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Daftar Isi (Table of Content)

Journal of Government & Civil Society

- The Science Openness Movement in Indonesia: An Introduction for re-Reading Civil Society in Policy Discourse
- 1 - 18
Cahyo Seftyono^{1,2}, Purwo Santoso³, Muhadjir Muhammad Darwin², Agus Heruanto Hadna²
(¹Political Science Program, Universitas Negeri Semarang, Indonesia)
(²Leadership and Policy Innovations, School of Graduate Studies, Universitas Gadjah Mada, Indonesia)
(³Department of Politics and Government, Universitas Gadjah Mada, Indonesia)
- Politik Pengelolaan Sampah (Studi tentang Implementasi Kemitraan Pengelolaan Sampah di Kota Pekanbaru)
- 19 - 35
Zulfa Harirah MS¹, Isril1, Rury Febrina¹
(¹Jurusan Ilmu Pemerintahan, Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Riau)
- Does Affect Voluntary Significant to non-Profit Servant Motivation in Yogyakarta?
- 37 - 52
Dian Suluh Kusuma Dewi^{1,2}, Achmad Nurmandi³, Dyah Mutiarin³
(¹Department of Government Science, Universitas Muhammadiyah Ponorogo, Indonesia)
(²Political Islam and Political Science, Universitas Muhammadiyah Yogyakarta, Indonesia)
(³Department of Government Affairs and Administration, Universitas Muhammadiyah Yogyakarta, Indonesia)
- Evaluation of Education Finance Policies in Improve Education Quality of Native Papuan in 2018
- 53 - 71
Irwan Boinauw¹, Rahmawati Hussein²
(¹Master of Government Affairs and Administration, Universitas Muhammadiyah Yogyakarta, Indonesia)
(²Master of Government Affairs and Administration, Universitas Muhammadiyah Yogyakarta, Indonesia)
- Persepsi Aktor Pemilu perihal Permasalahan Pelaksanaan Pemilu 2019 di Kabupaten Gunungkidul Indonesia
- 73 - 97
Andang Nugroho^{1*}, Achmad Nurmandi², Suranto², Salahudin³
(¹Master of Government Affairs and Administration, Universitas Muhammadiyah Yogyakarta, Indonesia)
(²Department of Government Affairs and Administration, Universitas Muhammadiyah Yogyakarta, Indonesia)
(³Department of Governmental Studies, Universitas Muhammadiyah Malang, Indonesia)

Collaborative Governance in HIV and AIDS Prevention in Sleman District
2018

99 - 113 **Yunita Elianda¹, Dian Eka Rahmawati¹**

*(¹Master of Government Affairs and Administration, Universitas Muhammadiyah
Yogyakarta, Indonesia)*

Inovasi Dialogis: Menuju Transformasi Pelayanan Publik yang Partisipatif
(Kajian Sistem Pelayanan Malang Online)

115 - 129 **Krishno Hadi¹, Listiano Asworo², Iradhad Taqwa Sihidi³**

(¹Program Studi Ilmu Pemerintahan Universitas Muhammadiyah Malang, Indonesia)

*(²Peneliti Research Centre for Politics and Government, Departemen Politik dan
Pemerintahan, Universitas Gadjah Mada, Indonesia)*

(³Program Studi Ilmu Pemerintahan Universitas Muhammadiyah Malang, Indonesia)

Partai Politik dan Perilaku Pemilih di Indonesia (Studi pada Pemilu
Legislatif 2009, 2014 dan 2019)

131 - 144 **Danis T.S Wahidin¹, Ali Muhyidin², Iswahyuni¹, dan Anwar Ilmar¹**

*(¹Program Studi Ilmu Politik, Universitas Pembangunan Nasional Veteran Jakarta,
Indonesia)*

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Evaluation of Education Finance Policies in Improve Education Quality of Native Papuan in 2018

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ABSTRACT

It has been nineteen (19) years of special autonomy imposed in the land of Papua. But the problem of education in Papua and West Papua is not something new to hear. Papua and West Papua still rank 31 out of 34 provinces in Indonesia. Policies to improve the quality of human resources of Papuans are an important part of the framework for bringing prosperity to all Indonesians. This study uses a descriptive qualitative method. To see the results of the policy evaluation researchers used the theory of evaluation according to Willian N Dunn on four (4) criteria namely; Efficiency; Effectiveness; Leveling out; Responsiveness. Research Results: 1. The education budget allocation of 20% of the APBD is only 13% which has been realized, around 7% that has not been implemented. 2. Undergraduate Scholarship Program, Teacher Welfare Program, and Dropout Rate Program, which is implemented by the City Government of Sorong, has been running well. But there is no clear budget transparency from the Government related to these education financing programs. 3. Every year around 200 indigenous Papuan students are given scholarships. Teacher welfare has been noted but is not guaranteed. Weak economic students are given tuition fees. 4. The implementation of the education funding program by the City Government of Sorong is still unknown by all Sorong city residents, lack of socialization and some programs are still closed.

