Proceedings

International Conference on Education and Teacher Development

The 55th Dies Natalies, State University of Makassar

"REVITALIZATION OF EDUCATIONAL INSTITUTION AND EDUCATION STAKEHOLDERS TOWARDS ASEAN ECONOMIC COMMUNITY"

Faculty of Sport Sciences
State University of Makassar
2016

Makassar, August 20, 2016

Editor: Dr. Suarlin, S.Pd., M.Si.
Bustang, S.Pd., M.Sc.
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Revitalization Of Educational Institutions and Education Stakeholders Towards
- ASEAN Economic Community


Faculty of Sport Sciences
State University of Makassar
2016
Proceeding
International Conference on Education and Teacher Development

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FOREWORDS
FROM RECTOR OF STATE UNIVERSITY OF MAKASSAR

Assalamu’alaikum warahmatullahi wabarakatuh

I want to give our welcome to all the delegates, speakers, and participants coming today. Welcome to the State University of Makassar. It gives me great pleasure to extend to you all a very warm welcome, especially to our keynote speakers who have accepted our invitation to convene the conference.

To celebrate the 55th Commemoration of State University of Makassar, Faculty of Sport Sciences has the opportunity to conduct International Conference on Education and Teacher Development 2016. This conference took place on 20th August, 2016 with the theme was “revitalization of education institutions and education stakeholders towards ASIAN economic community”.

Furthermore, I would like to take this opportunity to express my heartfelt gratitude to all organizing committee especially for people from Faculty of Sport Sciences that primarily hosts this conference. Finally, this is a great time for me to declare the official opening of the International Conference on onEducation and Teacher Development 2016. I wish everyone all the best for a stimulating and enjoyable conference.

Wassalamu’alaikum Warahmatullahi Wabarakatuh.

Rector of State University of Makassar
Prof. Dr. Husain Syam, M.TP
Assalamu’alaikum warahmatullahi wabarakatuh

Alhamdulillah, All praise is due to Allah SWT Who has power over everything. May His blessing be upon the holy Prophet Muhammad, his family, his faithful companions who strived to see that the religion of Islam triumphed.

On behalf of the Organizing Committee, it is a great pleasure for me to welcome all of you to the International Conference on Education and Teacher Development in celebrating the 55th Commemoration (Dies Natalies) of State University of Makassar, one of the qualified education universities in Indonesia. A special welcome to the Governor of South Sulawesi, Mayor of Makassar City, Rector of State University of Makassar, Dean of all faculties, and all the special honoured guests of the conference.

Distinguished guest, ladies and gentlemen,
This conference proudly presents several keynote speakers from several different countries, including: Deputy Chief of Inter-Parliamentary Cooperation Body (Indonesia), Mary White from Humber University (Canada), Prof. M. Salleh Bin Aman from University of Malaya (Malaysia), Prof. Ranbir S. Malik from Curtin University (Australia) and Prof. Dr. Tandiyo Rahayu from Semarang State University (Indonesia). This conference is aimed to put together researchers, educators, policy makers, and practitioners to share their critical thinking and research outcomes. Therefore, we are able to understand and examine the development of fundamental principle, knowledge, and technology in education.

Distinguished guest, ladies, and gentlemen
This conference could not be happened without the support from various parties. So let me extend my deepest gratitude and highest appreciation to all conference committee members. My thanks also go to all those of you who will contribute to the scientific programme as speakers and presenters and bringing your expertise to our conference.

Last but not least, my thanks go to all the participants who have come here to listen and to learn and to make new friends from different places and backgrounds.
To conclude, I wish everyone all the best for a stimulating, fruitful, and enjoyable conference.
Wa’alaikumsalam warahmatullahi wabarakatuh

Drs. H. Arifuddin Usman, M.Kes

The Dean Of Faculty Of Sport Sciences
State University Of Makassar
FOREWORDS
THE COMMITTEE

Assalamu'alaikum warahmatullahi wabaraka'tuh

First of all, we would like to say Alhamdulillah, thanks to Allah SWT, the most gracious and the most merciful, therefore the proceeding of International Conference on Education and Teacher Development 2016 can be held successfully. The conference took place on the Phinisi Building, State University of Makassar on 20 August, 2016 in celebrating the 55th anniversary of the university. The conference embracing the theme “revitalization of education institutions and education stakeholders towards ASIAN economic community”. The objective of this conference is to provide a forum for researchers, lecturers, teachers, students, and people who are involved in education to share their research findings and new ideas in the fields.

Ladies and gentlemen

On behalf of the committee of this conference, I would like to express highest appreciation and gratitude to all keynote speakers, including: Mary White from Canada, Deputy Chief of Inter-Parliamentary Cooperation Body from Indonesia, Prof. M. Salleh Bin Aman from Malaysia, Prof. Ranbir S. Malik from Australia and Prof. Dr. Tandiyo Rahayu from Indonesia.

