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## Management Strategy for Accelerating Long School Expectations and Average Length of Schooling in West Java

### Abstract

This study aims to examine efforts to accelerate the Expected Years of Schooling (EYS) and the Mean Years of Schooling (MYS) in West Java. The region continues to face significant educational challenges, including disparities in teacher distribution and quality, inconsistencies in institutional management, inadequate educational infrastructure, and limited access to education particularly in rural areas. These issues hinder the progress toward achieving targeted levels of EYS and MYS. Employing a qualitative approach through a case study method, data collection was conducted using triangulation techniques involving observations, interviews, and document analysis. The findings highlight strategies designed to enhance the pace of educational attainment in West Java. These strategies involve coordinated efforts between the Provincial Education Office, the Regional Office of the Ministry of Religious Affairs, and Higher Education Service Institutions. Despite the integration of planning, implementation, monitoring, and evaluation processes, and the allocation of various funding sources such as Central and Regional School Operational Assistance, as well as the Indonesia Smart Card progress remains below expectations due to persistent structural and systemic barriers.

**Keywords:** Management Strategy, Long School, Length Schooling

### 1. Introduction

Based on the Strategic Plan of the West Java Education Office 2018-2023 stated the Weaknesses of the West Java Education Office, namely: (1) the quality of educators who can play a role in realizing optimal education delivery is still uneven (2) there is a quality gap and governance of educational institutions in urban and rural areas (3) the provision of educational data and information that is needed as reference material in preparing program plans and activities in the field of education is still not optimal (4) there is still a lack of coordination and cooperation between all parties related to the implementation education to impede the realization of educational optimization both in the aspects of planning, implementation of supervision and assessment (5) the acceleration of expected length of schooling and the average length of schooling is still not optimal.(Aris, 2025)

One alternative strategy to accelerate both the Expected Years of Schooling (EYS) and the Mean Years of Schooling (MYS) involves the implementation of compulsory education policies. Compulsory education refers to the minimum level of schooling that all Indonesian citizens are required to complete, under the responsibility of both the central and regional governments. This program is designed to broaden and equalize access to quality education across the population. According to Government Regulation No. 47 of 2008, the aim of

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compulsory education is to ensure that all citizens receive a foundational level of education, enabling them to develop their potential, live independently, and pursue higher levels of education if desired. (Nhung et al., 2025)

Improving EYS and MYS is considered a key indicator in enhancing the Human Development Index (HDI), as outlined by the United Nations Development Programme (UNDP) and referenced by Indonesia's Central Statistics Agency (BPS). The HDI is measured through three core dimensions: (1) a long and healthy life, (2) access to knowledge, and (3) a decent standard of living. The knowledge dimension, in particular, includes two indicators Expected Years of Schooling and Mean Years of Schooling. EYS refers to the projected number of years a child aged 7 is expected to spend in formal education, providing insights into the educational prospects at different levels. Meanwhile, MYS represents the average number of years individuals aged 25 and older have spent in formal schooling, which reflects the educational attainment and quality within the adult population. (Almarabeh et al., 2025)

## **2. Literature Review**

Strategy for the Acceleration of Long School Expectations (LSE) and the Average Lasting of School (ALS) in West Java can cover various aspects related to education and government policies. Below are some key points that could serve as the foundation for the literature review in this context. (Aeni et al., 2025; Tawalbeh, 2025)

### **2.1. Education in Indonesia: Policies and Challenges**

Education Policy in Indonesia: Numerous studies address the educational policies in Indonesia, including those aimed at improving the quality and accessibility of education across the country, including in West Java. For example, the National Medium-Term Development Plan (RPJMN) includes targets for increasing educational participation rates and the quality of learning. (Akhter et al., 2025)

Educational Challenges in West Java: West Java has a large population with diverse geographical and socio-economic conditions, which affect the quality of education. Literature often highlights disparities in education between urban and rural areas, as well as the impact of poverty, which hinders access to education. (Akrim, 2025)

