

GOVERNMENTAL INNOVATION OF SABANG CITY IN SUPPORTING 12 YEARS MANDATORY POLICY

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Abstract: The lack of provision of learning tools and facilities both from parents and from the government is a serious problem in the implementation of education. The implementation of regional autonomy by the laws and regulations is very important in the distribution of education funds to succeed in the 12-year compulsory education policy. One government that has contributed to the attention of the Human Resources (HR) of the community is the City Government (Pemko) Sabang. Sabang City Government provides educational funding assistance in the Jak geutanyo saving campaign (Let's Save) according to the needs of the community. This paper aims to describe the equitable distribution of Sabang municipal funds for the success of the 12-year compulsory education policy. This research uses a descriptive qualitative approach. The research subjects were the Sabang City government, the community, and Sabang City students. The object of the study is the policy of the Pemko Sabang in the distribution of education funds. Data collection techniques used were observation, interviews, documentation, and literature study. The data analysis technique used is descriptive analysis technique. The results of the study found that the distribution of education funds for the Sabang City Government obtained from the City Revenue and Expenditure Budget (APBK) had been met compared to other regions. The financial assistance is given in one school year. To get these funds, students must meet the general criteria, namely; domiciled in the city of Sabang, and have been educated at least 11 months in one of these schools. The success of this program can be seen in the level of satisfaction of the community who expect such assistance because it is very helpful in all educational needs, also in equal distribution of education (12-year compulsory education policy), and can create prosperity for the people of Sabang City.

Keywords: Regional Autonomy, Policy Innovation, Education Funds

INTRODUCTION

Indonesia as a country is committed to realizing the welfare of life and social justice in society.¹ Developing the ability and forming the character and civilization of a dignified nation in the context of educating the life of the nation so that students become human beings who believe and fear God Almighty.² In reality, the implementation has not been evenly distributed, there are still many Indonesian citizens who have not received their rights to obtain a proper education. The general purpose of the above education then gave birth to policies used in the context of educating the entire Indonesian nation.

Innovative public policies are expected to accelerate the role of other stakeholders. The term innovation comes from the word innovation or new change. Effective government innovation is largely determined by the quality of the resources of the apparatus of politicians and bureaucracies that are reliable in managing governance-based governance. The change in the mindset of politicians and bureaucrats and other stakeholders is crucial to the realization of good governance.³ A terrible change in human life is also inevitable from the tsunami of globalization that has entered every inch of modern life.⁴ Without public policy innovation, the goals and even the mission of autonomy should be questioned again because not all local governments are ready to even be able to implement the role of government in a region.

For the fairness of the implementation of education to be felt for its justice values, the central government gives authority to regional governments to regulate education in their respective regions. The implementation of education is one of the mandatory functions which is the authority of the regional government for regencies or cities⁵ to improve welfare and services to the community.

Community development from various aspects aims to create community prosperity. The inability of a person to meet his needs includes not only economic conditions but also education, health, social, cultural, and political. Poverty is a major problem that occurs in each region, including in the City of

¹ Undang-Undang Republik Indonesia Nomor 32 Tahun 2004 Tentang Pemerintah Daerah.

² Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Tahun 2003, pp. 147-73.

³ Dede Mariana, Otonomi Daerah Dan Inovasi Kebijakan, *Jurnal Governance*, Vol. 1., No. 1., 2010.

⁴ H.A.R. Tilaar, *Kekuasaan Dan Pendidikan: Manajemen Pendidikan Nasional Dalam Pusaran Kekuasaan*, (Jakarta: Rimeka Cipta, 2009).

⁵ Undang-Undang Republik Indonesia Nomor 32 Tahun 2004 Tentang Pemerintah Daerah.

Sabang.⁶ Currently, the Indonesian government continues to work to alleviate poverty through social assistance programs, community empowerment, and improving livelihoods. The poor population in 2016 decreased to 17.33 percent, but in 2017 it increased again to 17.66 percent.⁷

Cooperation between the central government and regions in supporting and facilitating community education rights through schools, affordable in terms of financing, quality in terms of services and quality in terms of learning. In the implementation of education autonomy, local governments are also faced with expensive financing problems and tend not to be pro-community. Central and regional governments cannot carry out their functions effectively and efficiently without sufficient costs to provide services and development to the community.⁸ Therefore, the development of education as a human right⁹ is very important for the community. For this reason, regions are demanded to be more creative and efficient in using budgets.