Alhamdulillah, there are 20 scientific papers related to education that have been presented on parallel session of this conference. All the talks were very impressive for the high level of professionalism, and in many cases original ideas and activities have been accomplished or proposed. Special thanks goes to all speakers and presenters as well as to the session chairpersons, who drove all the conference sessions on the right track, keeping them in time while permitting enriching discussions. We are also very grateful to all reviewers and editors who have played a crucial part in the editorial process to creation and completion of the Proceedings.

It has been our endeavour to make the Proceedings of International Conference on Education and Teacher Development 2016 worth reading by the international community at large and the participants of this conference in particular.

Makassar, August, 2016

Dr. Suarlin, S.Pd., M.Si.
Committee
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EDUCATION SECTOR GROWTH ANALYSIS OF ACHIEVEMENTS AVERAGE LENGTH OF SCHOOL IN SOUTH SULAWESI

By: Basri Bado
FE lecturer UNM

ABSTRACT

The purpose of this study is to analyze the problems: 1) How do Overview Performance Indicators Education in South Sulawesi?; 2) Is the education sector spending growth affect the improvement of performance indicators Education in South Sulawesi?

The method used in this research is quantitative analysis using the equation of panel data. Source of data used in the study using secondary data analysis unit as many as 23 districts / municipalities in South Sulawesi with the last 10 years (2003-2014).

The results showed that: 1) Growth of spending the education sector during the last 10 years experienced a significant increase or an average growth of 4% -5% per year; 2) Growth Capaindiprodaksi education performance by average Old School (RLS) in South Sulawesi during the last 10 years is constantly increasing. However, growth reached only 2% -3% in each district / city in South Sulawesi. The gains of education in Average Length of School (RLS) has only reached 7.6 years, or at the level of grade 2 junior; 3) Increasing the portion of the education sector expenditure has a significant influence on the performance enhancement proxy for education performance Average Length of School (RLS).

Keywords: Education spending, Average Length of School, simultaneous equations
INTRODUCTION

a. Background
Several studies or studies have found a significant linkage between government spending achievements education sector with education level. One of the results of empirical studies raised by Gupta, et al (2002), that the increase in government spending in education is directly proportional to the increase in access to education as well as learners.

In this regard, the Indonesian government has issued a policy with published Law on National Education System No. 20 of 2003. The law was essentially the government stressed that all Indonesian citizens are entitled to education; the government is obliged to finance basic education without charge; and the government is mandated to allocate at least 20% of the expenditure on education.

Concrete manifestation of these regulations is the government's commitment to ensure the implementation of compulsory primary education free of charge. Not only that, the various regulations on the implementation of education was also developed starting with standardization in the content of education at all levels and types of education, standardize the management of education, the learning process and the means of financing, education and education personnel, and even to the assessment standards.

Since the 1990s until now the Indonesian education sector budget has fluctuated despite the growth trend has increased. Education spending at the national level peaked in 2003, when spending on education reached about 16 percent of all spending at the national level. In 2004, total national expenditure increased by about 4 percent. However, the proportion of education spending dropped to about 14 percent. Spending on education as a proportion of GDP also decreased in 2004 when compared to spending in 2003, from about 3.2 percent to about 2.8 percent, as the proportion of overall spending at the national level of GDP has fallen from 19.8 percent to 19.6 percent (Public Expenditure Review, World Bank 2013).

South Sulawesi province is one area in Indonesia which has the proportion of expenditure on education each year has increased significantly. Increased spending in the education sector of
South Sulawesi in the past 10 years has increased very rapidly. Local government policies and economic growth that every year has increased to one contributing factor to realize the increase in the budget of the education sector. In real terms, the proportion of education sector expenditure to total expenditure areas in South Sulawesi has reached above 20 percent with the trend increasing from year to year. In 2010, the proportion of education expenditure to total expenditure areas has reached 31 percent, whereas in 2005 only reached 21 percent. The education sector spending is increasing faster than the total regional spending caused the proportion of education sector expenditure to total regional spending continues to grow. In 2005, total real spending Rp education sector. 1.7 trillion and increased to Rp. 5.0 trillion in 2011. Education spending districts / cities contribute greatly to the increase in total education spending in South Sulawesi. In real terms, spending on education Regency / City increased by an average 34 percent per year, while the provincial education spending increased by only 5 per cent per year.

Increased spending in the education sector of South Sulawesi has managed to push the output outcome especially teacher-student ratio, but has not managed to push education outcomes. The educational outcomes such as enrollment rates, average length of school and the literacy rate. The low number average length of the school contributes to the low level of education of workers who still reached 46.76% with the level of education ≤ Junior High School (SMP). This is a serious concern and the focus of study in this research.