### **2.2. Strategies for Accelerating Education**

Education Acceleration to Improve LSE: Education acceleration refers to efforts aimed at speeding up the achievement of educational goals, such as reducing dropout rates and increasing the duration of education. In this context, literature may include programs supporting educational acceleration, such as technology-based learning, scholarship programs, and improving teacher quality. (Walugembe et al., 2024)

Acceleration Models: There are various acceleration models applied both globally and in Indonesia, including the implementation of more efficient curricula, the use of educational technology for distance learning, and the establishment of learning centers in remote areas. (Sunhaji et al., 2025)

### 2.3.Improving ALS (Average Lasting of School)

**Factors Affecting ALS:** Literature may explore various factors influencing the Average Lasting of School (ALS), such as access to schools, education quality, socio-economic family conditions, and government policies related to providing educational facilities.(Smairan, 2025)

**Government Policies to Improve ALS:** Several policies directly affect ALS, such as the 12-year compulsory education program, improved educational facilities, and social assistance programs that support low-income families to ensure that children remain in school longer.(Guillén-Martínez et al., 2025)

**Inclusive Education and ALS:** A significant body of literature related to ALS discusses inclusive education, which aims to provide equal learning opportunities for all children, regardless of their socio-economic background.(Matamoros-Echeverria et al., 2025)

### 2.4.Implementation in West Java

**Regional Context of West Java:** The literature review should also consider local factors in West Java, such as poverty rates, the disparity in educational access between urban and rural areas, and the programs that local governments have implemented to improve education quality.

**Impact of Infrastructure and Access to Education:** Literature can also address the role of educational infrastructure (schools, transportation, and technology) in improving participation rates and educational duration in West Java.(Mohammad et al., 2025)

- a. **Program Evaluation and Its Impact Educational Program Evaluation:** Some literature may focus on the evaluation of acceleration programs already implemented in West Java or across Indonesia. These evaluations are crucial in understanding the effectiveness of these programs in improving LSE and ALS.
- b. **Impact of Programs on Education Quality:** Research on the long-term impact of various educational programs is also important, including the enhancement of employability skills, reduction of unemployment, and contributions to economic development.(Ferdousmou et al., 2025)
- c. **Educational Theories and Approaches Educational and Learning Theories:** Literature may also cover relevant educational theories, such as constructivism, which can influence education acceleration strategies. Additionally, theories on curriculum development and innovative teaching strategies are highly relevant to this topic.(Rachayu et al., 2025)
- d. **Global Best Practices Best Practices from Other Countries:** Several countries have successfully improved school duration and reduced dropout rates. International literature can provide insights into best practices that could be applied in Indonesia, particularly in West Java. For instance, school-community partnerships, social intervention programs, or technology-based initiatives could be potential solutions.(Alobaydi & Alsswey, 2025) This literature review is expected to offer a comprehensive understanding of the factors influencing the acceleration of LSE and ALS, as well as strategies that could be implemented in West Java to accelerate the achievement of better educational outcomes.

## 3. Research Methods

This research uses a qualitative method aimed at finding out what the natural situation is, which was carried out using snowballing and triangulating data sources from the West Java

education office. The West Java Central Statistics Agency, and the West Java Regional Office of the Ministry of Religion.(Al-Adasani, 2025)

Data Collection Techniques This study utilized multiple methods to collect data, including (1) interviews, (2) direct observations, and (3) document analysis. These techniques were employed to obtain comprehensive information on environmental analysis, strategic planning, implementation, monitoring, and evaluation processes each of which contributes to improving the Expected Years of Schooling (EYS) and the Mean Years of Schooling (MYS) in West Java.(Ding et al., 2025)