Keywords: Evaluation, Funding, Quality of Education, Native Papuan

ABTRAK

Otonomi khusus sudah diberlakukan di tanah Papua selama sembilan belas tahun lamanya. Tetapi, masalah pendidikan di Papua dan Papua Barat bukan sesuatu yang baru untuk didengar. Papua dan Papua Barat masih menempati peringkat ke-31 dari 34 propinsi di Indonesia. Kebijakan untuk meningkatkan kualitas sumberdaya manusia Papua menjadi bagian penting dari kerangka kerja untuk membawa kesejahteraan bagi seluruh rakyat Indonesia. Penelitian ini menggunakan metode deskriptif kualitatif. Untuk melihat hasil evaluasi kebijakan, peneliti menggunakan teori evaluasi menurut Willian N Dunn pada empat (4) kriteria: Efficiency, Effectiveness, Leveling out, dan Responsiveness. Hasil Penelitian menunjukkan: *pertama*, alokasi anggaran pendidikan sebesar 20% dari APBD hanya 13% yang telah terealisasi, sementara sekitar 7% belum dilaksanakan. *Kedua*, Program Beasiswa Sarjana, Program Kesejahteraan Guru, dan Program Angka Putus Sekolah, yang dilaksanakan oleh Pemerintah Kota Sorong, sudah berjalan dengan baik meskipun tidak ada transparansi anggaran yang jelas dari pemerintah terkait program pembiayaan pendidikan. *Ketiga*, sekitar 200 siswa sudah mendapat beasiswa setiap tahun. Kesejahteraan guru telah dicatat meskipun tidak ada jaminan, sementara siswa dengan ekonomi lemah diberi biaya kuliah. Keempat, implementasi program pendanaan pendidikan oleh Pemerintah Kota Sorong masih belum diketahui oleh semua warga kota Sorong, terutama karena kurangnya sosialisasi dan beberapa program masih ditutup.

Kata Kunci: Evaluasi, Pendanaan, Kualitas Pendidikan, Penduduk Asli Papua

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INTRODUCTION

More than nineteen (19) years of special autonomy has been put in place in Papua. From 2001 to 2019 Papuans still enjoyed special autonomy. There are only 5 regions that get special titles namely, Nanggroe Aceh Darusalam, Special Capital Region of Jakarta, Special Region of Yogyakarta, Papua and West Papua. Therefore it is an honor for these regions that not all regions in Indonesia get the same specialty. Papua is one of the regions with the greatest natural resource wealth in Indonesia. For some reason there are still many indigenous Papuans living below the poverty line of around 914.87 thousand people (28.4%) of the total population of Papua 3,486 million people (BPS 2017). In 2002 the central government made a policy that the Papua Province must be given authority to manage its household affairs. This decision was stated in Law No. 21 of 2001 concerning Special Autonomy for the Papua province, then from Law No. 21 of 2001 a new policy was developed regarding the expansion of Special Autonomy which was originally only for the Papua province divided into two Provinces for the Papua Province and the West Papua Province.

Since 2001 the Special Autonomy Fund was launched by the central government to the Provincial Government of Papua and in 2008 for West Papua. From BPS data every year since 2001 the Special Autonomy fund for Papua continues to increase, since 2001 each year the special autonomy fund for Papua is 6 trillion with the distribution of 4 trillion for Papua Province and 2 trillion for West Papua Province. Of these funds 30% (thirty percent) is earmarked for education, if we calculate from the 30% (thirty percent) amount of funds, it is not possible if the Papuan community is still very underdeveloped, because the launch of such large funds for education turns out have not been able to improve the human resources of indigenous Papuans, especially in the field of education. "The importance of transparency in the use of aid budgets to education, where most regions are still very minimal related to the implementation of the education budget, even though budget allocations have been budgeted, but often overlaps in the field related to the distribution of assistance to schools, because there are still many resources of our managers that have not been work optimally (Ningsih, 2019).

The problem of education in Papua and West Papua is not something that we have just heard, from BPS data Papua and West Papua are still in the order of 31 of 34 provinces in Indonesia, this is certainly our shared responsibility, that improving the quality of human resources of Person Original Papua is an important part in the framework of creating prosperity for all Indonesian people. Without qualified human resources, a nation will be left behind by other nations in the increasingly competitive arena of competition and global life. A good education is essentially a quality education so that the ideals of this nation contained in article 31 of the 1945 constitution, that every citizen has the right to obtain proper education can be felt by all levels of Indonesian society.

Therefore education should be seen to be able to accommodate people so that a country has quality human beings. Building the quality of education is the responsibility of the government because education is one form of investment for human resources that will be an asset in the nation's development in the future (Rastra, 2016). Furthermore community participation needs to be involved in carrying out work program evaluations, to realize transparency in government performance. (Mustaqim, 2016). Through education, an effort is made to create a workforce that is not only rich in theoretical knowledge but also practical, mastering technology, and having special expertise. This is also the vision of the government of Sorong City, namely " Realizing Sorong City as the Most Advanced City in the Land of Papua ". This then becomes the basis for continuous evaluation and improvement of education in each country. Thus, the government of Sorong City continues to strive to change the face of education in West Papua so that Sorong City can be realized as the most advanced city in Papua.