Given the importance of human development in the education sector that will have an impact on other socio-economic development, this study will focus on reviewing the issue of government policy in relation to the education sector funding increase in the average length of the school district / city in South Sulawesi.

b. issues

Based on the description on the background of the above problems, the key problem of research can be formulated as follows:
1. How Overview Performance Indicators Education in South Sulawesi?

2. Is the education sector spending growth affect the improvement of performance indicators Education in South Sulawesi?

**LITERATURE REVIEW**

2.1 Previous Research

The latest research results as found by Fattah (2005) using a sample of all districts / cities in Indonesia in 1987-2003, found that education affects inversely to the level of inequality of income distribution among regions, meaning that the higher the education level, the more equitable distribution of income among regions in Indonesia. This is consistent with the results of research and ZoegaGylfason (2001) which examined three measures of education, namely (1) the number of graduates of secondary education, (2) the amount of public spending on education relative to national income, and (3) estimates the number of years of schooling for women. Using data from 17 countries WDI 2000, the results of research found that a third the size of the education directly affects income distribution between countries.

Likewise Zhang (2002) examine the distribution of income and expenditure of education, using the data in 78 countries the period of the early 1970s until the late 1990s, the taste of UNESCO (2001) found that: 1) the economy distribusi people's income is not equally, the rich tend to dominate the political power so that the allocation of public expenditure (public expenditure on education) will be uneven, consequently distribusi revenue for the next generation is not evenly distributed, as well sebaliknya.2) public spending (for education) have long-term effects on income distribution.

The link between government spending sectors of education, employment and income distribution by Sulistiofaty et al (2010) in his research in Central Java found that government spending education 20% of regional spending can increase output while decreasing income inequality, even further stated that the local government policy Central Java in the form of an increase in the education budget could generate equitable economic growth, the economic growth is also accompanied by the equitable distribution of income.
Research on the relationship of government spending in delivering outcomes in the field of education has been carried out by Jean-Paul Faguet and Fabio Sánchez (2006) which resulted in the finding that there is influence between the amount of government spending on education outcomes in education where the enrollment rate of school. The results of this study indicate that the larger shopping areas are issued by the government in the field of education, the greater will also enrollment in the area.

2.2 Assessment Theory

Theory of Public Expenditure (Spending Expenditure) Government spending is one element of aggregate demand. The concept of national income calculation by expenditure approach states that:

\[ Y = C + I + G + X-M \]  (2.1)

This formula is known as national income identity, and reflects the aggregate supply. While the variables in the right side is called the aggregate demand. Variable \( G \) stated government expenditure (Government expenditures), \( I \) = investment and \( X-M \) = is net exports. By comparing the value of \( G \) to \( Y \) and see them from time to time can be known how great the contribution of government spending on aggregate demand or the formation of national income. With this, it can be analyzed just how important the role of government in the national economy.

The role of government in economic activities such expenditures to finance the activities, not only in government but also to finance economic activity. Musgrave & Musgrave (1989), Ananda (2002) and Reksohadiprodjo (2009) in Archam (2012: 30) mentions in the modern economy, there are a few roles of government, namely: Allocative role, the role of government in allocating economic resources that exist in order to optimize and support its use production efficiency.

Distributive role, namely the role of government in distributing resources, opportunities and economic outcomes secar fair and reasonable. Stabilitatif role, namely the role of government in maintaining economic stability and restore it if it is in a state of disequilibrium.
Dynamisatifrole, namely the role of government in motion a process of economic development in order to more quickly grow, develop and thrive. In connection with that, the government has an important role either directly or indirectly in creating economic growth, or at least government policy can affect long-term growth through three fiscal stimulus instrument, namely: 1) taxes, 2) government spending (G), and 3) balance the budget or aggregate demand (AD). Third fiscal instruments that influence the level of resource use efficiency (efficiency of resources), the accumulation of factors producing plant (production factor accumulation) and technological developments (technology progress).

Under conditions of the sluggish economy, government spending can stimulate the economy to grow through fiscal policy expansionary through increased government spending (G) or lower taxes (T) to increase aggregate demand (AD) in the economy caused revenues rose to decrease unemployment that is to reach the level of full employment income (full employment level of income). By contrast in conditions overheating due to too high aggregate demand, fiscal policy can play a role through contractionary policy through a reduction in government spending (G) or an increase in tax revenue (T) to balance demand and supply conditions of economic resources.

Government spending (government spending) that is expansive and contractive describe government efforts to boost the economy through fiscal policy. Fiscal policy is the government's economic policy used to manage or direct the economy into better shape or pooled by means of varying the receipts (revenue) and expenses (expenditure) government. Durham (2012: 31) argues in modern economic management of fiscal policy contains three main objectives: First, influence the allocation of economic resources for the public sector and the opportunity cost of the transfer of economic resources from the private sector employers.