Mayor and regional apparatus as the elements of regional government administrators have the right, authority and obligation of the autonomous region to regulate and manage their government affairs and the interests of the local community in accordance with statutory regulations, also based on the aspirations of the community fairly and in harmony.¹⁰ It is hoped that the implementation of regional autonomy will result in a better chance in the system of allocation and management of education funding.¹¹

The importance of education for the survival of a nation following the needs of modern society must be rooted in the local community.¹² The process of education as a conscious effort of humans never ceases according to the system of civilization and culture.¹³ In the national education system, the Indonesian government strives for 12-year compulsory education policy.

⁶ Uun Malihan Hawa, *Indikator Kesejahteraan Rakyat Kota Sabang 2018*, ed. by Edi Kurniawan, (Badan Pusat Statistik Kota Sabang, 2018).

⁷ Uun Malihan Hawa, *Analisis Indeks Pembangunan Manusia Kota Sabang 2017*, (Badan Pusat Statistik Kota Sabang, 2018).

⁸ Roni Ekha Putera, *Formulasi Kebijakan Anggaran Pendidikan Dalam Mewujudkan Peningkatan Pemerataan Pendidikan Era Otonomi Daerah Di Kabupaten Solok*, *Journal Demokrasi*, Vol IX.No. 2 (2010), 214.

⁹ Tilaar..., 2009.

¹⁰ Undang-Undang Republik Indonesia Nomor 32 Tahun 2004 Tentang Pemerintah Daerah.

¹¹ Dedi Supriadi, *Satuan Biaya Pendidikan Dasar Dan Menengah*, (Bandung: Remaja Rosdakarya, 2010).

¹² H.A.R Tilaar, *Manajemen Pendidikan Nasional: Kajian Pendidikan Mass Depan*, ed. by Wilson Nadeak, (Bandung: Remaja Rosdakarya, 2011).

¹³ Suyanto, *Dinamika Pendidikan Nasional (Dalam Percaturan Dunia Global)*, (Jakarta: PSAP Muhammadiyah, 2006).

The implementation of regional autonomy policy is based on Law No. 32 of 2004 is intended to be more independent of the region and empower communities so that more freely in regulating and carrying out their authority on their initiative. The granting of broad and responsible autonomy is carried out based on the principles of democracy, community participation, equity, justice, and attention to the potential and diversity of the region, with the central point of autonomy at the level closest to the people, namely districts and cities. The essential thing of regional autonomy is the greater responsibility of the region to take care of all the problems involved in community development in the area, including education.¹⁴

In the autonomy of education, there is a big opportunity to make education in the regions more qualified. District/city governments have the opportunity to encourage community participation, both in education funding and in terms of planning and evaluating how the delivery mechanism of education services is to the community. In addition, regional autonomy allows a number of authorities that have been handed over by the central government to regional governments to create, innovate and improvise in the education sector both in terms of policies, funding, curriculum, educational facilities and infrastructure, education personnel and quality control of education for basic education and medium including no formal. So that the implementation of regional autonomy has implications for changes in the administration of education, one of which is the reduced role of the central government in the management of education.¹⁵

Departing from the above discussion, the reality is that there are still many school principals and teachers complaining about the increasing difficulty of schools obtaining operational, maintenance and implementation costs from the city government.¹⁶ The great authority possessed by the regions with the regional autonomy law will certainly be beneficial if it is followed by the capacity and creativity of the regency/city government to make accurate policies aimed at improving input and learning processes. Efforts to make accurate policies in the field of education are very dependent on the availability of valid information about various educational problems faced by the Regency / City.

mentioned above, to realize the ideals of independence in the intellectual life of the nation, the government carries a 12-year compulsory education policy.

¹⁴ Dedi Fasli Jalal dan Supriadi, *Reformasi Pendidikan Dalam Konteks Otonomi Daerah*, (Yogyakarta: Adi Cita, 2001).

