

Implementation Good Governance on Educational Services in Nabire District 2018-2021



Implementasi Good Governance pada Pelayanan Publik Bidang Pendidikan di Kabupaten Nabire Tahun 2018-2021

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ARTICLE INFORMATION	
<p>Keywords <i>Implementation; Role of Local Government; Good Governance; Public Service; Education</i></p>	<p>ABSTRACT <i>The objectives of this study (1) are to analyze the role of local governments in implementing Good Governance in educational services in Nabire Regency in 2018-2021; (2) To analyze the factors supporting and inhibiting the role of the Regional Government in the implementation of Good Governance in educational services in Nabire Regency in 2018-2021; (3) To analyze the quality of public services in the education sector in Nabire Regency in 2018-2021. The result is that the role of the Nabire Regency Government in implementing Good Governance in education services has not gone well, because it has not fulfilled the 5 principles of Alfredo Enrione, namely: Orderly Administration, Public Interest, Openness, Proportionality and Professionalism. In addition, the inhibiting factors for the role of the Nabire District Government in implementing Good Governance in educational services are the absence of a local government accounting system, the lack of qualified human resources, the emergence of corruption and the existence of a feudalistic style as well as the lack of community participation and the lack of discipline of the apparatus. While the supporting factors for the role of the Regional Government of Nabire Regency in implementing Good Governance in educational services are organizational structure, organizational culture, government and community collaboration</i></p>
<p>Kata Kunci <i>Implementasi; Peran Pemerintah Daerah; Good Governance; Pelayanan publik; pendidikan</i></p>	<p>ABSTRAK Tujuan penelitian ini (1) Untuk menganalisis peran Pemerintah Daerah dalam penerapan <i>Good Governance</i> pada pelayanan pendidikan di Kabupaten Nabire Tahun 2018-2021; (2) Untuk menganalisis faktor-faktor pendukung dan penghambat peran Pemerintah Daerah dalam penerapan <i>Good Governance</i> pada pelayanan pendidikan di Kabupaten Nabire Tahun 2018-2021; (3) Untuk menganalisis kualitas pelayanan publik bidang pendidikan di Kabupaten Nabire Tahun 2018-2021. Hasilnya Peran Pemerintah Kabupaten Nabire dalam penerapan <i>Good Governance</i> pada pelayanan bidang pendidikan belum berjalan baik, karena belum memenuhi 5 prinsip Alfredo Enrione, yaitu: Tertib Penyelenggaraan Pemerintahan, Kepentingan Umum, Keterbukaan, Proporsionalitas dan Profesionalitas. Disamping itu faktor penghambat peran Pemerintah Daerah kabupaten Nabire dalam penerapan <i>Good Governance</i> pada pelayanan pendidikan</p>

	<p>adalah belum adanya sistem akuntansi pemerintahan daerah, minimnya SDM yang berkualitas, munculnya korupsi dan adanya gaya feodalisme serta kurangnya partisipasi masyarakat dan kurangnya kedisiplinan aparat. Sedangkan faktor pendukung peran Pemerintah Daerah kabupaten Nabire dalam penerapan <i>Good Governance</i> pada pelayanan pendidikan adalah struktur organisasi, budaya organisasi, kerjasama Pemerintah dan Masyarakat</p>
<p>Article History Send 03th November 2022 Review 09th November 2022 Accepted 12th December 2022</p>	<p>Copyright ©2022 Jurnal Aristo (Social, Politic, Humaniora) This is an open access article under the CC-BY-NC-SA license. Akses artikel terbuka dengan model CC-BY-NC-SA sebagai lisensinya.</p> 

Introduction

Education services have Minimum Service Standards (SPM) that must be met by education service providers. In the Nabire District ILPPD 2020 it can be seen that the SPM has been fulfilled. The minimum service aspect of education is based on the Decree of the Minister of National Education Number 129a/u/2004 concerning minimum service standards. In providing educational services, education service providers in Nabire Regency apply the principles of good governance to maximize educational services. Good governance is an implementation of solid and responsible development management that is in line with the principles of democracy and an efficient market, avoiding misallocation of investment funds and preventing corruption both politically and administratively, implementing budgetary discipline and creating a legal and political framework for the emergence of business activities (World Bank in Mardiasmo, 2010).

The Nabire District Education Office is based on its main duties and functions implementing education-based public services referring to the principle of good governance, which states that in the implementation of service activities in the education sector, service institutions that regulate structurally are carried out by educational institutions that are appropriate for the achievement and accuracy of institutions in the field of education. public service matters. Public sector services carried out by the Nabire District Education Office are aimed at increasing the community's need for fulfilled educational services.

Explains the principle of good governance must be used as a benchmark in the service mechanism and the legal basis is right so that services are avoided from any deviations that will be found both internally and externally. The same goes for educational services. This is considered important considering that the Government must participate and play an active role in educational institutions. The Nabire district government in this case must make efforts in directing, guiding, assisting, and supervising the implementation of education based on the applicable laws and regulations (Wasistiono, 2003).