From what the author describes the condition of Human Resources for Indigenous Papuans in Sorong City, so the author is interested in researching on Evaluation of Education Funding Policies in Improving the Quality of Education of Native Papuans in 2018.

THEORITICAL FRAMEWORK

As a comparison and insight development for further research, the researcher tries to observe several previous studies. According to Suharsimi Arikunto, the preliminary study was intended to find the information needed by researchers so that the problem was clearer. Creswell (2012) explains the literature review is a written summary related to articles from journals, books or other documents that describe theories and information from the past or present, organizing libraries into topics and documents needed for research. Therefore, prior research becomes very important in this study to provide prior information both in terms of theory and the results of previous studies.

Education-related programs such as scholarships should be managed independently and carried out in a transparent and accountable manner to improve the welfare of the community in the field of education (Armansyah, 2016). To improve the quality of education, the government of the Mayor of Sorong establishes a regional regulation related to Strata-1 scholarships for Person Original Papua students. Through this policy, the Sorong City government provides open opportunities for Papuans to obtain quality academic potential (Christian et al., 2017). Every BOS government program, BOPDA, must have good planning, if the government wants the program to run as expected. The obstacle that often occurs in every government program related to the issue of education budget allocation is the discrepancy between what is programmed and what is implemented in the community so

that what the government wants to achieve is not yet optimal, the point is back to the local government, that if the program wants to run according to plan, then existing resources must also be optimized (Sukmawati & Rahaju, 2016).

Equity and justice for the community in obtaining access to education services is positive steps to provide opportunities for the community in obtaining access to educational services easily are, by innovating the institutional approach to providing one-stop kindergarten and elementary education and approaching the curriculum, educators, education personnel, infrastructure, financing, management and development facilities. program. Thus, evenness and justice for the community in obtaining access to education (Suprijadi, 2016). The opportunity to get access to Education is the right of every citizen, so the policies on educational programs made by the government must have a plan that can overcome the problems that arise in the field of education. Thus programs such as teacher welfare, increasing professionalism of teachers, and the placement of teachers in remote areas, is a positive step in providing higher quality education to every citizen (Arifah, 2018).

The policy to increase the education budget is still a difficult thing for the government, given that the budget allocation for the region is still small, so the effort in responding to the problem is by breaking the merger of elementary schools so that teaching and learning activities are more efficient and effective. While from the aspect of public interest the policy for the incorporation of Elementary Schools is a way of providing the best education services to the community (Setiawati, 2018). *The implementation gap in the planning process of the BOP PAUD program is a result of the management resources that have not followed the rules in the management of BOP PAUD financing (Lalupanda, 2019). In an effort to bring about justice in accessing education, the government must prepare non-formal education programs. This is in order to improve the quality of human resources. This means that in this case the regional government plays an important role as a motivator in encouraging, facilitating and managing development activities in the community in the field of education (Dinisti, 2017).*

Local government policies in building human resources are very important to be able to improve the quality of education. The Government of Sorong City is the main element in the construction of educational infrastructure in Sorong City (Worabay et al., 2017). One way to reduce the number of dropouts is to create a twelve-year compulsory education program. If the government of Sorong City is serious in improving the quality of the Person Original Papua, then it can emulate the twelve-year compulsory education program conducted by the Depok City government, the results of the program are quite significant in suppressing dropout rates. Depok City APS 0.1% and increased gross participation rate 65.56% (Elyasa, 2016).

The role of parents is very important in supporting children's education. Parent participation can affect aspects of learning, infrastructure, community relations, education finance, and educators (Sumarsono et al., 2016). The obstacle that often occurs in program implementation is the lack of Human Resources in managing the Program. The condition of educational facilities is not very supportive, and there is also a shortage of teachers who have academic qualifications to take Bachelor (S-1) or Diploma Four (D-IV) (Saputra & Lituhayu, 2019). Community participation greatly encourages the creation of a characterized educational environment. For this reason, the community must be invited to participate in the process of establishing, implementing, monitoring and conducting participatory evaluations of government programs. The community must also be involved in building the image of the school, invite the community to participate in ideas, finances, and prayers so that they can build a conducive educational environment (Wiratno, 2016).

The policy towards teacher development is the significantly positive effect on work discipline to realize the quality of education, therefore the policy to improve the welfare of teachers to realize quality education (Mustika, 2017). Teaching qualifications, career levels, teacher certification, teaching assignments, learning facilities, and supporting facilities, monitoring of teacher performance, are problems that often occur in educators in border areas. Therefore, the task of the government and elements of society to minimize these deficiencies to achieve quality education (Asri, 2016). Teacher certification is a good step in increasing the professionalism of teachers in carrying out their duties as an educator. Therefore the certification program must be disseminated to all teachers in the context of career development and improving the quality of education (Isabella, 2016). To support the quality of teacher performance, the development of the teaching profession as an effective effort in supporting the professionalism of teachers in educating students". The City Government of Sorong through the Department of Education monitors the quality of teacher performance by providing opportunities for teachers to participate in training, training and comparative studies so that teachers can improve the quality of education and the quality of performance (Putri & Imaniyati, 2017).

