

## Educator Equity Policy in The Era of Decentralization: A Triple Helix Approach Model

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**Abstract:** Tripe Helix's Approach to Equitable Educator Quality Policy in the Era of Decentralization. One of the findings in the obstacles to the implementation of educational decentralization is the equal distribution of teaching staff equality. The efforts made by the central government to improve the standard of national education are carried out against the backdrop that it is on its way to achieving the goal of creating superior human resources. It is difficult to find human resources who are both academically capable and emotionally robust. In the decentralized age, this article seeks to offer a "triple helix" strategy for educational equity policies. For municipal leaders to succeed in decentralization, innovation and creativity are crucial. To achieve outcomes aimed at a national or even international level, leaders must be adept at managing local resources. In the spirit of NPM, where there is cooperation between the public and private sectors, the idea of decentralization is implemented. The Triple Helix theory is consistent with the ideas of decentralization and NPM. It was first popularized by Etzkowitz and Leydesdorff as a way to develop innovative policies. A literature analysis was the research methodology used. The information that the author used to create this article came from a study of several pertinent texts and research studies. This article's findings use the Triple Helix approach to achieve a balanced distribution of educators with the necessary credentials.

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## INTRODUCTION

The Indonesian government must organize a fair and equitable government in various fields. Education is always an interesting topic to discuss. From education, reliable and competent human resources emerge. To equalize the quality of education throughout Indonesia, the government inaugurated Law No 23/2014 on local government. This regulation regulates the decentralization of government in various fields, including education. Education in local government aims to carry out smooth education management with the implementation of regional autonomy so that Indonesia can elaborate on the management of the education system in a region. The condition of Indonesian education still needs a lot of improvement. The Indonesian government still has various problems in improving education. Based on BPS data (BPS, 2024), it shows that Indonesian education has a high education gap between urban and rural areas as shown in Table 1.

The BPS data for 2023 above shows that there are still differences in the percentage of finished education levels. According to data on female education levels, 1.93% of people in urban regions and 5.17% of people in rural areas, respectively, have never attended school. The population that has never attended school also demonstrates this; there is a notable disparity between urban and rural areas, with rural being 6.63 and urban being 12.39. At the tertiary level, urban areas make up 13.21 of the total, while rural areas make up only 5.84. The study indicates that to improve education in Indonesia, the government must address several issues, including persistent inequalities in educational attainment. These difficulties include growing educational standards, income disparities among community groups, and comparatively large school distances between regions.

**Table 1.** Percentage of Population 15 Years and Over by Education Level in 2023

Region of Residence	Gender	Never been to school	Not yet graduated from elementary school	Elementary school/ equivalent	Junior high school/ equivalent	Senior High School/ Equivalent	Higher Education
Urban	Male	1.27	5.80	19.51	22.53	38.13	12.76
	Female	2.58	7.43	20.51	22.01	22.01	13.66
	Male+ Female	1.93	6.62	20.01	22.27	22.27	13.21
Rural	Male	3.78	11.39	31.29	24.03	24.03	5.35
	Female	6.45	13.39	30.96	22.75	22.75	6.32
	Male+ Female	5.11	12.39	31.13	23.39	23.39	5.84

