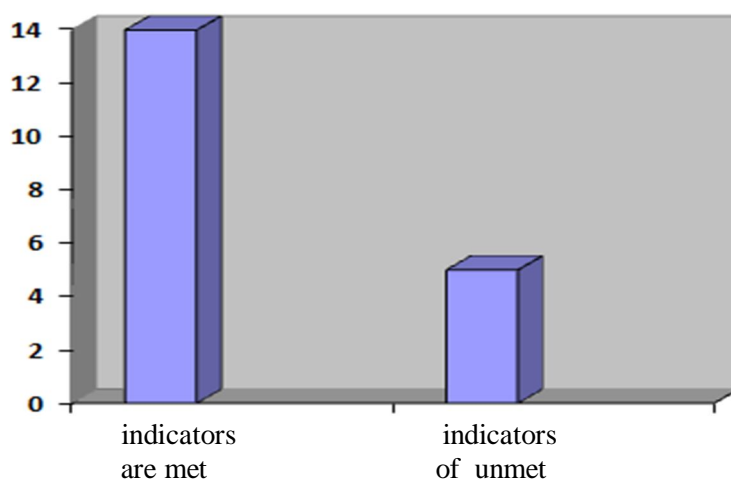
Figure 5.1 Histogram Minimum Service Standards Achievement of Primary Education in Sub- district of Wangi Wangi 2015



Based on Figure 5.1 above shows that, MSS basic education in Sub-district Wangi Wangi still need the hard work of the local government to achieve the expectations of the mandate of the National Education Minister Regulation No. 15 in 2010. A ministerial regulation diknas it gives a grace period for compliance MSS primary education until 2015 today. The data is only separates indicators that are met with indicators of unmet 100%, it does not mean that the indicator of unmet had no achievement just has not reached 100%. When analyzed in the achievement of all indicators MSS average attainment of basic education in Sub- district Wangi Wangi has reached 75%. This means that the remaining 25% of the average of the overall indicator to be met by 2015 is to achieve minimum service standards of basic education in Sub- district of Wangi Wangi district of Wakatobi in Southeast Sulawesi.

Government of district Wakatobi, especially the Department of Education Culture, Youth and Sports in cooperation with other relevant agencies to immediately realize and fulfill the demands of the National Education Minister Regulation No. 15 of 2010 on Minimum Service Standards for Basic Education. The program is a very urgent need of attention that do not belong Parliament to be priority programs supported by rules including local regulations.. The results of the study in year two junior attainment of basic education in Sub- district Wangi Wangi experienced a very significant increase is evident from the 19 indicators of unmet in 2015 there was a total of 14 indicators were met in the 2016's. For more indicators that have been fulfilled and unfulfilled in 2016 can be presented in the form Figure 5.2 below:

Figure 5.2 Histogram Minimum Service Standards Achievement of Primary Education in Sub-district of Wangi Wangi 2016



Based on the image histogram above 5.2 indicates that there are four indicators that have not been reached. Actually, the party responsible for the achievement of MSS education in Sub-district of Wangi Wangi namely the Regional Technical Services Unit has been Endeavor in the field of education to the maximum to achieve minimum service standards of basic education in the region. However, there is still an unmet 5 indicators and should require special handling.

As for the four indicators that have not been met it is: (1) The number of students in each group learning; (2) academic qualifications elementary school principal has a degree (S1). This indicator can not be achieved in a short time due to principals who support the election process regent in the local election process even if the principal does not meet the demands of MSS primary education will not be immediately replaced; (3) The academic qualifications of all Supervisory Elementary School is a minimum undergraduate (S1). This indicator will be fulfilled, because one school inspector who do not have academic qualifications will retire at the end of 2016, so his replacement can be expected to have an undergraduate qualification (S1); (4) Availability of Textbooks in elementary and junior high. This indicator will be met gradually and planned to be achieved by 2018; (5) Availability of Equipment Figure Sains. This indicator will be achieved gradually as well. Props Sains owned by the existing elementary school, but did not complete basic education according to the demands MSS.

Furthermore, indicators of achievement MSS is not yet achieved, namely:

- a. Number of students in each class sizes to a maximum 36 of junior high schools, the achievement in 2015 was only 83%, and in 2016 to 97%.
- b. Replacement 4 Principal primary schools do not have academic qualifications undergraduate (S1) from the previous 7 people in 2015.
- c. Replacement supervisor of primary schools do not have the academic qualifications to undergraduate (S1), which is still one person who has not met the supervisor, but has entered the age of retirement.
- d. Fulfillment books elementary school students has reached 80% from the previous to 2015 there was a 64% and by 2016 to 80%.
- e. Fulfillment Viewer Tool Science in Primary Schools has reached 36% for 2015 and 2016 to 70%.

Based on five indicators that have not been achieved in 2016 at the top, then set a plan strategies to achieve minimum service standards (SPM) basic education, as shown in table 5.6 below:

**Table 5.6:** Plans and Strategies Achievement MSS

Indicator	2016	2017	2018
Principal Academic Qualifications of Elementary School	81,81 %	90 %	100 %
Supervisor Academic Qualifications of Elementary School	83,33 %	100 %	
Fulfillment of books students of Elementary School	80 %	90 %	100 %
Fulfillment Viewer Tool Sains of Elementary School	70 %	85 %	100 %
Number of students in each group learn a maximum of 36 Junior High School, by adding classrooms	83,33 %	90 %	100 %

Based on table 5.6 of MSS plan strategies for achieving basic education in the sub-district of Wangi-Wangi in Wakatobi, shows that the overall indicator Minimum Service Standards (MSS) basic education in Sub- district Wangi Wangi in Wakatobi is planned to be achieved 100% in 2018.

## E. CONCLUSIONS

Based on the results of research and discussion, can be summed up as follows.

1. The location of research in Sub-district Wangi Wangi is a district located on the territory of the district capital, so the picture MSS achievement will represent a maximum performance in Wakatobi compared with 7 other districts in Wakatobi.
2. Achievements MSS basic education in Sub- district Wangi-Wangi 2016, both units of the school Junior High School or Secandary School is not yet fully achieved according to the demands of the national education minister Regulation No. 15 of 2010. However, there is an increase in achievement compared to 2015.

3. Of the 31 assessment criteria of the lowest MSS achievements is the availability Viewer Tool Science in elementary school, and the availability of Textbooks both Elementary School and Junior High School.
4. Indicators have reached the minimum completeness of the 31 indicators, has reached 26 indicators (84%). So stay 5 indicators (16%) who have not been reached. Of the five indicators do not mean that the indicators were not reached, but not yet reached 100%.

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