The second is to make the process of redistribution of wealth and income among economic classes of society. In this regard fiscal policy aims to strike a balance between individuals in net income or welfare. The third is to determine the direction of national economic growth and stability. Therefore, the fiscal policy should be able to manipulate the actions that will be reached in an optimal utilization of resources such as natural resources, human resources and financial resources.
Fiscal policy conducted by the government is not only about spending, but also to think about the budget constraints, which means associated with financing. Government budget constraint that expenditures for goods and services must be less than or equal to the initial wealth. If it is greater than the risk that it will cause the budget deficit. This is in line with Romer (2006), that the fiscal policy is not only related to the allocation and setting the proportion of expenditure, but also to the government bagimana finance these expenditures. There are at least four sources of financing government expenditure, namely: a) taxes, b) loan or selling bonds, c). Printing money (seignorage) and d). The sale of government assets (privatization).

According to Todaro (2000: 76) one of the potential revenues available to the government to finance all development efforts is the promotion of tax. The role of taxes in fiscal policy so large that the main source of revenue, or commonly called budget air function. Besides the tax is also used as a regular function (set). Budget air function (reception) that incorporate as much money into the state treasury. Regular function (set), in addition to the tax charge to the treasury function Negar, also serves to set the government's attempt to intervene in all areas through February achievement of the objectives of the government. Sekaitan with it, Rosen (2008: 335), suggests that the tax (tax) is the main source of financing government spending to improve social welfare. The imposition of certain kinds of taxes would have a different effect on economic growth. If the government imposes a lump-sum tax to masyarakat the effect on investment and growth are positive, but if the tax is charged to income tax will be reduced investment and economic growth.

Meanwhile, government expenditure financing through loans or the sale of government bonds will add to the wealth and income of the community in the future (long run), but the public also has a responsibility for the future in the form of tax obligations. Financing through debt is equal to the expenditure financed through taxes because of debt "equivalen" with taxes in the future.

As with the financing of government spending by printing money (seignorage) tend to be avoided, because the growth of money as a result of seignorage would lead to inflation. Although it is understood that there are many potential sources of inflation, but the understanding of inflation on long-term horizon is generally concluded that money growth
plays an important role in determining inflation, not because of money affect prices directly, but rather because em [iris vary more than the terminan (Romer, 2006: 497). The link between inflation and money growth may be formulated in the form of the following equation:

\[ \frac{M}{P} = L(Y) \]  \hspace{1cm} (2.2)

\[ P = \frac{M}{L(i,Y)} L(Y) \]  \hspace{1cm} (2.3)

The first equation shows the balance of money market conditions, where M is the money stock and P is the price level, resulting in the form of the second equation. The second equation shows that there is much potential for inflation. P can be increased as increasing money supply, interest rates, the decline in output or decrease in the demand for money for a particular i and Y.

Meanwhile, with regard to the privatization carried out by various considerations, one of which reduce the burden on government finances, while helping the government funding sources (divestment). But the source of financing government spending of privatization relatively rarely used, with the exception of fiscal crisis. Therefore privatization undertaken in many countries, ideally for the purpose of increasing the efficiency of the management of the company, as well as increase the professionalism.

Government spending itself consists of two forms, namely routine expenditure (current expenditure) and expenditure on goods and capital expenditure (capex). Routine expenditures for regular activities are permanent and ongoing, in order to finance the operations of government activities in the provision of public services. Regular government spending is meeting the needs of internal activities of government so that the negative effect on growth. Capital expenditure is expenditure made in the context of capital formation that are adding fixed asset / inventory that provides benefits. Todaro (2000), the goal of capital expenditure to finance the construction of facilities and physical infrastructure. Spending on "overhead" social and economic will open up employment opportunities, increase national income and in turn will increase the capacity of the economy.

In line with the above explanation, the flow shows that Keynesian government spending to spur economic growth. This view boost demand range of goods and services produced in the
aggregate economy, thereby encouraging economic growth. Thus, government spending is seen as exogenous force that change in aggregate output. In other words, in this case economic growth is a function of government spending.

Rosen (2008) perform measurements on the role of government through government spending volume approach in the form of: i) the purchase of goods and services, ii) transfer of income to the population, enterprises and Government, iii) interest payment. This approach suggests that the role of government spending is very important to the economy for the provision of public goods. Not only that, government spending is also very closely related to economic growth. A description of the relationship between government spending and economic growth preceded by Keynes in the-era of the 1930s, then expanded rapidly after the emergence of endogenous growth models. In connection with the government's policy endogenous growth model states that the fiscal policy to boost economic growth if the policy is intended to affect the quantity and quality of capital stock, such as increased government investment in infrastructure, investment in human resource development and investment in Research and Development (Romer: 2006).

Although in certain cases government spending on public goods provision is often debatable. But in general government spending has an impact on economic growth as described above, despite the fact that their relationship is no consistent, positive and negative. For the case of Indonesia is one done by Sodik (2007) to analyze the relationship between government spending and economic growth by using panel data. The results show that government spending (both routine expenditure and development expenditure) effect on regional economic growth.