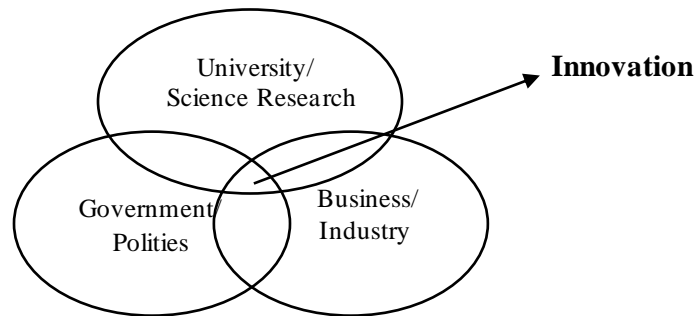
Education decentralization includes educational equity. What human resources, particularly educators who are integral to the learning process, fulfill readiness in the area determines the effectiveness of education equity in that region. To raise the standard of education, educators are crucial. To educate the people of the country, they have roles and responsibilities as instructors and facilitators for the growth of students' talents. Professional instructors play a crucial role in ensuring that students receive high-quality instruction and that teachers are proficient in their teaching content (Septia et al., 2022). What became problematic in the beginning was the quality of the teaching staff. The low quality of teaching staff is resolved by developing the quality of teaching staff; teaching staff have educational standards that must be achieved before they can educate students. Law No. 14/2005 Article 9 mandates that every teacher must have a minimum academic qualification of S1/D4. However, there are still some teachers whose qualifications do not meet the minimum standards. Decentralization is expected to be a solution so that local education can meet teacher needs by empowering and maximizing the potential of local human resources. Decentralization of education provides space for education managers in the regions to manage their education provision by not relying on the ability of experts from the center, including to manage their human resources (Ridha, 2021).

Decentralization is a tactic that can answer the problems of local government management in the field of public services, and it is the first step in fostering and increasing regional freedom. Decentralization is seen as a constructive reaction to the demands of democracy, which still has a long way to go. With devolution, local governments are expected to be more inventive, creative, and responsive to the needs of local communities than the central government (Simatupang, 2011). Decentralization of education is intended to free it from the regulatory constraints of the central government and enable it to improve the quality of local education. School-level authority and decision-making responsibilities are systematically decentralized through school-based management (SBM) on key issues related to its implementation. (Aini, 2022).

Under MBS, schools have the freedom to decide how best to improve school quality while adhering to relevant legislation by reaching an agreement among stakeholders, which includes administrators, teachers, and guardians. In addition to increasing teacher professionalism, the approach fosters collaboration between parents and school administrators to maintain a balance in classroom and school administration (Santosa, 2022). In the autonomous age, local government policies will play a major role in determining the standard of education. This is because local governments have been administratively tasked by the federal government to advance and enhance education in their respective regions (Ridwan, 2021). There is a lack of cooperation between the provincial and district governments because management is consolidated at the district level, clouding the provincial government's role. In the Decentralization Era, this article seeks to offer a triple helix approach to education equity policy.

The policy on equalizing teaching staff is implemented in each region in different ways. Researchers used the Triple Helix approach in analyzing MBS. Based on the Triple Helix approach, politicians and local governments seek to support regional development by stimulating collaboration

between related parties. These parties consist of local interests, education, and government working together to improve innovation-related activities. The application of Triple Helix aims to assist academics in understanding the dynamics of the relationship between education and its environment, which has evolved from the previous narrow view that places the government as the sole role that determines education (Brem & Radziwon, 2017).



**Figure 1.** Model *Triple Helix* Etzkowitz and Leydesdorff 2000  
Source: (Bartoloni et al., 2022)

Previous research on the Triple Helix was conducted by (Villarreal & Calvo, 2015), Guerrero and Urbano state that the Triple Helix provides interesting implications for the main actors involved in the Mexican Science, Technology, and Innovation System, as well as contributes to the debate on the impact of corporate-university-government relations on global innovation. Guerrero and Urbano state that the Triple Helix provides interesting implications for the main actors involved in the Mexican Science, Technology, and Innovation System, as well as contribute to the debate on the impact of firm-university-government relationships on entrepreneurial innovation from different perspectives and research areas (e.g., open innovation, knowledge transfer, high growth entrepreneurship, academic entrepreneurship, public entrepreneurship). A narrow study on decentralization and Triple Helix was conducted by (Ahmad et al., 2020), the Triple Helix approach will ensure accountability and transparency in managing school operational assistance funds due to stakeholders in the education sector, especially in senior high schools and vocational high schools.

Local governments are administratively assigned by the central government to promote and advance education in their regions. The quality of education in the era of regional autonomy is determined by local government policies (Ridwan, 2021). As management is concentrated at the district level, the role of the provincial government is chaotic in this situation, and there is little coordination between the provincial and district governments. The study applies the Triple Helix in the implementation of MBS so that the tasks of each party can be known to work together to improve the quality of regional education, especially in terms of educator equity. The novelty of this study is that it proposes the Triple Helix model as an approach to overcome the problem of educator equity. This research is useful in formulating national policies for the central and local governments in the succession of education decentralization.