## **4. Results and Discussion**

### **4.1. Management of Acceleration Strategies for EYS and MYS**

The management of strategies aimed at accelerating both EYS and MYS in West Java serves as a critical indicator of educational progress over a specific period. These indicators are closely tied to the Human Development Index (HDI), which reflects overall societal well-being. The HDI is shaped by three interrelated dimensions: (1) health and life expectancy, (2) educational attainment, and (3) a decent standard of living. Education, in particular, plays a central role as both an outcome and a driver of economic and health-related improvements.(Ridhatullah, 2025)

Efforts to enhance EYS and MYS in West Java are conducted in a structured and ongoing manner, involving processes such as environmental analysis, strategic planning, implementation, monitoring, and evaluation. These steps aim to ensure that educational initiatives are effectively aligned with broader development goals.(Sutarman & Slamet, 2025)

### **4.2. Strategic Planning for Accelerating EYS and MYS**

The planning process to increase EYS and MYS is carried out collaboratively across multiple institutional levels. This includes coordination among the Provincial Government, City and Regency Governments, the Provincial and Regional Education Offices, the Regional Office of the Ministry of Religious Affairs, and the Higher Education Service Institution for Region IV in West Java. The outcome of this collaboration is a five-year strategic education development plan.(Dinar, 2024)

Annual operational plans are developed in line with this broader strategy, outlining both qualitative and quantitative targets to be achieved. These targets align with the established vision, mission, and educational objectives. According to strategic management theory, strategy formulation involves crafting long-term plans that leverage an organization's internal strengths while addressing external opportunities and threats. This process includes defining organizational goals, setting attainable objectives, crafting effective strategies, and establishing policy frameworks.

### **4.3. Implementation Strategy for Accelerating EYS and MYS**

As noted by Wheelen and colleagues (1995), strategy implementation involves translating plans and policies into actionable steps through the creation of programs, budgets, and procedures. In the context of educational development in West Java, the implementation phase encompasses a series of coordinated activities designed to operationalize the strategies outlined in the planning phase. (Susanti, 2024). These activities are critical for turning strategic intent into measurable progress in both EYS and MYS outcomes.

a. Primary and Secondary Education with a wide opening of the new student admissions system for Elementary Schools, Junior High Schools, High Schools, and State Vocational

High Schools within the Department of Education. Namely through (1) the Zoning system, namely (acceptance of new students based on the designated residential zoning regional government with the School Principal Working Group, at least 50% (2) The affirmation route is given to new students who come from economically disadvantaged families at least 15% (3) The transfer route for parents/guardians is at most 5% (4) The Achievement Pathway is given to new students who have academic and non-academic achievements at international, national, provincial, district/city levels. Acceptance of new students within the Ministry of Religion, namely at Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah state using the system (1) not using the zoning route, (2) the affirmation route, (3) the parent/guardian transfer route, (4) the achievement route. The authority for accepting new students at private schools is handed over to private schools with due observance of applicable regulations. Meanwhile, non-formal education packages A, B, and C are specifically regulated.

- b. Higher Education with wide open entry to state universities consists of (a) National selection based on achievement (b) National Selection Based on Tests, (c) Independent Selection by Test Score route, (d) Independent Selection by Achievement route (e) Independent Selection by International Class route (f) Self-Selection of Applied Undergraduate Test Scores. For open universities, it is specifically regulated, while for private universities it is the authority of private universities by applicable regulations. (Kristiana & Siregar, 2025)

The West Java Regional Government, in supporting the implementation of increasing the Expected Length of School and Average Length of School. Issued Regulation of the Governor of West Java Number 165 of 2021 concerning Technical Instructions for Providing Regional Education Operational Costs (BOPD) in High Schools, Vocational High Schools and Outer Schools. Public Administration in West Java Province as a companion fund for regular school operational assistance disbursed by the central government, (BOS) to ensure community access to adequate, equitable, and affordable educational services. (Muchtaron, 2024)