This confirms that the government's involvement in resource allocation is meant to ensure the achievement of the use of economic resources efficiently, because in public procurement can not be achieved through the mechanism of Market. Weber and Niskanen (in Jan-Erik Lane, 2000) in Archam (2012) state utilities function of government is related to the size of the budget, therefore the government should maximize budget is government policy.
2. Government Expenditure Variables Education Sector

In macroeconomic theory (Boediono: 1999) government expenditure consists of three main headings that can be classified as follows:

a. Government expenditures for purchases of goods and services. Spending on goods and services used to finance government operations for the procurement of goods and services, and the cost of maintenance of state assets. Likewise, the opposite is often classified as development expenditure.

b. Government expenditures for employee salaries. Changes in employee salaries have influence on macroeconomic processes, in which the employee salary changes will affect the level of demand indirectly.

c. Government expenditures for transfer payments.

Transfer payment instead of purchasing goods or services by the government in the market of goods but register the payment or direct transfers to citizens which include for example the payment of subsidies or direct assistance to various segments of society, pension payments, interest payments on government loans to the public. Economically transfer payment has the same status and influence with the postal administration staff salaries although they are different.

Government spending in real terms can be used as an indicator of the size of government activities financed by government spending. The bigger and more activities, the greater the government's public expenditure is concerned. (Suparmoko, 1987).

Some basic understanding of the critical components in these expenditures, among others (Suminto, 2004):

1. Personnel expenditure accommodate all state expenditures are used to pay employee salaries, including allowances they are entitled, and pay honoraria, overtime, special compensation and employee expenses, as well as paying pension and health insurance (social contributions). In the classification of expenditure also includes the salary / wage for a project that is classified as development expenditure. With this format, you will see a post that overlap between personnel expenditures, which are classified as routine and development. This is where the future efficiency will be achieved.
2. Likewise, spending on goods that should be used to finance government operations for the procurement of goods and services, and the cost of maintenance of state assets. Likewise, the opposite is often classified as development expenditure.

3. Capital expenditures accommodate all public expenditure allocated for the purchase of investment goods (in the form of fixed assets and other assets). Capital expenditure broken down into (i) capital expenditure fixed assets / physical, and (ii) capital expenditure other assets / non-physical. In practice during this other expenditure nonphysical is majority consisted of personnel expenditure, interest and trips that are not directly related to investment for development.

4. Subsidies accommodate all public expenditure allocated to pay the subsidy burden on certain strategically vital commodity that dominate the lives of many people, in order to maintain price stability in order to be affordable by most segments of society. Such subsidies allocated through state enterprises and private companies.

5. In the meantime, there has been a kind of subsidy that actually there is no element of subsidy, then the expenditure will be classified as social assistance. Social assistance accommodate all public expenditure allocated to the transfer of money / goods given to the population, in order to protect against the risk of social services, such transfers for the payment of social compensation fund.

6. Meanwhile, spending for the area to accommodate all the central government expenditure allocated to the regions, which utilization is left entirely to the area.

RESEARCH METHODOLOGY

3.1 Approach and Design

The method used in this research is a form of econometric modeling using simultaneous equations. Simultaneous equation model is used as a variable relationship is not merely one direction but mutually influence (both directions). In the modeling used secondary data to form a data panel (pooled data) which is a combination of time series data (time series) and data cross point (cross section). To estimate the empirical data of each variable were
processed using Microsoft Excel and estimates the relationship between variables processed with SPSS version 20.

3.2 Location Research

The unit analysis in this research is all districts / cities in South Sulawesi as many as 23 districts out of 24 districts / cities, with time for 10 years (2006-2015). Decision of 10 years (2006-2015) with consideration for the vulnerable period is the implementation of the regional autonomy policy and policy on school operational expenditure (BOS) in the education sector. Therefore, this study sample as many as 23 districts with over 10 years of observation time.

3.3 Analysis Methods

The analytical method used is quantitative analysis approaches estimate the model of government spending, the model outcomes educational services, and a model of labor absorption as well as models of socio-economic variables using panel data (pooled data), which combines data across time (time-series data) and across space (cross-sectional data) 23 District / City in the province of South Sulawesi period 2006-2015. To test the hypothesis we used SPSS version 20.

1. Analysis Model

a). panel Data

Panel regression model is a combination of time series data (time series) and data cross (cross-section). Time series data covering a single object, but includes some time, and data cross consists of some object or many objects (Winarno, 2009: 91). Panel Data has an advantage: it can provide information that is more variability, multikoleniaritas far between variables, more degrees of freedom, as well as more efficient. Analysis of panel data in the study using the approach Coefficient Fixed between Time and Individual (Common Effect) According Widarjono (2013: 355), in which the approach using the technique estimating panel data is only by combining data time series and cross section regardless of time differences and individual and using OLS (Ordinary Least Square).

b). Simultaneous equations
In addition to estimating the model using a single equation, by comparing the model estimation approach is viewed from different angles, then there are other alternative is the simultaneous approach. Simultaneous equation model in which there is more than one regression equation and regression equations respectively, and each has a variable equations are interdependent.