In addition, the Regional Government of Nabire Regency must be able to direct the community to make education a benchmark in everyday life. Guiding the community to participate in carrying out education that has been directed by the local government and assisting education services to make it easier for people who want to carry out education but are hindered by the cost. The local government of Nabire district can also oversee the operation of educational institutions. The Regional Government of Nabire Regency in this case has the duty and function as a provider, service and empowerment through the

educational institution sector and is obliged to provide educational services for every citizen of the community.

Some of the basic reasons for the Regional Government of Nabire Regency to carry out an evaluation of the implementation of good governance, especially services in the field of education, are: First. Nabire Regency has often received visits or comparative studies from several nearby areas including Dogiyai, Deyai and Paniai districts as well as several other mountainous areas such as Puncak, Puncak Jaya, and Intan Jaya, both from the executive and legislative branches. Second. Nabire Regency is a pilot project in various development fields which is used as a benchmark for the surrounding area to adopt what the Nabire Regency government is doing. Third. Nabire Regency is considered to have its own uniqueness in managing governance and development from various aspects, including education services. Fourth. Administratively, Nabire Regency needs to carry out a gradual and continuous arrangement in a better, professional and modern direction. The reason is not because the process of administering the government does not have any shortcomings or weaknesses. These deficiencies or weaknesses must continue to be evaluated while trying to improve what is considered good and make a major contribution to the process of implementing development.

In the initial observation, the researcher found several problems related to public services in the field of education in Nabire district. Here's the explanation. Facilities and infrastructure. The first problem is related to facilities and infrastructure such as damage to school benches, buildings that are no longer suitable for use, etc. The Nabire district government in this case has not fully paid attention to infrastructure such as buildings or school buildings ranging from the level of education to Kindergarten (TK), Elementary School (SD), Junior High School (SMP), and High School (SMA). AUSTS. Another problem is regarding School-Age Children Not in School or abbreviated as AUSTS, namely children who are still in the school age range, but are not in school for various reasons and reasons. And in Nabire district there are still many children who are in the AUSTS status. Based on data from the Nabire District Education Office in 2021, that of all school-age children (7-15 years) as many as 28,523 school age children, there are 20,184 school age children, and a total of 8,339 children are not in school. This condition requires more optimal attention and handling in order to reduce the number of school-age children who are not in school. This figure indicates that there are still many children who are not in school even though there has been a 9-year and even 12-year compulsory basic education program (wajar dikdas). Teacher Power. Another issue that is no less important is regarding

the teaching staff where many schools in Nabire district lack teachers. Especially in remote areas. As explained by the Regent of Nabire Regency, Mesak Magai, to one of the local media, that Nabire Regency has approximately 2000 teachers divided into 312 schools in various levels of education. Of the number of teachers, each school has 7 teachers. So Nabire district is still experiencing a shortage of teachers. The Head of the Nabire Regency Education Office also said the same thing to one of the local media that until now the Nabire Regency Regional Government (Pemda) continues to experience a shortage of teachers every year. In line with that, the Secretary of the Nabire District Education Office, Viktor Tebai, admitted that there were still many shortages of teachers in Nabire district so that the fulfillment of teacher needs did not meet national standards according to government regulation number 14 of 2005, where in terms of quantity, the number of PNS teachers did not meet the educational standards. and education staff. Meanwhile, in terms of quality, many teachers do not meet the criteria and teacher certification, because most teachers still teach using the SPG (Teacher Education School) diploma.

In addition to the three problems above, several other problems are related to access and infrastructure and the lack of equitable distribution of education services by the Nabire Regency government, especially at the village level, where there are still many rural communities who are left behind in their education, and cannot weave an education bench because of difficult access. In terms of the use of access, it is difficult to come to school or even the long distance from home to school which is indeed due to the location of the village which is still in the interior. Of course, this should be a concern for the Nabire Regency government. Because of these factors, it is not surprising that many people are lazy to weave an education bench, due to their difficult economic status, plus minimal educational services that have a negative impact on Nabire district.

With the existing conditions, it is time for the Nabire district government to maximize public services in the field of education through the provision of infrastructure such as buildings or buildings, in order to facilitate the teaching and learning process. The Nabire district government can also provide services in the form of financial relief so that people can continue to attend and weave education benches. Of course, the Nabire district government has an active role in minimizing the level of problems in education services.

Another problem is that the implementation of good governance in Nabire district has not synergistically involved the 3 (three) main pillars of good governance, namely the government, the private sector and the community. So based on the description above, researchers are interested in conducting research related to the application of the principles

of good governance in the public service sector at the Nabire District Education Office, because the analysis that will be carried out with all principles can provide a clear picture of which principles have been implemented properly and which have not been implemented properly or have not been implemented at all.