## METHOD

This research uses a systematic literature review method. The stages carried out in selecting literary observations consist of four steps (Alonso-García et al., 2019; Snyder, 2019). First, the researcher designed a literature search flow. The design of the literature selection process consists of determining the topic, research objectives, coverage, and discussion of the problem. Scholars opt for search terms, establish database definitions, and establish criteria for inclusion and exclusion. Words or phrases used as search terms can provide access to relevant articles, books, and reports. It is advisable to derive these terms from concepts and words directly correlating with the research inquiry. The inquiry was conducted using the following terms: "SBM," "coordination," "local government," "school," and "teacher qualifications." Given that most preliminary literature searches yield a substantial quantity of articles, it becomes imperative to employ a systematic approach to discern those that are genuinely pertinent. The assessment criteria for inclusion ought to be predicated upon the research question that has been chosen.

The criteria considered in this study are the year of publication of the research. Researchers only use research for the last ten years, namely from 2012 to 2023. The research only included articles in Indonesian or English that were indexed by Scopus and SINTA. The research exclusion criteria are all studies older than 2012, using foreign languages other than Indonesian and English. Researchers did not use search results in the form of books. Researchers used the Google Scholar database for comprehensive research results. This research uses analysis techniques based on the Miles and Huberman model in (Yusuf, 2014), first data reduction by summarising and classifying important data, and second data display the following data analysis process is carried out, namely the presentation of data in the form of narrative text. Presentation of narrative text can make it easier to collect information arranged to form a systematic relationship pattern. Third, drawing conclusions or verification is the final stage in the data analysis process, with conclusions drawn from the findings of the literature study. The findings generated from the entire series have a final result of 23 included articles, which will be used as a literature study to answer research questions.

## RESULT AND DISCUSSION

Findings in the literature search resulted in 23 included articles. Selected articles cover all topics that will discuss the triple helix approach to educational equality policy in the era of decentralization. The findings are based on research that has been carried out by the author in accordance with the flow of the research method so that it will produce an in-depth analysis to answer research questions.

**Table 2.** Findings of Analyzed Articles

Article Title	Journal Name	References
Analisis Dampak Desentralisasi Pendidikan Dan Relevansi School Based Management	Jurnal Quality, Volume 6 Issue 2	(Maisyanah, 2018)
Implementasi Kebijakan Pengalihan Kewenangan Pendidikan Menengah Dari Pemerintah Kabupaten/Kota Ke Pemerintah Provinsi (Studi Di Provinsi Sumatera Barat)	Jurnal Niara, Volume 13 Issue 2	(Sumarsyah et al., 2021)
Esensi Tranformasi Sistem Sentralisasi-Desentralisasi Pendidikan	Jurnal of Islamic Education Management, Volume 3 Issue 1	(Setyaningsih, 2017)
Pengalihan Kewenangan Penyelenggaraan Pendidikan Menengah Dari Pemerintah Kabupaten/Kota Kepada Pemerintah Provinsi : (Studi Kasus Persiapan Dinas Pendidikan Provinsi Jawa Tengah)	Journal of Politic and Government Studies, Volume 6, Issue 2	(Rizki, 2017)
Improving The Quality Of Education Through Policy Synergy Between The Province, District, And City Governments	Inovasi Pembangunan-Jurnal Kelitbangan, Volume 7 Issue 3	(Saifuddin, 2019)
Pendekatan Sistem Dalam Perspektif Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional	Jurnal Manajemen Pendidikan dan Tenaga Pendidikan, Volume X Issue 2	(Siraj, 2017)
Analisis Problematika Otonomi Pendidikan	Jurnal Kariman, Volume 6 Issue 1	(Amirudin, 2018)
Penerapan sistem pendidikan disentralisasi serta upaya peningkatan mutu layanan dengan pengembangan profesionalisme guru bimbingan konseling	JRTI (Jurnal Riset Tindakan Indonesia), Volume 6 Issue 1	(Amalianita et al., 2021)
Dampak Beralihnya Kewenangan Penyelenggara Urusan Pendidikan Sekolah Menengah Atas Dari Pemerintah Kabupaten Ke Pemerintah	Jurnal Politico, Volume 10 Issue 1	(Sumuweng, 2017)
Pengalihan Kewenangan Pendidikan Menengah Pada Dinas Pendidikan Provinsi Jawa Tengah (Studi Kasus : Tata Kelola Pendidik dan Tenaga Kependidikan)	Journal of Politic and Government Studies, Volume 8, Issue 2	(Sulistiyowati & Si, 2017)