Equation I:

$$\text{RLS}_i = \beta_0 + \beta_2 + \beta_1 \text{B}GJ_i \text{MODAL}_i + \beta_3 \text{OPS}_i + \epsilon_i$$

III.1

Information:

RLS = average Length of School
BGJ = Spending Salary
BBJ & M = Spending Of goods, services and capital
Bops = Operational Expenditure
i = year and region
el = error term 1

RESULTS AND DISCUSSION

1. Education Expenditure Growth

Since the enactment of regional autonomy and fiscal decentralization policy, the local management responsibilities delegated to each provincial and district / city. Transferred authority delegated authority, especially among financial management in public sector spending on education. Public sector spending education at the district / city in South Sulawesi source of the central government in the form of general allocation funds (DAK), Special Allocation Fund (DAK), deconcentration funds and fund School Operational Assistance (BOS), partly sourced from the provincial government in the form of funds free education that has been freely distributable to the respective district / city with an allocation of 40% is borne
by the province and 60% is paid by the district / city. The development of the education sector overall government spending district / city in South Sulawesi during the last 10 years can be seen in the following table:

Table 4.1

Government Education Expenditure 23 districts in South Sulawesi Years 2004-2013 (10 years)

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SULAWESI</td>
<td>31,775</td>
<td>37,098</td>
<td>43,894</td>
<td>50,773</td>
<td>63,901</td>
<td>84,984</td>
<td>82,829</td>
<td>134,809</td>
<td>135,390</td>
<td>119,707</td>
</tr>
<tr>
<td>2</td>
<td>SELAYAR</td>
<td>90,980</td>
<td>100,775</td>
<td>118,642</td>
<td>123,700</td>
<td>357,181</td>
<td>198,666</td>
<td>234,144</td>
<td>225,847</td>
<td>161,503</td>
<td>194,708</td>
</tr>
<tr>
<td>3</td>
<td>BULUK Umba</td>
<td>38,878</td>
<td>46,577</td>
<td>55,920</td>
<td>67,276</td>
<td>82,355</td>
<td>158,257</td>
<td>200,125</td>
<td>250,123</td>
<td>281,267</td>
<td>297,450</td>
</tr>
<tr>
<td>4</td>
<td>BANTAENG</td>
<td>37,681</td>
<td>88,555</td>
<td>102,265</td>
<td>117,620</td>
<td>143,609</td>
<td>159,593</td>
<td>210,180</td>
<td>283,314</td>
<td>236,161</td>
<td>108,419</td>
</tr>
<tr>
<td>5</td>
<td>ENPEHTO</td>
<td>72,126</td>
<td>85,042</td>
<td>100,328</td>
<td>118,410</td>
<td>150,367</td>
<td>168,058</td>
<td>191,813</td>
<td>266,931</td>
<td>307,094</td>
<td>243,292</td>
</tr>
<tr>
<td>6</td>
<td>TAKALAR</td>
<td>130,878</td>
<td>110,445</td>
<td>153,465</td>
<td>180,547</td>
<td>228,984</td>
<td>277,006</td>
<td>317,281</td>
<td>447,792</td>
<td>380,500</td>
<td>467,038</td>
</tr>
<tr>
<td>7</td>
<td>GODWA</td>
<td>38,878</td>
<td>46,577</td>
<td>55,920</td>
<td>67,276</td>
<td>82,355</td>
<td>158,257</td>
<td>200,125</td>
<td>250,123</td>
<td>281,267</td>
<td>297,450</td>
</tr>
<tr>
<td>8</td>
<td>SINJAI</td>
<td>84,888</td>
<td>91,278</td>
<td>98,348</td>
<td>105,535</td>
<td>137,534</td>
<td>172,004</td>
<td>168,192</td>
<td>255,062</td>
<td>303,567</td>
<td>245,634</td>
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<tr>
<td>9</td>
<td>MAROS</td>
<td>75,721</td>
<td>89,823</td>
<td>106,575</td>
<td>116,478</td>
<td>184,092</td>
<td>206,134</td>
<td>254,049</td>
<td>324,801</td>
<td>337,849</td>
<td>383,480</td>
</tr>
<tr>
<td>10</td>
<td>PANGKEP</td>
<td>53,425</td>
<td>60,959</td>
<td>70,883</td>
<td>82,428</td>
<td>108,165</td>
<td>164,869</td>
<td>154,211</td>
<td>198,916</td>
<td>162,436</td>
<td>189,186</td>
</tr>
<tr>
<td>11</td>
<td>BUAH</td>
<td>87,130</td>