Method

This study uses a qualitative approach through the process of finding, understanding, explaining and obtaining an overview of social phenomena and public phenomena related to the Implementation of the Role of Local Governments in the Implementation of Good Governance in Public Services in the Education Sector in Nabire Regency in 2018-2021. The consideration of using a qualitative approach in this study is based on the explanation (Lincoln and Guba, 1985) that naturalistic inquiry research is to understand actuality, social reality, and existing human perceptions. This study used interviews with several informants, as well as observation and document processing, as explained (Moleong, 2004) that the determination of informants was carried out purposively by selecting informants related to research..

Results and Discussion

Education is the "low point" of life. There is a lot of knowledge and knowledge that can be sung from ballads about life when education is lived in life and life truly "comes to life". This brings a fundamental understanding that axiomatically, the beginning of a life will also run with the turn on of education. (Busthan, 2016). In this case, education is the most important part of human life experience. That is why education has a very broad meaning and understanding. So that everyone has the right to define education according to the background and context of their respective life experiences. (Busthan, 2016).

In simple terms, education in a more general study is the learning, knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching, training, or research, etc. Etymologically, the word 'education' comes from the basic word 'didik', which is then added to the affix at the beginning of the sentence, namely ('pe') and the affix at the end of the sentence, namely ('an'), thus forming the word "pendidik- an = education". While the verb 'educating', implies helping children to be able to master some knowledge, skills, behavior, traits and attitudes and values inherited from their environment, namely in the family and society (Busthan, 2016).

Jean Piaget (1926) explains that education is an effort to produce and create (although not much—even if a creation is limited by comparison with other creations). This view implies that education is all life situations that affect individual growth as a learning experience that takes place in all environments throughout life. Thus, it can be understood that, in an all-encompassing sense, education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature human beings through teaching and training efforts.

Education often takes place under the guidance of others who are more mature, but it is also possible to be self-taught. That is why education takes place through and within association, not every relationship between adults and children is, by itself, pedagogical (educating) (Winkel, 2009). Therefore, the association will be educational, if the educator intends and tries to influence children, for the sake of the child's development, so that educators also have authority over the child. Therefore, that education is assistance given by adults to people who are not yet mature, so that they reach maturity (Winkel, 2009). The assistance provided by educators (adults) is in the form of assistance, which keeps students from learning positive things so that they really support their development. Thus, the way children learn, can be directed and not allowed to take place without a purpose. This demand is given by pedagogical associations in children, namely educational associations.

In simple terms, educational services can be interpreted as educational services. The word service has several meanings, ranging from personal service to service as a product (Rambat, A.,2006). Defines service as any action or activity that can be offered to another party, which is essentially intangible and does not result in the ownership of anything, the production of services may be related to physical products or vice versa (Kotler, Armstrong, 2008). Furthermore, Stanton revealed that services are identified as intangible activities which are the main objects of transactions designed to provide desires or satisfaction to customers.

From some opinions it can be concluded that education as a service product is something that is intangible but can meet consumer needs which are processed by using or not using the help of physical products, where the process that occurs is an interaction between service providers and service users which has a nature that does not result in transfer of rights or ownership. Services are not goods but an intangible process or activity.

Education in this case is a process of humanization or a process that must be carried out both institutionalized and non-institutionalized involving physical and non-physical and

requires infrastructure and skills or skills. Thus, Education Services are all activities related to education that prioritize service in the process (Buchari, 2011).

The role of the Regional Government of Nabire Regency in the application of good governance in public services in the field of education does not fully refer to the application of the principles of Good Government. Application of the Principle of Legal Certainty (Alfredo Enrione et al, 2006).. The Nabire district government is required to carry out the existing provisions consistently so that the rights of every community are protected. The policies taken are based on the provisions of the applicable laws and regulations and are set forth in the form of regulations at the district level. Implementation of the Orderly Principles of Governance. Local governments evaluate policies or programs that are currently or have been implemented. Evaluation to ensure the policy or program is running well. Application of the Principle of the Public Interest. Its implementation is through the process of preparing the Medium Term Development Plan (RPJM) before formulating a community plan, then discussing it at the district level, through deliberation, determining the government's work program based on input from various interested parties. Application of the Principle of Openness. The community must know the government's work program, especially in development. The pattern of openness by the government encourages the public to participate in programs carried out by the government. Application of the Principle of Proportionality. The mapping is carried out in two ways, namely the balance between rights and obligations for the community by the government and the balance of rights and obligations for the local government itself. Application of the Principles of Professionalism. Using educational background indicators with main tasks and functions to anticipate problems so that programs that function to improve skills are implemented.

Conclusion

The role of the Nabire Regency Government in implementing Good Governance in education services has not gone well, because it has not fulfilled the 5 principles of Alfredo Enrione, namely: Orderly Administration, Public Interest, Openness, Proportionality and Professionalism. The inhibiting factors for the role of the Regional Government of Nabire Regency in implementing Good Governance in educational services are the absence of a local government accounting system, the lack of qualified human resources, the emergence of corruption, and the existence of a feudalistic style, as well as the lack of community participation and the lack of discipline of the apparatus. The supporting factors for the role of the Nabire District Government in implementing Good Governance in educational

services are organizational structure, organizational culture, and Government and Community collaboration.

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