Implementation Of E-Learning Based On Learning Management System Using Discovery Learning Method For Students With Disabilities	Jurnal Pendidikan Bahasa dan Sastra Indonesia, Volume 4 Issue 1	(Roni et al., 2021)
Kompetensi dan Kinerja Guru Berdasarkan Sertifikasi Profesi	Jurnal Manajemen Pendidikan Perkantoran, Volume 1 Issue 1	(Koswara & Rasto, 2016)
Kebijakan PPDB Sistem Zonasi SMA / SMK dalam Mendorong Pemerataan Kualitas Sumberdaya Manusia di Jawa Timur	Jurnal Manajemen Pendidikan Islam, Volume 21 Issue E	(Mashudi, 2018)
Analysis of Education Reforms in Realizing Even Distribution of Quality Education in Indonesia	Jurnal Administrasi Publik (Public Administration Journal), Volume 9 Issue 2	(Wahyudi & Lutfi, 2019)
Merdeka belajar: kajian literatur	Konferensi Nasional Pendidikan, 2020	(Sherly et al., 2020)
Sekolah Penggerak Dan Peranan Kepala Sekolah		(Ideh & Abung, 2022)
Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Sekolah Bermutu (Studi Kasus Peningkatan Mutu Pengelolaan Sekolah di SMP Islam Terpadu Harapan Umat Karawang)		(Hidayat, 2022)
Evaluasi Penyelenggaraan Program 5000 Doktor : Studi Kasus Pada Institut Ptiq Jakarta	EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan, Volume 8 Issue 2	(Munawiroh, 2020)
Pendidikan Profesi Guru (PPG) sebagai Upaya Meningkatkan Profesionalisme Guru	LINGUA, Jurnal Bahasa & Sastra, Volume 19 Issue 2	(Zulfritri et al., 2019)
Peran Pendidikan Profesi Guru untuk Meningkatkan Profesionalitas dan Kualitas Pembelajaran di Indonesia	Literaksi: Jurnal Manajemen Pendidikan, Volume 1 Issue 2	(Al Mustaqim, 2023)
Strategi Kepala Sekolah Dalam Peningkatan Kompetensi Profesional Tenaga Pendidik di Era Revolusi Industri 4.0	Jurnal Inspirasi Manajemen Pendidikan, Volume 9 Issue 2	(Dewi & Sholeh, 2021)
Towards designing Society 5.0 solutions: The new Quintuple Helix - Design Thinking approach to technology	Technovation, Volume 113	(Bartoloni et al., 2022)
Manajemen Pendidikan Di Indonesia Sebagai Implementasi Triple Helix Untuk Mempersiapkan Revolusi Industri 4.0	Jurnal Andi Djemma, Volume 3 Issue 1	(Sumartono & Huda, 2020)

## Decentralization of Education

As an archipelago with a diverse society, Indonesia has its national characteristics and problems. Indonesia's geographical situation often raises social equity issues as the focus and implementation of government policies are mostly done in areas close to the center. Education-related disparities also existed in the past. In addition to regional customs that require special treatment due to customs, culture, and local languages in Indonesia's territory that need to be preserved through school education, the conditions of children who are in areas that are quite far from the reach of the central government often receive less response, especially in the adequacy of facilities.