¹⁵ Hasbullah, *Otonomi Pendidikan, Kebijakan Otonomi Daerah, Dan Impli-Kasinya Terhadap Penyelenggaraan Pendidikan*. (Jakarta: RajaGrafindo Persada, 2007).

¹⁶ Fasli Jalal dan Supriadi.

Related to this, Ismail in his writing on education policy analysis published in the Public Administration Journal concluded that the implementation of basic education that has been carried out in Makassar City to date, in terms of its implementation (free of charge) has not been entirely successful. Because, the rampant illegal levies, inadequate infrastructure, and so on. Yet all of them when referring to regulations are children's rights to compulsory and free education.¹⁷

Unlike the Sabang city government, a friendly government regulates the rights and obligations of citizens¹⁸, especially the Sabang community to get quality education to facilitate education by providing education costs for all Sabang students (in accordance with budgeting or education funding regulations). The facilities provided are for all without exception, both residents who have physical, mental, emotional, and social disabilities.

Sabang is one of the border areas in Aceh Province. The Sabang City Region is an archipelago consisting of five islands, namely Weh Island (Sabang), Rondo Island, Rubiah Island, Seulako Island and Klah Island.¹⁹ Sabang is an archipelago across the north of the Indonesian island of Sumatra, with Weh island as the largest island. Sabang is often referred to as the northernmost point of Indonesia, precisely on Rondo Island. The inhabitants of Sabang consist of various ethnic groups, religions (the majority are Muslim) and cultures that live side by side in harmony.

The Sabang city government gives very serious attention to education in its area. The seriousness of the Sabang City government can be seen with the stipulation of the policy of equal distribution of education funds for all Sabang students. This determination has certainly been through consideration based on the facts and available data. In the Sabang city government policy, there is a vision and mission to be achieved. To achieve this vision in the government office, there is a development mission, one of which is: Increasing Educational Development.²⁰ Obligatory affairs which are the authority of government according to their mission include; organizing education and allocating potential human resources, and allocating funding for public services.

In general, studies and discourse on educational fund equity policies to realize the 12-year compulsory education policy are important to be discussed and

¹⁷ Ismail, Analisis Arah Kebijakan Pelaksanaan Wajib Belajar Pendidikan Dasar 9 Tahun Yang Merata Dan Berkualitas Di Kota Makassar, *Jurnal Administrasi Publik*, 4, Nomor 2, 2014.

¹⁸ Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.

¹⁹ Kota Sabang Dalam Angka Sabang 2019 (BPS Kota Sabang).

²⁰ Portal Pemerintah Kota Sabang, *Visi Misi Pemerintah Kota Sabang* (Sabang, 2019) <<http://www.sabangkota.go.id/index.php/page/26/visi-misi-pemerintah-kota-sabang>>.

explored, so that strong regulations and effective and efficient implementation can be distributed evenly so that it is felt by the entire wider community, especially the Sabang community without discrimination. It is interesting to study more closely related to the distribution of educational funding assistance, which is summarized in the title: "Innovation in Sabang City Government in Supporting 12-Year Compulsory Education Policies". So from that title, the formulation of the problem in this study is how the Innovation of Sabang City Government in Supporting the 12-Year Compulsory Education Policy in Sabang City.

Research is a descriptive method with a qualitative approach.²¹ Data in this study were obtained through interviews (respondents) with respondents (Sabang city government employees, communities, and students), and from observations made in the field, as well as documentation studies²², and literature studies. Data analysis was performed based on informants 'views and researchers' interpretation of the data in the field. The data processing is described in an explanation with sentences.

FIND AND DISCUSSION

Compulsory education is a minimum education program that must be followed by Indonesian citizens for the responsibility of the Government and Local Governments. Efforts to expand and equal opportunity to obtain quality education aim to be able to develop their potential to live independently in the community or continue their education to a higher level.²³ Everything that is used in the administration of education, including; education staff, community, funds, facilities, and infrastructure.²⁴

success or failure of the development of an area is influenced by the level of education of its population. The more advanced education means it will bring various positive influences for the future in various fields. In the city of Sabang there are two districts namely; sukajaya sub-district and sukakarya, for the number of schools both public and private there are 47 schools.²⁵ Namely

²¹ Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2011).