The teacher certification program is a step in increasing teacher professionalism. But the obstacle that is often found is the lack of supervisors in the program in the absence of evaluations and reports on the implementation of teacher certification programs that have been carried out in previous years (Yusuf et al., 2017). Improving the quality of education is the task of the city government and also the teachers as educators. In a situation where the quality of education is still low, and the budget allocation is still small, the teachers must be able to make breakthroughs to improve the quality of our education (Masdarna, 2016). Training to improve teacher professionalism is a step in providing certainty to the public that the government is making improvements to the quality of education. Factors that often hinder the process of carrying out activities such

as this is not yet the maximum apparatus resources for budgeting, facilities, and planning documents. Therefore, there needs to be good coordination between government agencies, so that efforts to improve the quality of education can be achieved to the maximum (Taufiq, 2018). Teacher competence is very influential on improving the quality of education, therefore supervision of teacher performance should be carried out routinely by principals and supervisors from the Department of Education, so that the competence of students can improve, thus the quality of education will also increase (Astuti, 2017).

By the vision of the Government of the City of Sorong “making the City of Sorong the most advanced city in the Land of Papua”, the government of the City of Sorong is very serious in its policies to improve the Quality of Education of Indigenous Papuans, especially in terms of budget allocation for education funding. “The implementation of the Sorong City government program is inseparable from the support of the Regional Budget Revenue (APBD), General Allocation Fund (DAU), Special Allocation Fund (DAK), and Special Autonomy. Sorong City government programs such as Teacher Professionalism Arrangement, Teacher Quality Improvement and Salary, Changes in educational facilities such as the rehabilitation of school buildings, student achievement development. All of this has been done by the Government of Sorong City to improve the quality of human resources of Indigenous Papuans both in Quantity and Quality (Kambuaya, 2017).

Based on the explanation from the previous research above, it can be concluded that research with the theme of improving the quality of human resources through education has been done a lot. However, many previous studies have focused on general issues regarding improving the quality of human resources through education. So this research is focused on improving the quality of human resources with the main focus being improving education for Papuans in Sorong City. Furthermore, to see the results of the evaluation the authors use the theory of evaluation according to William N Dunn (in Suharno, 2010: 152-156) on four (4) criteria namely; Efficiency; Effectiveness; Leveling out; and responsiveness.

RESEARCH METHODS

Referring to the characteristics of the problems in this study, the method that is considered relevant to be used in this study is a descriptive qualitative method, Sugiono (2016) that qualitative research methods are used to obtain in-depth data, a data that contains meaning. Meaning is actual data, data that is certain is a value behind the visible data. According to Sugiono (2016) that qualitative research methods are used to get in-depth data, data that contains meaning—used to examine the condition of natural objects (as opposed to experiments) where researchers as a critical instrument. Data collection techniques using interviews and documentation. The interviewed stakeholders were the Chairperson of the DPRD and Members of the Sorong City DPRD, the Head of the Sorong

City Education Office, the Head of the Sorong City BAPPEDA, Public and Private School Teachers, Papuan Native Students who received tuition assistance from the Sorong City Government, and the Native Papuan.

RESULTS AND DISCUSSION

The findings in the field that the writer got during the study were in the form of interviews with informants, documentation, and also observation. The findings collected are related to the Evaluation of Education Funding Policies in Improving the Quality of Education of Indigenous Papuans in 2018.

From the results of data analysis using the Nvivo application, it shows that the government of Sorong City is paying more attention to improving the quality of education of indigenous Papuans. The attention of the government of Sorong City is aimed at the existence of various kinds of programs related to improving the quality of education. The Government of Sorong City itself has made a special policy related to education budgeting in Sorong City by making Sorong City Regional Regulation No. 38 of 2013 concerning Development in the Implementation of Education in Sorong City.

Based on the findings in the field it turns out that the programs that have been planned by the Sorong City government have not been running efficiently and effectively, there is a discrepancy that occurs between the agencies assigned specifically to handle the policy. Many obstacles occur in the field such as lack of human resources (HR), budget transparency, socialization, to community participation. All this shows that the Sorong City government must be even more serious in its efforts to improve the quality of education of Papuans by evaluating policies related to education funding so that these deficiencies can be addressed immediately. The following can be seen from the results of interviews with speakers in the field that the authors present using the Nvivo application:

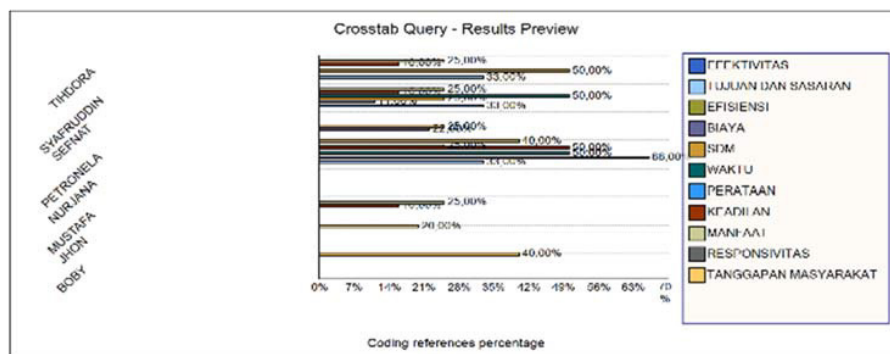


Figure 1. Results of Interviews with Speakers
Source: Processed by the author using Nvivo

The picture above shows the results of interviews that the authors get in the field related to the evaluation of educational funding policies in improving the quality of education of indigenous Papuans in 2018. From each indicator, the author asks informants about the scholarship program, teacher welfare, and reduction in dropout rates. Tihdora said that the benefits of the program were 25%, justice 16%, Human Resources 50%, objectives and targets 33%.