The ideal outcome of education decentralization is to promote regional potential for academic excellence and community equality (Maisyanah, 2018; Sumarsyah et al., 2021). Education decentralization requires local governments to implement policies according to their regions, whereas education centralization places all policy decisions under the control of the central government (Maisyanah, 2018). In this way, local governments are expected to address important issues in education that previously received less attention due to affordability issues (Maisyanah, 2018; Setyaningsih, 2017). However, as education is a planned and organized process involving many parties, the change requires a well-organized strategic plan and a smooth transition (Rizki, 2017).

Local governments that will receive increased educational autonomy must make special preparations (Saifuddin, 2019; Siraj, 2017). Decentralization of schools, in particular, raises considerations relating to the decoration itself (Rizki, 2017), curriculum (Saifuddin, 2019; Siraj, 2017), human resources (Maisyanah, 2018), needs and provision of funds (Saifuddin, 2019; Siraj, 2017), and coordination between central and local governments and schools (Maisyanah, 2018; Rizki, 2017; Saifuddin, 2019; Siraj, 2017).

If communication and coordination efforts are not successful, the mentality of each party involved in the delegation of education management authority may become a risk factor. Decentralization of education poses the greatest risk to mental maturity in dealing with region-specific political risks, as local governments and school committees will have more authority in the future (Amirudin, 2018). On the other hand, for teachers to manage their students' potential to the fullest, education equity must start with equity in the teaching force, both in terms of intellectual ability and job satisfaction (Amalianita et al., 2021; Saifuddin, 2019; Sumuweng, 2017). Therefore, in this situation, local governments must coordinate, supervise, and evaluate the teaching force to help achieve the goals of education decentralization (Saifuddin, 2019; Sulistyowati & Si, 2017).

According to previous studies, the procedure for transferring management responsibilities for education in this regard has produced some promising results. Local governments are usually willing to transfer the authority to oversee public high school education in terms of bureaucracy (Maisyanah, 2018); (Rizki, 2017). Likewise, the readiness of human resources in terms of quality and quality. The available facilities are basically sufficient (Roni et al., 2021; Siraj, 2017; Sumarsyah et al., 2021), because previous development has focused primarily on the completeness of facilities that can support the success of the learning process.

### **Policy on Equitable Quality of Educators**

According to Coleman's research presented in his book *Equality of Educational Opportunity*, the idea of equity can be divided into active equity and passive equity. While active equity is equity in providing opportunities for enrolled students to achieve the best learning outcomes, passive equity is equity that emphasizes equality in obtaining opportunities to attend school (Mashudi, 2018). Based on this concept, equity in the quality of educators can be categorized as active equity. In this case, local governments play an active role in equalizing educators' quality.

Qualified educators have competencies that can be proven by certification, and have skills in learning management, scientific mastery, attitude or personality, and good social interactions with students, fellow teachers, and parents (Koswara & Rasto, 2016). These certified educators are often concentrated in certain schools, especially in cities that are centers of industrial and trade activities (Mashudi, 2018). In the effort of equalization, several policies were formulated, among others:

#### **1. Zoning System**

One attempt to level the playing field in terms of teacher quality is expected to be the zoning system. The more equitable distribution of instructors will also be strongly impacted by the zoning system. To ensure that instructors are dispersed equally throughout the country without piling up in some places, the mapping of teacher needs can be done based on the status of civil servants or non-civil servants as well as qualified or non-certified teachers. It is anticipated that teachers will be able to adapt their instruction to the demands of the various regions thanks to the zoning system. The idea of decentralization in education refers to how to carry out instruction while making the most of local resources. The needs of pupils who reside in their communities will be easier for teachers to identify. Because of the school zoning system, it will be simple to obtain students without having to carry out marketing or innovation initiatives, which presents a new issue: schools will be unwilling to innovate to compete with other schools (Ismabela, 2019). Residential differences may also result from zoning. Wealthier parents will have little trouble finding a new, higher-quality home close to the school (Wahyudi & Lutfi, 2019).