²² Y. Muri Yusuf, *Metode Penelitian: Kuantitatif, Kualitatif, Dan Penelitian Gabungan*, (Jakarta: Kencana, 2017).

²³ Peraturan Pemerintah Republik Indonesia Tahun 2008 Nomor 47 Tentang Wajib Belajar.

²⁴ Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.

²⁵ Data Referensi Kementerian Pendidikan Dan Kebudayaan, 2019 <<https://referensi.data.kemdikbud.go.id/index11.php?kode=066001&level=3>>.

covering primary and equivalent schools, junior and senior high schools, senior high schools and equivalents, and including special schools (SLB). In 2018, the total number of students in Sabang City for all levels of school accommodates about 7,949 students.²⁶

Education funding is an activity to get costs and manage education income and expenditure budgets, this activity starts with cost planning, efforts to get funds that support the plan, the use and supervision of the use of a predetermined budget. In education funding there are at least three issues that must be considered, namely (1) financing, concerning where the funding sources are obtained; (2) budgeting, how education costs are diverted, (3) accountability, how the budget obtained is used and accounted for (Hudayana, 2007). Education costs include all types of expenses relating to the administration of education, both in the form of money and goods or labor (cashable) such as student fees, physical facilities, school books, teachers and others.²⁷ Improvements in education and health must be carried out thoroughly because these two aspects are the basic capital in shaping quality human beings²⁸ and improving community welfare, public services, and regional competitiveness.

The education budget is used as a powerful tool to account for citizens related to the government spending its budget for what purposes and for anyone.²⁹ The Education Office in the Sabang City area is a government agency responsible for all matters relating to education in the region. The education office is tasked with carrying out the affairs of the Pemko Sabang in the field of education based on the principle of autonomy and the task of assistance, as well as carrying out other tasks related to education provided by the Mayor in accordance with his area of duty.³⁰

Human development as an effort to expand the choices that humans have that can be realized. This is at the same time the main goal of development, which is to create quality human resources. In that case, human development in Sabang has improved from year to year, as seen from the HDI (Human Development Index) and its components (health aspects of education and

²⁶ Kota Sabang Dalam Angka Sabang 2019.

²⁷ Syamsudin, *Perencanaan Pembiayaan Pendidikan*, 2008 <[http://ums.ac.id/stafsyamsudin/keuangan/Perencanaan Biaya Pendidikan.pdf](http://ums.ac.id/stafsyamsudin/keuangan/Perencanaan%20Biaya%20Pendidikan.pdf)>.

²⁸ Malihan Hawa, *Indikator Kesejahteraan Rakyat Kota Sabang*, 2018.

²⁹ Azikin Solthan, *Format Pemerintah Daerah Dalam Penyusunan Kebijakan APBD Pasca Pilkada Langsung*, ed. by Muhammad Rusdi, (Yogyakarta: Ombak, 2011).

³⁰ Kantor Dinas Pendidikan Kota Sabang, *IDalamat.Com* <<https://idalamat.com/alamat/12374/kantor-dinas-pendidikan-kota-sabang>> [accessed 23 October 2019].

economy) which have increased by 4.4 points from 2010 to 2017.³¹ The scope of formal education should ideally be expanded, as an effort to increase the basic capabilities of the population in the field of education. In this framework, the government has sought various programs to improve the quality of education in Sabang City.

Sabang City Government's policy to meet educational needs has a mission to realize the availability of educational services that are equitable and affordable. Then, realizing a superior educational process to shape quality human beings. Based on this, the innovation of Yairu Pemko Sabang channeled educational funding assistance to all students at the elementary, secondary and high school levels. The education funding assistance is from the Sabang City Budget (APBK).³² An increase in regional original income and regional APBK and improve the quality of education that can compete in the global era.³³

The policy exists since his position, the first period of 2012 to the present second period. To get these funds students must meet several files, namely; 1) bank account book, 2) family card, and 3) parent resident card. The general requirements for managing this assistance are; domiciled in the city of Sabang, and have to study for at least 11 months for residents who have just moved to one of the schools in the Sabang area.³⁴ This funding assistance does not affect scholarships, or other funding assistance such as; orphan funds, poor people funds, scholarship achievers, BOS funds, and others.