Furthermore, Syafruddin said that the benefits are 25%, 16% justice, 50% time, 25% Human Resources, 11% costs, and 33% goals and objectives. While Sefnat conveyed the Cost of 22%, Human Resources 25%. Petronella explained 40% community response, 25% benefit, 50% fairness, 50% time, 25% Human Resources, 66% cost, 33% goals and objectives. Nurjana. Mustafa explained that the benefits were 25%, fairness was 16%. By Jhon, the community response was 20%. While Bobby stated that the community response was 40%.

Based on the results of research that has been done by the author of several sources related to research problems, it is obtained that in carrying out local government policies to overcome the problem of the quality of Papuan Orang Asli education in Sorong City, both the scholarship program issues organized by the Sorong City government, welfare improvement teachers, and the program of reducing the number of Papuan Orangutan dropouts by the Government of the City of Sorong, the Regional Representative Council (DPRD), the Department of Education, and the Regional Development Planning Agency (BAPPEDA) of Sorong City, West Papua Province, shows that it still needs to be evaluated in the process and its implementation. To see the results of the evaluation researchers used the theory of evaluation according to Willian N Dunn (in Suharno, 2010: 152-156) on 4 criteria namely as follows:

Efficiency in Organizing Education Quality Improvement Program for Native Papuans

Efficiency is related to how much effort is needed to produce the desired level of effectiveness. Evaluation of Education Financing Policy in Improving the Quality of Education of Indigenous Papuans with a sub-focus on efficiency in implementing improvements in human resources, it is explained that the policy is efficient in terms of energy, efficient in terms of time, and efficient in terms of financing. From the theory used, in terms of tenaga efficiency can be measured from the Number of Staff, Staff Quality, and Office Infrastructure. The following can be seen regarding the number of staff, staff quality, and infrastructure of the Sorong City Office of Education.

Table 1. Number of Sorong City Education Office Employees

No	Education	Total
1	S2	7
2	S1	41
3	D3	1
4	SMA / Equivalent	18
Total		67

Source: Secondary Data Processing

Based on the table above it can be seen that the largest number of Sorong City Education Office employees have a Bachelor's degree (S1) of 41 employees. Then employees who have Masters education (S2) there are 7 employees. There are only 1 employee with an equivalent Diploma level (D3) while there are 15 employees with a high school / equivalent level of education. Looking at the total composition of employees based on their level of education, employees with Masters education (S2) at least have a portion of 11% of the total number of employees and then followed by employees with Bachelor Education (S1) who have a portion of 64% of the number of employees.

Based on the explanation above, the human resources owned by the Department of Education as OPD which are authorized by the Government of the City of Sorong to implement the Scholarship, Teacher Welfare, and Dropout Rates, still have shortcomings, namely even though the number of staff is large but there are staff who have not work according to the job, so that the program implemented is not as planned. Besides that related to the implementation of a scholarship program by the Government of the City of Sorong to indigenous Papuans, that in accordance with the vision of the Government of the City of Sorong that makes the City of Sorong the most advanced city in the land of Papua, one of which is focused on education, it is necessary to improve the quality of human resources with efforts provide scholarships to native Papuan sons and daughters and improve teacher welfare as an effort to improve the quality and professionalism of teachers. Thus, the existence of this program is expected to reduce the dropout rate for Papuans.

Table 2. Pure Sorong Participation Rate

Indicator	2015	2016	2017	2018
APM SD/MI	93,29	93,10	93,80	93,9
APM SMP/MTs	83,80	89,75	78,85	78,5
APMSMA/SMK/MA	74,11	72,73	71,97	72,0

Source: Secondary Data Processing

The table above shows that the SD / MI Pure Enrollment Rate (APM) has not experienced an increase, while SMP / MTs in 2015-2016 have increased, but in 2017-2018 it has decreased. Likewise, the High Participation Rate (APM) for SMA / SMA / MA in 2015 has increased, but in 2016-2018 it has decreased. To increase the Pure Participation Rate (APM) in Sorong City, the Sorong City Government through the Sorong City Education Office continues to improve and complete the educational facilities and infrastructure in Sorong City and to socialize the achievements of schools in Sorong City.