#### **2. Freedom to learn**

Freedom to learn is a policy that gives freedom and autonomy to educational institutions, frees teachers from cumbersome bureaucracy, and allows students to choose the subjects they are interested in. This creative freedom must start with teachers as the drivers of the country's education system (Sherly et al., 2020). The driving school is a breakthrough in the existing school system, where the principal is no longer only passively tasked and limited in administration but has a major role in moving the school forward and improving school quality through school organization and management (Ideh & Abung, 2022). Through driving schools, principals have the space to determine the school system so that they can master creative leadership competencies, cooperate, communicate, think critically, solve problems, and develop inner experience so that there is no longer a gap in the quality of learning between groups (Hidayat, 2022).

### **3. School operational support funds**

Local government efforts to improve education standards for its employees through the Education and Culture Office are the next step, as they align with the government's role of providing services. Individual students can apply for the School Operational Assistance (BOS) and Poor Student Assistance (BSM) scholarships offered by the Office of Education and Culture. These awards are usually used to pay for students' school supplies. Students at the elementary school level (SD) to the senior high school level (SMA or equivalent) are eligible for scholarships.

Local government efforts to improve the quality of education through the Office of Education and Culture are by the function of government, namely service. The Office of Education and Culture provides School Operational Assistance (BOS) and Poor Student Assistance (BSM) scholarships aimed at individual students, these scholarships will generally be used to buy student school supplies. Scholarships are given to students from primary school level (SD) to senior high school level (SMA/ or equivalent). There are also scholarship programs for higher education at both undergraduate and postgraduate levels. For example, there are 5000 doctoral programs from the Mora scholarship of the Ministry of Religious Affairs of the Republic of Indonesia.

The 5000 Doctoral Program is one of the steps of the Directorate General of Islamic Education and is a form of effort to improve the quality of educators, both teachers and lecturers, by providing advanced study scholarships both at home and abroad (Munawiroh, 2020). Likewise, the Education Fund Management Institution (LPDP) is a special unit that holds a master's and doctoral advanced study scholarship program through a scholarship program under the Ministry of Finance. Through LPDP, the Ministry of Finance is committed to preparing future leaders and professionals and encouraging innovation for the realization of a prosperous, democratic, and equitable Indonesia. LPDP organizes master's/doctoral scholarship programs for Indonesia's best children, funding commercial/implementative research to encourage innovation and rehabilitation of educational facilities damaged by natural disasters.

### **4. Certificate of educator**

Teachers who wish to be certified as educators must complete a professional education program organized by institutions with approved education provision programs, including those organized by the government and the community, which are then selected by the government. Teacher Professional Education, also known as PPG, is one of the government's professional education initiatives. PPG is an academic program designed to equip students with an interest or talent in teaching so that they can fully understand the competencies of teachers by educational norms (Zulfitri et al., 2019). The Teacher Professional Program (PPG), which provides opportunities for teachers or prospective teachers to improve their PCK skills related to evaluation and monitoring, is based on Permendikbud Number 76 of 2013 and the mandate of Law Number 14 of 2005, which states that teachers are professional educators who are entitled to participate in PPG. PPG provides space for teachers to increase knowledge in recognizing and overcoming misconceptions experienced by students (Al Mustaqim, 2023).

There are two areas for enhancing teachers' professional competence through duties that fall outside of training: raising educator standards. In the non-training method, teachers can conduct comparative studies among education personnel to increase the knowledge and insight of education personnel after conducting comparative studies. The first method involves education and training, or

education with technology and the Internet. Completed, then carry out more research to fulfill the intended objectives (Dewi & Sholeh, 2021).

### **Triple Helix Approach**

Local leaders in a decentralized system must be original and imaginative. Leaders must be skilled at managing local resources to achieve national or global results. The decentralization concept is applied in the spirit of NPM, which requires collaboration between the public and private sectors. Decentralization and NPM are consistent with the Triple Helix idea, which Etzkowitz and Leydesdorff popularized as a method for designing innovative policies. The Triple Helix technique is commonly used to examine research on innovation and technology (Bartoloni et al., 2022). The Triple Helix model emphasizes how important university-business linkages are in creating regional innovation capacities. Within the institutional environment, Triple Helix firms must focus on the knowledge, consensus, and innovation space functions. To develop management responsibility in the context of educational decentralization, the private sector, stakeholders, or service consumers must be included. The Triple Helix framework is shown in Figure 2.