Regional School Operational Costs are used for (1). Learning and extracurricular activities; (2). Increasing the competence of educational resources and educational staff (3). Administering, and participating in competency improvement (4). Learning evaluation activities (5). Provision of learning tools, materials, and media (6). Provision, maintenance, and maintenance of school infrastructure and environment. (7). To finance the operation of implementing inclusive education (8). Purchasing, adding, and renting multimedia learning tools (9). Strengthening character education (10). Fulfillment of minimum service standards based on laws and regulations, (11). Activities to improve the quality of learning, including the provision of learning facilities, supporting facilities for education and training, and professional services, (12). Honorarium for teachers and non-civil servant education personnel, (13). Additional income for teachers and non-civil servant education staff, (14). Financing of other activities in the framework of quality learning that may not be funded by regular BOS. (Aeni et al., 2025; Mariyanah, 2024)

#### **4.4. Acceleration Strategy for Expected Years of Schooling and Mean Years of Schooling**

One key initiative to support the acceleration of both Expected Years of Schooling (EYS) and Mean Years of Schooling (MYS) is the distribution of the **Smart Indonesia Card** to eligible students. The KIP program provides financial assistance on a semester basis, with varying amounts depending on the level of education: IDR 450,000 for elementary school students, IDR 750,000 for junior high school students, and IDR 1,000,000 for senior high school students. For higher education, the financial aid depends on institutional accreditation,

with students attending institutions accredited as 'A' receiving IDR 12,000,000, 'B' accredited institutions receiving IDR 4,000,000, and 'C' receiving IDR 2,400,000.

Empirical studies have shown that EYS, MYS, and per capita expenditure significantly contribute to the Human Development Index (HDI), with their combined effect accounting for approximately 97.8% of the variation in HDI, leaving only 2.2% influenced by other variables. Arofah and Rahimah (2019) found that MYS has a direct and significant impact on HDI. Similarly, Amanah (2021) observed a positive and statistically significant relationship between MYS and HDI in the province of West Sumatra. (Sirajudin & Nurhalimah, 2024)

Beyond its correlation with HDI, MYS also has implications for poverty reduction. Faritz et al. (2020) identified low educational attainment, high unemployment, inflation, and underdeveloped competitiveness as the primary contributors to poverty. Their findings indicate that MYS, when considered individually, has a significant impact on poverty levels. Moreover, when analyzed together with economic growth and unemployment rates, MYS continues to exhibit a statistically significant influence on poverty, emphasizing the vital role of education in both human development and socio-economic progress. (Kristiana & Siregar, 2025)

Table 1. Component Acceleration (IPG) Old School Expectations

Region	Old School Expectations (IPG)		Region	Old School Expectations (IPG)	
	Man	Woman		Man	Woman
Bogor	12,77	12,50	Karawang	12,23	12,18
Sukabumi	12,63	12,08	Bekasi	13,10	13,14
Cianjur	12,29	11,92	Bandung Barat	11,91	11,89
Bandung	12,17	13,09	Pangandaran	12,10	12,27
Garut	12,35	11,98	Kota Bogor	13,35	13,52
Tasikmalaya	12,73	12,59	Kota Sukabumi	14,41	13,52
Ciamis	14,66	14,28	Kota Bandung	14,22	14,48
Kuningan	12,91	12,24	Kota Cirebon	12,81	13,43
Cirebon	12,26	12,74	Kota Bekasi	14,32	14,11
Majalengka	12,46	12,22	Kota Depok	13,94	14,06
Sumedang	12,97	13,64	Kota Cimahi	14,25	13,73
Indramayu	11,94	12,45	Kota Tasikmalaya	13,40	13,78
Subang	11,77	12,12	Kota Banjar	13,57	13,18
Purwakarta	12,13	12,26	Rata-Rata	12,60	12,72

(Source: Data obtained)

Basic Education Data can make things easier (1). Teacher needs mapping (2). Teacher allowance mapping (3). Zoning decision for accepting new students (4). Data validation and verification in educational units (5). Policy reference (6). Determination of the amount of tuition assistance (7). Submission of improvement of institutional data (7). speed up reporting (8). Measuring the quality of education. (Suryanah, 2024)