<td>99,000</td>
<td>112,500</td>
<td>127,841</td>
<td>177,086</td>
<td>197,110</td>
<td>213,429</td>
<td>492,808</td>
<td>359,799</td>
<td>342,922</td>
</tr>
<tr>
<td>12</td>
<td>Soppeng</td>
<td>36,941</td>
<td>46,328</td>
<td>58,120</td>
<td>72,940</td>
<td>97,091</td>
<td>134,646</td>
<td>156,651</td>
<td>248,846</td>
<td>266,114</td>
<td>315,279</td>
</tr>
<tr>
<td>13</td>
<td>Tenggaro</td>
<td>53,461</td>
<td>62,540</td>
<td>73,180</td>
<td>85,655</td>
<td>112,093</td>
<td>176,512</td>
<td>176,548</td>
<td>256,043</td>
<td>302,473</td>
<td>211,601</td>
</tr>
<tr>
<td>14</td>
<td>SIDrap</td>
<td>72,377</td>
<td>83,376</td>
<td>95,843</td>
<td>110,154</td>
<td>141,602</td>
<td>187,090</td>
<td>181,845</td>
<td>238,292</td>
<td>281,003</td>
<td>273,931</td>
</tr>
<tr>
<td>15</td>
<td>PINANG</td>
<td>75,137</td>
<td>91,405</td>
<td>111,375</td>
<td>135,916</td>
<td>165,205</td>
<td>193,028</td>
<td>213,218</td>
<td>136,146</td>
<td>297,101</td>
<td>373,736</td>
</tr>
<tr>
<td>16</td>
<td>Enrekang</td>
<td>56,897</td>
<td>72,838</td>
<td>93,325</td>
<td>119,671</td>
<td>121,192</td>
<td>150,395</td>
<td>149,506</td>
<td>237,640</td>
<td>262,700</td>
<td>215,963</td>
</tr>
<tr>
<td>17</td>
<td>Luwu</td>
<td>58,584</td>
<td>70,556</td>
<td>85,008</td>
<td>102,419</td>
<td>103,173</td>
<td>172,505</td>
<td>201,523</td>
<td>307,690</td>
<td>256,882</td>
<td>303,732</td>
</tr>
<tr>
<td>18</td>
<td>Luwu Utara</td>
<td>77,834</td>
<td>88,447</td>
<td>100,508</td>
<td>114,214</td>
<td>140,175</td>
<td>180,058</td>
<td>159,777</td>
<td>267,370</td>
<td>257,861</td>
<td>243,920</td>
</tr>
<tr>
<td>19</td>
<td>Luwu Timur</td>
<td>48,581</td>
<td>58,315</td>
<td>70,056</td>
<td>84,229</td>
<td>150,158</td>
<td>186,318</td>
<td>135,928</td>
<td>190,590</td>
<td>228,892</td>
<td>209,890</td>
</tr>
<tr>
<td>20</td>
<td>Majassar</td>
<td>258,595</td>
<td>272,310</td>
<td>286,442</td>
<td>301,729</td>
<td>388,432</td>
<td>456,198</td>
<td>541,649</td>
<td>855,484</td>
<td>918,090</td>
<td>607,949</td>
</tr>
<tr>
<td>21</td>
<td>Pare Pare</td>
<td>66,210</td>
<td>78,440</td>
<td>93,015</td>
<td>110,458</td>
<td>99,126</td>
<td>127,975</td>
<td>135,298</td>
<td>238,432</td>
<td>206,539</td>
<td>231,551</td>
</tr>
<tr>
<td>22</td>
<td>Palopo</td>
<td>43,955</td>
<td>51,771</td>
<td>61,907</td>
<td>72,235</td>
<td>101,820</td>
<td>107,210</td>
<td>131,580</td>
<td>178,569</td>
<td>169,843</td>
<td>208,122</td>
</tr>
</tbody>
</table>

Table 4.1 above illustrates the development of the total expenditure of the education sector at 23 kabupaten / city in South Sulawesi, where 23 districts / cities in average spending growth of the education sector during the last 10 years (2004-2013) by 8% -10%. There are 3 districts / cities that experienced an increase in the education sector spending an average of 10%, ie Bantaeng district, Sinjai and Soppeng district.

The amount of the percentage of expenditure are not always encouraging the education sector in improving the quality of education. If we examine further, it turns out that the big education spending more time is spent on personnel expenditure. And to improve the quality of education, should the proportion between personnel expenditure and operating expenditure...
and capital is not too lame. Based on table 4.1 proportion of spending on personnel (salaries of teachers and education personnel) in 23 districts / cities in South Sulawesi average reached 80% -85% of the total expenditure. This illustrates that the education sector budget is spent over the last 10 years (2003-2013) the proportion is mostly spent to pay salaries.