Indonesia has severe challenges in terms of equity in all fields. The geographical condition of Indonesia, which is an archipelago, and the problem of connectivity between regions that is still unresolved, challenges policies to ensure that each area has sufficient welfare and equitable quality, including in the field of education. The current problem in education is the uneven quality and quantity of educators. In areas closer to the government, the quality of teachers is quite good, although it still needs a lot of improvement. However, in more remote areas, the quality of regional education cannot keep up with the pace of education set at the center because teachers do not meet the basic qualifications required.

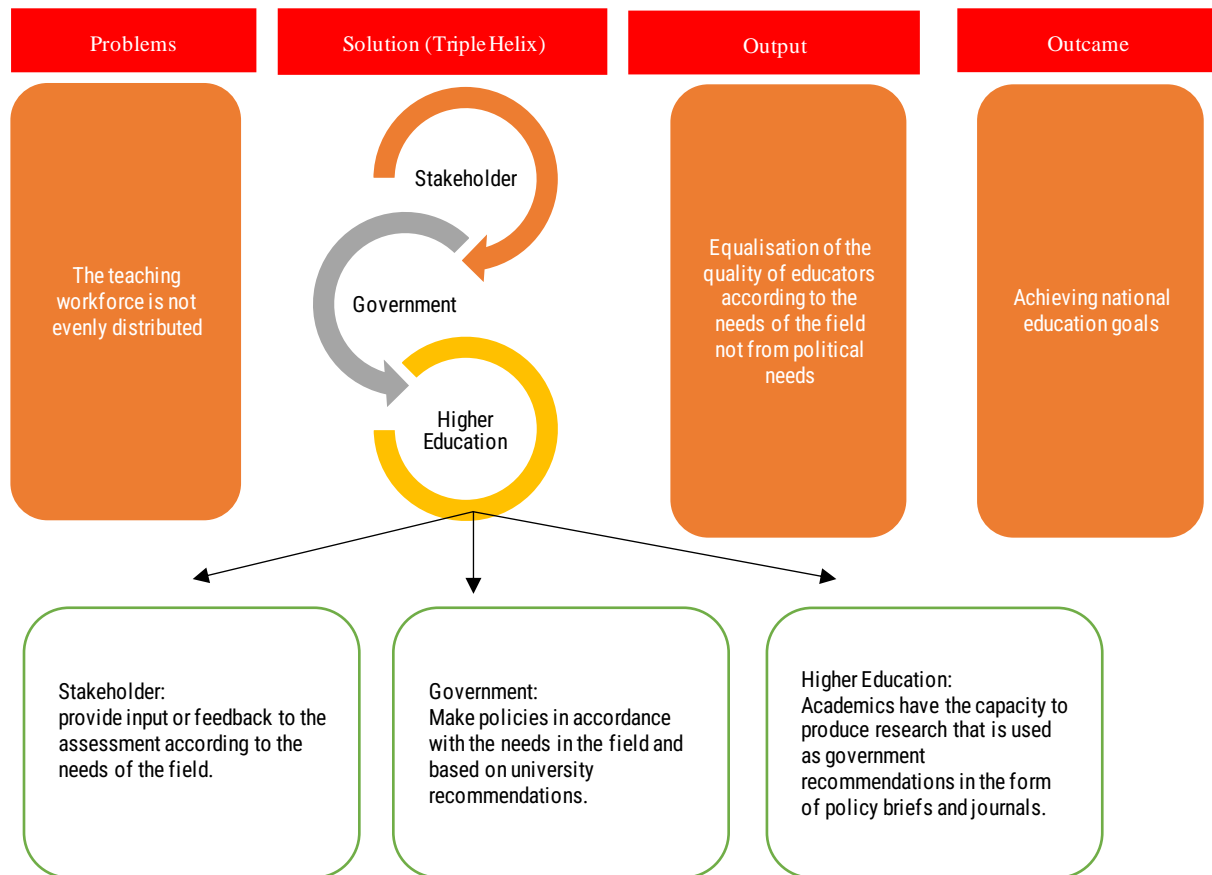
In implementing the educator equity policy, the Ministry of Education and Culture prepares the Teacher Equity Index (IPG), which assists local governments in seeing the inequality of teacher distribution in their respective areas. The IPG is published periodically every year so that equalization monitoring can be carried out regularly. Using the IPG, a region is said to have implemented an equalization policy for teaching staff if the IPG index number is getting lower. To implement the equalization policy, forms of educator equalization policies can be implemented by optimizing teaching hours, transferring teachers from one education unit to another while still teaching the same subject or transferring assignments/mutations, and transferring teacher functions, for example, converting a mathematics teacher into an English teacher.