The evaluation process for tracking improvements in Expected Years of Schooling (EYS) and Mean Years of Schooling (MYS) is conducted annually. This evaluation aims to assess educational progress across districts and cities within West Java Province. According to

Wheelen and Hunger (1995), evaluation and control refer to the process through which organizational activities and outcomes are monitored, comparing actual performance against predetermined benchmarks. The EYS and MYS metrics are calculated using standardized formulas, which provide insights into the overall educational attainment and projections within the population.

Based on the available data, the average EYS in West Java stands at approximately **12.60 years for males**, equivalent to graduating from high school and completing an additional six months of tertiary education, and **12.72 years for females**, indicating high school completion plus roughly seven months of college education.

Several districts and cities in West Java report EYS figures above the provincial average. These include **Bogor, Tasikmalaya, Ciamis, Sumedang, Subang, Indramayu, Bekasi, West Bandung, Bogor City, Sukabumi City, Bandung City, Cirebon City, Bekasi City, Depok City, Cimahi City, Tasikmalaya City, and Banjar City.**(Sutikno et al., 2025)

On the other hand, several regions fall below the provincial average, including **Cianjur, Garut, Bandung Regency, Cirebon Regency, Kuningan, Majalengka, Purwakarta, Karawang, and Pangandaran.** These disparities highlight the ongoing need for targeted policy interventions and resource allocation to ensure more equitable educational outcomes across the province.

Table 2. Component Acceleration (IPG) Average Length of Schooling

Region	Average Length of School (GPA)		Region	Average Length of School (GPA)	
	Man	Woman		Man	Woman
Bogor	8,96	8,00	Karawang	8,43	7,22
Sukabumi	7,81	6,85	Bekasi	9,79	9,07
Cianjur	7,51	6,73	Bandung Barat	8,74	7,85
Bandung	9,31	8,83	Pangandaran	8,39	7,73
Garut	8,13	7,41	Kota Bogor	11,03	10,23
Tasikmalaya	7,93	7,58	Kota Sukabumi	10,62	9,79
Ciamis	8,21	7,84	Kota Bandung	11,31	10,66
Kuningan	8,15	7,62	Kota Cirebon	10,66	9,84
Cirebon	7,81	6,97	Kota Bekasi	12,06	11,43
Majalengka	7,79	7,08	Kota Depok	11,82	11,15
Sumedang	8,94	8,45	Kota Cimahi	11,40	10,83
Indramayu	7,49	6,12	Kota Tasikmalaya	9,65	9,30
Subang	7,66	6,82	Kota Banjar	11,35	10,55
Purwakarta	8,78	7,68	Rata-Rata	9,07	8,48

(Source: Data obtained)

#### 4.5. Analysis of Mean Years of Schooling and Contributing Factors

Based on the data presented, the **average number of years of schooling in West Java** is **9.07 years for males**, indicating that the average male has completed junior secondary

school (SMP/MTs) and is currently in the first year of senior secondary education. For females, the average is **8.48 years**, which suggests completion of primary school and ongoing enrollment in the third year of junior secondary school.(Dadang, 2024)

Several critical factors contribute to the relatively low figures in both Expected Years of Schooling (EYS) and Mean Years of Schooling (MYS). These include **limited household income, low educational awareness among parents and children, unequal access to educational institutions particularly in remote or geographically isolated areas, and a high dropout rate.**

Empirical findings support the assertion that EYS, MYS, and **per capita educational expenditure** collectively explain approximately **97.8% of the variance in the Human Development Index (HDI)**, with the remaining 2.2% influenced by other variables.

Moreover, the data highlights a significant **gap between the expected and actual average years of schooling.** Bridging this gap requires a multi-faceted approach. On the student side, efforts must focus on **preventing school dropouts** and promoting **participation in non-formal or alternative education pathways.** Public awareness campaigns emphasizing the **importance of education** are also essential.