2. Achievement Education Performance

On average dimensions of the Average Length of school that has been achieved in the population aged 15 years and over in the district / city in South Sulawesi during the last 10 years has not changed much. As the following table:

Table 4.2

<table>
<thead>
<tr>
<th>Achievement Average Length of Population School District / Town in South Sulawesi during the last 10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>1. TULATAR</td>
</tr>
<tr>
<td>2. SULUWESI</td>
</tr>
<tr>
<td>3. SULUWESI</td>
</tr>
<tr>
<td>4. SULUWESI</td>
</tr>
<tr>
<td>5. SULUWESI</td>
</tr>
<tr>
<td>6. SULUWESI</td>
</tr>
<tr>
<td>7. SULUWESI</td>
</tr>
<tr>
<td>8. SULUWESI</td>
</tr>
<tr>
<td>9. SULUWESI</td>
</tr>
<tr>
<td>10. SULUWESI</td>
</tr>
</tbody>
</table>

Table 4.2 above shows, that over the last 10 years (2004-2013) district / city in South Sulawesi was little changed or increased only an average of 1%-2% only for 10 years. Area population reaches an average length of most high school the city of Makassar who have reached 10 years or -rata average educational level of the population up to the high school grade 1 or has
reached the 9-year basic education program which has been launched by the central government based education to the Strategic Plan 2014. Similarly, in the city and town of Pare-Pare average Palopo old school that has reached 9.9 years or at the high school until grade 1. But other districts are still largely under 9 years or the average still 5-7 year. This indicates that over the last 10 years changes in the level of education as measured by the average length of school in 23 districts / cities in South Sulawesi has not reached the national target of basic education completed 9 years which followed on basic education completed 12 years of age or level of school (SMA).

3. Effect of the Education Sector Spending Growth Achievement Against Average Length of School

To determine the effect of government spending on the education sector gains of education level between the district / city in South Sulawesi, where the performance of education in proxy by using the average of the old school model will be used as follows:

Equation I:

$$ RLS_{it} = \beta_0 + \beta_1 B.Gaji_{it} + \beta_2 B.BJ + \beta_3 B.J + \epsilon_{it} $$

Based on estimates that model the approach Fixed Effect Model method SUR, it appears that government spending education sector is proxied by three (3) variables, namely the Shopping Salary (B.GJ), Shopping Goods, services and capital (B.BJM) and Expenditure Operations (Bops) and significant positive effect on the Average Length of school (RLS). Comparison coefficient model estimate of government spending in the education sector 23 districts / cities in South Sulawesi can be seen in the following table:

<table>
<thead>
<tr>
<th>Variabel Independen</th>
<th>TH</th>
<th>Koefisien (i)</th>
<th>t-Test</th>
<th>Sig.</th>
<th>VIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary Expenditure</td>
<td>+</td>
<td>0.532*</td>
<td>3.658</td>
<td>0.000</td>
<td>1.734</td>
</tr>
</tbody>
</table>

103
## Goods and Capital Expenditure

<table>
<thead>
<tr>
<th>Operational Expenditure</th>
<th>+</th>
<th>-0.350**</th>
<th>-2.47</th>
<th>0.014</th>
<th>1.350</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td></td>
<td>-5.927</td>
<td>-1.744</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$R^2$</td>
<td></td>
<td></td>
<td></td>
<td>0.406</td>
<td></td>
</tr>
<tr>
<td>Adjusted $R^2$</td>
<td></td>
<td></td>
<td></td>
<td>0.157</td>
<td></td>
</tr>
<tr>
<td>F Test</td>
<td></td>
<td></td>
<td></td>
<td>14.879</td>
<td></td>
</tr>
<tr>
<td>DW</td>
<td></td>
<td></td>
<td></td>
<td>2.242</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td>230</td>
<td></td>
</tr>
</tbody>
</table>

### Information:

*) Significant at the 0.01 significance level, or 99%

**) Significant at the level of significance of 0.05 or 95%

***) Significant at the significance level of 0.10 or 90%

Of the value of the data processing based on the table next 4:11 that value is inserted into the equation Model Equation 1 as follows:

\[
RLS = 5.927 + B_{GJ} \times 0.532 - 0.350 \times B_{BJM} + 0.344 \times B_{Ops}
\]

\[
T_{stat} = (3.6558) (-2.470) (2.576)
\]

\[
R^2 = 0.0406 \text{ Adj } R^2 = 0.154 \text{ SE} = 3.398 \text{ DW-Stat} = 2242
\]
CONCLUSION

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

1. The increase in total expenditures education sector during the last 10 years has increased significantly, or an average growth of 4-5% per year.

2. Growth Access educational performance on average Old School (RLS) in South Sulawesi during the last 10 years is constantly increasing. However, growth reached only 2% -3% in each district / city in South Sulawesi. The gains of education in Average Length of School (RLS) has only reached 7.6 years, or at the level of grade 2 junior.

3. Increasing the share of spending the education sector has a significant influence on the performance enhancement proxy for education performance Average Length of School (RLS).

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