The Government of Sorong City in supporting its vision to realize Sorong City as the most advanced city in the land of Papua, the government launched an allocation of funds for scholarship programs and the construction of dormitories for native Papuan students, as well as improving the quality of teachers which included teacher upgrading, equalizing diplomas II, and salary increases teacher. Likewise the costs given to repair school buildings such as the rehabilitation of new permanent school buildings, the addition of learning facilities such as the provision of books, laboratories, libraries, and sports fields. All these costs are given in order to realize the vision of the City Government of Sorong namely "The realization of the City of Sorong as the most advanced city in the land of Papua". But there is something interesting about the allocation of funds launched by the Sorong City government related to education quality improvement programs, where the lack of transparency is related to implementation so that the data regarding the use of budgets for these programs is difficult for writers to find.

Funds sourced from the Special Autonomy and APBD can be divided into several programs, one of which is to improve educational facilities such as school infrastructure. All of this was carried out in order to reduce the number of dropouts and provide opportunities for Papuans so that they can easily access education services. There is also a program for teachers who are both civil servants and those who are still honorary such as civil servants, so they receive salary increases, incentives, and tuition assistance for those whose classes are still low. Furthermore, for honorary teachers such as additional salary assistance but can be taken once a year, so for 2019 this will be taken around December. And assistance for educational facilities is quite a lot, almost all school buildings in the City of Sorong are assisted by the Government's construction, both public and

private schools. Indeed all of this has not been maximized, but at least there is good intentions from the government of Sorong City to build as a form of its vision to make Sorong City as the most advanced city in Papua.



Figure 2. Sorong City Education Funding Budget Allocation 2018

Based on the table that, the education budget allocation which should be 20% according to the education law turns out to be only 13% of the total budget allocated for education. It means that there is still around 7% of the budget which has not been realized by the Sorong City government for educational needs.

Whereas in the special autonomy law it is also explained that the allocation of special autonomy funds is prioritized in three areas, namely Education, Health, and Community Economy. But apparently the implementation in the field is only 13% of the total budget managed by the City Government of Sorong. The Chairperson of the Sorong City DPRD (Petronela Kambuaya) explained that the budget for the scholarship program, teacher welfare, and the reduction in dropout rates determined by the Sorong City Government would be further discussed at the DPRD. However, the amount of the budget is not determined which should be greater, but the budget varies the same as in Otsus, usually divided into education, health, and community economy and rest for infrastructure costs such as building schools, and rehabilitation of damaged school buildings.

Effectiveness in Organizing Education Quality Improvement Program for Native Papuans

Effectiveness, which is related to achieving a predetermined goal. Effectiveness aims to see the extent to which each alternative policy can achieve the goals and objectives that have been determined. From the data obtained by the author, there are still many who do not know about the allocation of funds for the program made by the Sorong City government itself, because the one that handles this is the regional revenue service, where every year the students who receive assistance face to face with the Sorong City

government, those who took part in the meeting were usually from regional finance, the regional revenue service, the regional secretary and the mayor himself.

More about the improvement in the quality and welfare of teachers so far the program has been running, teachers who are still in diploma are being focussed on in order to be the same as those who have already graduated. If welfare has also been considered, such as teacher salaries, teacher incentives, side dishes, all of this is done so that investigators in the City of Sorong have the enthusiasm to continue to provide the best for the golden generation of Papua while tempting in basic and secondary education in this city.

Approximately every year there are around 200 native Papuan students who receive tuition assistance, both those who study in Papua and those who study outside Papua. However, all the scholarship data is in the Regional Revenue Service, because they are the ones who directly record and provide assistance. From the first period to the second period the Government of Sorong City indeed had a lot of activities focused on teachers and also the improvement of educational facilities. Many schools have been assisted through programs to reduce dropout rates, such as rehabilitation, buying school equipment, and many others, all of which are focused on building the human resources of indigenous Papuans.

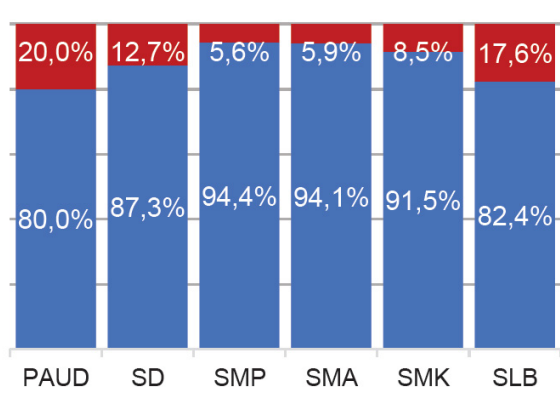


Figure 3. Teacher Qualifications in Sorong City
Source: Regional Education Balance Sheet 2018

From the above data it can be seen that the number of PAUD teachers in the Dimploma D-4 or Bachelor degree graduates is 80.0%, 87.3% Elementary School Teachers, 94.4% Middle School Teachers, 94.1% High School Teachers, Teachers SMK 91.5%, and SLB Teachers 82.4%. While the category of teachers with graduates under Dimploma D-4 or Bachelor level S1 namely; PAUD teachers 20.0%, elementary school teachers 12.7%, junior high school teachers 5.6%, high school teachers 5.9%, vocational high school teachers 8.5.5%, and SLB teachers 17.6%. This table shows that around 87% of the qualifications

of teachers in Sorong City are in the D-4 and Bachelor-level Diploma categories, and around 11% are still in the category below Diploma D-4 or Bachelor-Degree.