From the educators' perspective, there is a need to **increase both the number and quality of teachers** to ensure consistent and effective learning processes. In terms of infrastructure, expanding and upgrading **educational facilities and resources**, especially in underserved areas, is crucial to improving accessibility and supporting sustained enrollment.(Sukanti & Sutarman, 2025)

#### **4.6. Innovative Strategy Acceleration of Old School Expectations and Average School Years**

Innovative strategies for accelerating school age expectations and average school years can be carried out by developing partnership opportunities between the Ministry of Education and Culture. (Ardan, 2025) Provincial and District/City Education Offices with various stakeholders as follows:

- a. The partnership between the Ministry of Education and Culture, Ministry of Religion, and Provincial and District/City Education Offices with Islamic boarding schools can be done through (1). Establishment of an educational package program starting from Package A, B, and C study groups (2). The competency test for students who have mastered various yellow books can be equated with a certain level of education certificate. (3). Every decent Islamic boarding school can be feasible to build a tertiary institution in the framework of the continuity of the formal education of the students.
- b. Partnership with the Business World to explore and utilize Corporate Social Responsibility (CSR), to support education. This partnership is intended to raise assistance in the form of funds, facilities, and human resources. Funds can be in the form of community service funds or marketing and to explore employee professional zakat. Means can be in the form of utilizing business world facilities that can be utilized by education or (the business world assists with facilities to cover deficiencies in the educational environment. Meanwhile, human resources, namely the business world, assist practitioners or experts to become resource persons for the advancement of education to create links and Match between the world of education and the business world.(Yudiernawati et al., 2025)
- c. Partnership with the Community, namely in the context of obtaining innovative solutions both related to student enrollment support, educational infrastructure, educational funds, and human resources considering that education is from by and for the community.

## 5. Conclusion and Suggestions

### 5.1. Conclusion

Based on the findings and discussions regarding strategies to accelerate the **Expected Years of Schooling (EYS)** and **Mean Years of Schooling (MYS)** in West Java, the following conclusions can be drawn:

- a. The Expected Years of Schooling plays a crucial role in influencing the Mean Years of Schooling. Both indicators serve as important reflections of the overall quality and distribution of education in West Java.
- b. The current Expected Years of Schooling stands at **12.62 years**, which is equivalent to completing high school along with one year of diploma-level education. Meanwhile, the Mean Years of Schooling is **8.78 years**, roughly equivalent to the second year of junior secondary school. These figures have a significant impact on the **Human Development Index (HDI)** in West Java. However, education-related indicators are closely interconnected with other HDI components, such as **life expectancy**, which currently stands at **74.52 years**, and **per capita expenditure**, reported at **IDR 11,277,000**.
- c. Several challenges hinder efforts to improve the quality of education across the region. These include uneven distribution and quality of teachers, disparities in the management and governance of educational institutions, and a lack of adequate educational infrastructure especially in rural and remote areas. As a result, both EYS and MYS figures remain below desired targets.

### 5.2. Suggestions

In light of the conclusions drawn from this study, the following recommendations are proposed:

- a. For policymakers and government bodies such as the **Ministry of Education and Culture** and the **Ministry of Religious Affairs**, it is essential that any educational policy or program implementation be accompanied by **rigorous supervision and evaluation**. This ensures that each program fulfills its intended purpose and functions effectively within its respective institutional framework, ultimately delivering tangible benefits to the broader community.
- b. For the Government in providing assistance for school, central and regional operational costs, as well as the costs of the Smart Indonesia Card, so that it is monitored systematically, so that its use is right on target.
- c. For educational activities to pay attention to an easy and simple learning process, so that it can be achieved and felt by subject teachers, so that teachers can improve their performance, and have an impact on learning, so as to create quality graduates that are absorbed by graduate users.

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