The Mayor said, the educational funding assistance that was channeled was intended to help the community in meeting the educational needs of children, so as not to be bumped into costs during the teaching-learning process. And can ease the burden of education costs for all students. The education fund provided is a form and effort of the Sabang City Government to meet the needs of the students, so it is expected to make a major contribution to creating quality education. Furthermore, these funds are also a form of concern for community economic empowerment and education. It is expected that the scholarship funding is right on target, not to be used for other purposes that are not related at all to educational needs. It was also said, for 2018, with the support of the Sabang DPRK and various related elements, the education assistance fund for the community had increased, each elementary school student Rp. 2,100.00, SMP Rp.

³¹ Malihan Hawa, *Indikator Kesejahteraan Rakyat Kota Sabang 2018*,.

³² Hasil wawancara Pegawai Pemerintahan Kota Sabang, *Inovasi Kebijakan PemKo Sabang*.

³³ Portal pemerintah Kota Sabang, *Visi Dan Misi Walikota Sabang*, www.sabangkota.go.id, 2019 <contohnyaurur.co/contohnya-surat-komplain-pengaduan/> [accessed 29 October 2019].

³⁴ Hasil wawancara Guru, *Syarat Berkas Untuk Pengurusan Bantuan Dana Pendidikan Sabang*, 2019).

200,000 and Rp. 2,300,000.³⁵ The increase in education aid funds is to compensate for the increase in the price of needs, which is increasing every year.

In collaboration with the leadership of PT Bank Aceh Syariah, Teuku Zulfikar said, this activity was the second activity carried out in the City of Sabang. The distribution of 12-year compulsory education fees is done directly through each student's bank account. That is, these students directly have banking access. Bank Aceh Syariah feels proud because this saving campaign is accompanied by a symbolic handover of educational funding to students. They strongly support the Sabang City Government program that provides educational scholarships with Student Savings (Simpel) savings owned by PT Bank Aceh Syariah Sabang Branch.

Sabang City Government's program for educational funding is in line with what the central government and the Financial Services Authority (OJK) want. Sabang City Government has created economic activities by making saving activities a lifestyle.³⁶ Not only that, in the future there will be monitoring of qualified Sabang children and will be schooled for a better future for Sabang.³⁷ It is hoped that this strategy can improve the quality of life of the community as well as the fulfillment of basic rights to education and the right to better participation. Furthermore, to meet the basic needs of the community through efforts to reduce unemployment, increase access to quality education and others.³⁸

CONCLUSION

Local or city governments have the right and authority to innovate in the success of education. By the 12-year compulsory education policy, the equal distribution of education funds for the welfare of the community in the management of education is very important to discuss. Equitable distribution of education funds in Sabang is carried out as closely as possible for all elementary, junior high, high school students and equivalent. The funding for the land investment costs of the education unit implementing the compulsory education program, both formal and non-formal, organized by the regional government is

³⁵ Sabang (AntaraneWS Aceh), *Pemko Sabang Salurkan Biaya Pendidikan* (Sabang, 2018). <<https://aceh.antaraneWS.com/berita/51485/pemko-sabang-salurkan-biaya-pendidikan>>.

³⁶ KORANRADARONLINE.co.id, *Pemko Sabang Salurkan Bantuan Dana Pendidikan*, *Koran Radar Online* (Yogyakarta, 2018). <<https://koranradaronline.co.id/2018/12/18/nasional/pemko-sabang-salurkan-bantuan-dana-pendidikan/>> [accessed 22 October 2019].

³⁷ Diki Arjuna, *Pelajar Di Sabang Dapat Bantuan Dana Pendidikan*, *KBA.ONE*, 2018 <<https://www.kba.one/news/pelajar-di-sabang-dapat-bantuan-dana-pendidikan/index.html>> [accessed 20 October 2019].

³⁸ Azikin Solthan, 2011.

the responsibility of the regional government according to their authority and allocated in the regional budget. The success of the Sabang city government policy in supporting the 12-year compulsory education policy to date has greatly helped the community. So it is hoped that financial assistance can be used on the target.

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