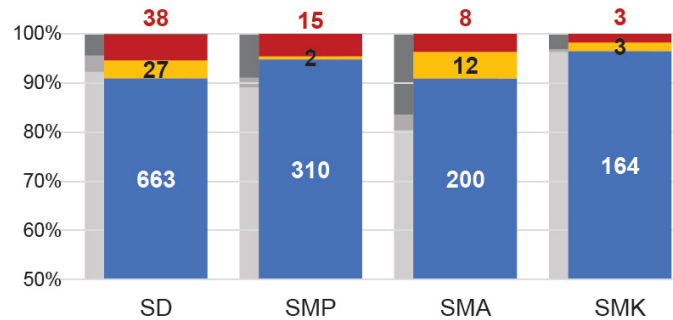


Figure 4. Condition of Education Facilities in the City of Sorong

In the table above shows that the implementation of improvement of educational facilities every year in the city of Sorong. Educational facilities such as Elementary Schools (SD) with the category (Good + Lightly Damaged) in 2018 with as many as 663 items, as many as 27 items, and as many as 38. Middle School Facilities with category (Good + Light Damage) of 310 items, category (Medium Damage) of 2 items, category (Heavy Damage) of 15 items. High School Facilities for the category (Good + Lightly Damaged) as many as 200 items, category (Medium Damaged) as many as 12 items, category (Severely Damaged) as many as 8 items. Vocational School Facilities with 164 items (Good + Lightly Damaged), 3 items (Medium Damage), 3 items (Heavy Damage) 3 items. The improvement of this educational facility will continue to be elevated as a manifestation of the vision of the Sorong City government, as well as policies to reduce dropout rates as data are submitted that the Sorong City Pure Participation Rate in 2018 namely; Elementary school / equivalent amounting to 93.9%, middle school / equivalent 78.5%, and high school / equivalent amounting to 72.0%.

S-1 Undergraduate Scholarship Program, Teacher Welfare program, and Dropout Rate Reduction program, which is implemented by the City Government of Sorong, has been going well. Although in the implementation of the program there is still a misappropriation between the relevant agencies, and there is also no clear budget transparency from the Government related to these education funding programs. Nevertheless Sorong City Government continues to strive so that in the future there have been no mistakes that have occurred, so that in the future the Government of Sorong City is able to improve the quality of education of Papuans as a basis for the vision of establishing Sorong City as the Most Advanced City in the Land of Papua.

Equitable Distribution in the Implementation of Education Quality Improvement Program for Native Papuans

In the law, it is clear that educators must be prosperous, they want to teach in public schools or private schools, so there should not be teachers whose rights are taken away by other people because in the hands of teachers, it is a reflection of the future generations of Papuan successors. The policy for teachers must have certification is a step to improve the quality of education in an area, so the teaching staff must immediately participate in government programs related to teacher certification.

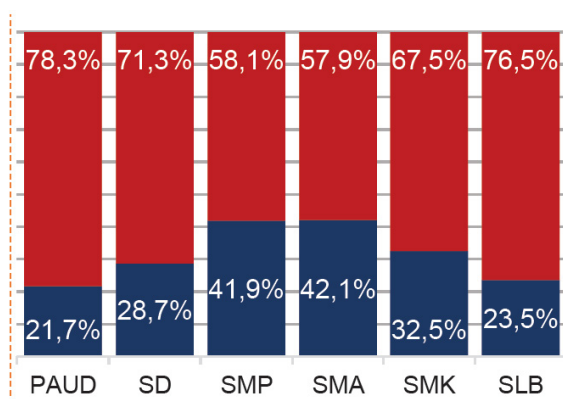


Figure 5. Certified Teacher in Sorong City

In the table above explains that the qualifications of Teachers who already have Certification in Sorong City are; PAUD Teachers 21.7%, Elementary School Teachers 28.7%, Middle School Teachers 41.9%, High School Teachers 42.1%, Vocational Teachers 32.5%, SLB Teachers 23.5%. Furthermore, the qualifications of teachers who do not have certification are; PAUD teachers 78.3%, SD teachers 71.3%, SMP teachers 58.1%, 57.9% high school teachers, 67.5% SMK teachers, 76.5% SLB teachers. In fact, this qualification is inversely proportional to teachers who do not yet have certification, from the data available that there are approximately 68.5% of teachers who do not have certification while 30.5% of teachers who have obtained certification.

It was further conveyed that in the year before the division of West Irian Jaya (West Papua), it was difficult for Papuans to gain access to education, let alone people wanting to go to school, finding school buildings was difficult, so if there was news about education in Papua the lowest was indeed a reality, but now everything has changed, Sorong City has now become one of the most advanced cities in Papua from the education sector, how come in this City almost all levels of education exist, ranging from kindergarten to tertiary education, so the progress of this education will definitely have a positive impact on dropout rates in this land.