Countries can use the idea of "Triple Helix", a useful formulation, to foster innovation and economy, especially in local management, by fostering relationships between academic or research institutions, industry, and government. The Triple Helix model is a concept based on the interaction between three main elements consisting of stakeholders, government, and universities. The basic concept is that universities have a role in conducting research based on data obtained from stakeholders and field observations, which form the basis of studies for the government that regulates education policy. In the Triple Helix concept, each party must do three main things. The first is product quality evaluation, as well as product diversification, manufacturing process improvement, and even marketing assistance. The second is subcontracting the manufacturing process to the industry. The third is to practice study and development (Sumartono & Huda, 2020). The placement of staff or officials such as principals, school supervisors, teachers, and so on must follow the principle of "the right man in the right place" according to expertise, educational qualifications, competencies, and experience by the policy of equal distribution of education personnel. Due to the trap or influence of specific interests, this concept is often ignored. For example, a former sub-district head or former head of the market office who is elected as head of the education office does not have a deep understanding of education issues. Although the former official has the expertise to manage many people, dealing with teachers and students is different. For this Triple Helix strategy to work, universities must supply qualified teachers, and the higher education curriculum must adequately educate prospective teachers by incorporating a field-relevant curriculum.

In the Triple Helix, it is crucial to cooperate with stakeholders, government, and universities to provide solutions side by side. Stakeholders, including student guardians and all other stakeholders in the school, can provide input on the desired learning system for students in the educational institution. Data



on this input is recorded by academics in universities through valid research. As the holder of power, the government can regulate regional policies to formulate policies based on the needs of the field based on the recommendations provided by universities. In its implementation, stakeholders provide feedback or assessment of the new education model and the implementation of existing policies. In this process, each party supervises the other because each party has one main interest in advancing education. The hybrid interaction between the three parties results in a situation of educational equity. The placement of educators can no longer be intervened by one party without getting reciprocity from the other party. Educators will be placed based on the needs in the field. In the end, equitable quality of educators can occur in all regions of Indonesia, in the sense of achieving the expected qualification standards.



**Figure 2.** Adopting The Triple Helix Model in Education Equity Policy  
Source: Data processed by researchers, 2024

Indonesia performs state functions based on the mandate of the 1945 Constitution and Pancasila where the government is responsible for educating the nation's life and creating public welfare. These values are not only applied in government but also in every area of society. For Indonesia, equity is a right for all Indonesian citizens, including equity in education. To achieve this goal, the government implemented education decentralization to achieve education equity, especially in achieving the distribution of teachers who meet the educational qualifications in all regions of Indonesia.

## CONCLUSION

The geographical condition of Indonesia, which is an archipelago, challenges the equitable distribution of quality throughout the region. The education sector is still experiencing an unfavorable situation in terms of teacher distribution. Teacher qualifications are still not met based on their education standards. Triple Helix offers a hybrid form of interaction between stakeholders, government, and universities in education innovation. The university acts as a provider of data and information from stakeholders for policy formulation by the government. Triple Helix results in policy formulation and

implementation to achieve equitable distribution of teachers to achieve national education goals.

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