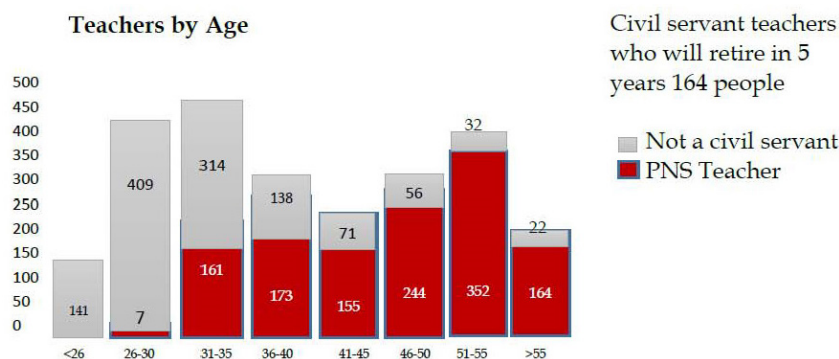
Undergraduate scholarship programs have been enjoyed by indigenous Papuan students, especially those who continue their studies outside the city of Sorong if they enroll in universities in a strict manner, both at State and Private Universities. After graduation, if there is CPNS acceptance, then Papuan Native students will immediately be accepted at the government offices. The teachers are also well paid, there are monthly allowances, there are also teacher incentives, side dishes, if all is added up to around 11 million more per month received by a teacher. however, what is said to be guaranteed welfare is not all teachers are guaranteed the right to live, but to meet the food and clothing needs of the teachers can be said to be guaranteed.

Besides that, the funds provided by the Government of West Papua Province to the City Government of Sorong are not so large, when compared to the needs of the City of Sorong itself, so that the policy for the welfare of teachers is also not so great, although the City Government of Sorong also actually knows the needs of teachers so a lot, but what can I do, the important thing is there is a policy for the welfare of teachers even though it is still small.

The Mayor's policy for every community that lives and makes a living in Sorong City is not only for students who are called Asli Papua, but for all. In some schools the tuition fee reduction is provided, but only for those from poor families, only those who have the best achievements are given the assistance of high-achieving students, but for the program priority is given to Papuan children born to poor families. especially economically so that the policy to be helped in tuition fees is free.

Responsiveness in the Implementation of Quality Improvement Program for the Education of Native Papuans

The people of Sorong City basically always participate in the Sorong City government program, the important thing is that the program is useful, of course the people are enthusiastic in following it. Related to the accuracy of the teacher's attendance at the school also became the public's spotlight, that there were teachers who were present at 6:30 a.m. useful, so often there are also teachers who come at the hours according to their subjects. But it would be better for the teachers to arrive on time, which is at 6:00 in order not to disadvantage the students.



Source: Regional Education Balance Sheet 2018

Figure 6. Number of Teachers by Age in Sorong City

In the table above it can be seen that there are 2,439 teachers in Sorong City. There are 1,256 PNS teachers, 1,183 Honorary Teachers. The number of PNS Teachers at the age of 51-55 years still dominates, namely 352 people, while the Honorary Teacher who dominates Honorary Teachers in Sorong City is at the age of 26-30. In this position, the productive age of teachers in Sorong City still dominates honorary teachers, while PNS teachers who dominate PNS teachers in Sorong City are in old age. The Sorong City Education Office must be more aware of the current condition of the teachers in Sorong City, because in the next 10 years almost PNS teachers will fall into old age. So the thing that must be immediately followed up is the honorary teachers to be given the opportunity to fill the position of the teachers who will retire namely as many as 164 people, so it is expected that with honorary teachers who will become civil servants at productive age can innovate in education and be able to improve the quality education of indigenous Papuans in the future.

The implementation of the education funding program by the City Government of Sorong is still unknown by all people of Sorong City. There are programs that are still closed so that they have not been touched in the community. It is expected that the government can function both electronic media, print media, mass media, as instruments in promoting government programs, because the community is the object of a policy, then it is appropriate for socialization in the general public to be able to reach all communities. So that the positive programs should not be considered negative by the community because they are less socialized.

CONCLUSION

Based on the description of the results of the analysis related to the Evaluation of Education Funding Policies in Improving the Quality of Education of Papuan Indigenous Peoples in 2016-2018 which the author has previously described, the writer can conclude that:

From the theory that the author uses that the program that has been implemented has not been effective and efficient. S-1 Undergraduate Scholarship Program that runs since the first period of the Mayor of Sorong, but until now there are still many indigenous Papuan students who do not know yet about the implementation of the program. Distribution of education costs is not yet transparent, and there is still an overlap of authority between the Department of Education and the Department of Revenue and Regional Financial Management. There are still many teachers who do not have certification, are not professional, and there are still teachers who complain about salary and professional teacher allowances. School Dropout Rates have been implemented well, but there are still parents who complain about the high cost of education and the lack of teaching staff at school.

At the stage of Equalization and Responsiveness criteria that native Papuan students if enrolled in tertiary institutions outside Sorong City for free, both State and Private Universities. Teacher salaries, allowances, incentives, and side dishes, for PNS teachers in Sorong City are quite large, around 11 million more each month. However, in Sorong City, not all Papuan and non-native Papuan students are free of the tuition fee, there are only some schools that make a free tuition fee policy for all students. The implementation of the education funding program by the Sorong City government is not yet known to all Sorong city residents. There are programs that are still closed so that they have not been touched by the community.

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