

# Implementation of Educational Office of West Java Province, Indonesia Year 2014-2017

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**Abstract.** Decentralization is the transfer of authority from the higher-level government, autonomy given to the regions to organize affairs. Educational Affairs is a matter of compulsory basic services provided to the regions in accordance with their authorities. Educational Office of the Province of West Java which has the authority to control and manage secondary education special education and education special service in the management of education, curriculum educators and educators. Using a qualitative approach while using the guidelines of the interview and Focus Group Discussions as instruments, obtained the results of research that the Educational Office of the Province of West Java can focus more in control and manage education. The authority of the transition occurs at the level of the teachers and secondary schools. The teachers allowance in the Regency of Bekasi and Karawang was reduced by receiving a smaller allowance since the secondary education affairs was taken over by the Province, while schools experiencing the transition in the habit of managing grants.

**Keywords:** Autonomy, Authority, Education

## 1 Introduction

Regional autonomy is a manifestation of the desire to regulate and actualize their entire potential maximum area that aims to improve the welfare of the people in the region. The implementation of regional autonomy is seen as important because autonomy was a real needs where areas have the desire to manage his own household. In addition, regional autonomy provides the opportunity to compete in a healthy and open to all layers of society and also between regions. The purpose of the imposition of regional autonomy to make governance more closely with his people, so that the government services can be done more efficiently and effectively. This is based on the assumption that the government in the area have a better understanding about the needs and aspirations of their communities from central government in order to draw closer to the ministers of the community through the implementation of regional autonomy, some government affairs that the authority of the center given/transferred to the region.

In fact, although region autonomy has been adopted the policy on regional autonomy, the division of authority from the center to the regions in the framework of regional autonomy is not completely realized the welfare of the local community. In the context of the law of good governance, the legal standing of the provincial government of (rechpositie, legal positions) in the implementation of regional autonomy is still not as clear. The implementation of regional

autonomy was considered not ready because even though the region given freedom in undergoing the affairs has been handed, but that authority was not accompanied by the delivery of financial resources, central control over the process of the development of the regions are still so high, in addition to the presence of some bad governance practices that are still done by local government, so the implementation of regional autonomy has not yet reached its destination.

The implementation of good authority of the central government and the province and district is based on the division of government affairs. Based on Law No. 23 of 2014 about Regional Government, the government affairs divided over the absolute affairs, concurrent connections affairs and government affairs general. The implementation of the absolute affairs is a matter that fully under the authority of the central government, general government affairs is a government affairs that the authority of the president as the head of government. While the matter of concurrent connections to affair with in for over the authority of the central government and the province and district. Matters of concurrent connections that submitted to the region to become the basis of the implementation of regional autonomy.

In the unitary state (unitarisme) regional autonomy was given by the central government (central government), while the local government only accepts the handover from central government. The constellation shows that in the unitary state of the tendency of great authority in the central government or central government, while in federal countries a great authority tendency is located on the local government or local government. This causes in the local government in the unitary state, their autonomy rely on the political will of the central government, namely to the extent to which the central government has good intentions to empower the local government through the gift of greater authority [1]. The Gift Of authority, raises the question of how the implementation of the authority of the Educational Office of the Province of West Java to control and manage educational affairs?

## **2 Method**

The method used is qualitative research method, because using the power of reason of empiric phenomenon that not only see from one factor, but involves many factors that can explain many things about the relationship model of authority on the unity of the state, the transfer of authority, the implementation of regional autonomy, local development and prosperity in the region.

The Unit analysis of this research institution is the central government, the provincial government of West Java and the region/municipal government. Now the object of the research is the relationship of authority.

The data that is required in this research consists of two types of the primary data and secondary data. Primary data can be obtained through interview and Focussed Group Discussion (FGD). While the secondary data is data that has been processed in the form of data numbers or the fact.

The data analysis done during the process of the research ongoing since the collection of data is done, and analysis and interpretation based on specific focus based on the information from all key informants and other data source.

Qualitative data analysis techniques used in this research consists of three main activities flow that occur simultaneously, namely: data reduction, presentation of data, withdrawing the conclusion. In the case of testing the validity of the data using the stages as follows, Triangulation of data, An examination by a member or informers (member check), The long-term observation and repeated in the location of the research, and An examination by counterparts.

### 3 Result and Discussion

The emergence of the concept of decentralisation as a response from the enactment of the centralistic system of government that was considered not efficient. It is believed that decentralization will create more opportunities for innovation and experiments. It is more effective because there is the structure of regional coordination [2]. Litvack, Achmad and Bird [3] noted that regional development is a common reasons that used throughout the world to support the redirection of political control, administrative, and fiscal bodies of the lower government level.

The implementation of decentralization provides the benefits of both theoretical and empirical. Theoretically, decentralization is expected to produce two real benefits: first, encouraging increase participation; and second, improve the allocation of productive resources through a shift in the role of public decision making to the lowest levels of government that have the most comprehensive information [4].

The opinion that regional autonomy can improve the quality of the government, rebutted by Smith [5]. He said that the possibility of local government capacity limitations will affect the quality of public services. In the process of regional autonomy, transfer of authority will ignore the disparities between the government of the poor and the rich, between metropolitan cities and regions of suburbs [5]. Turner and Hulme also said that local governments with limited capacity that possesses will impede the impact of effective governance decentralization compared to the central government that have a greater capacity to create the reformation more easily because it is equipped with a good power source (well resources) [6].

There is no guarantee the implementation of regional autonomy and decentralization can create a better system of government. It is proved that in its application, the purpose of the concept of regional autonomy and decentralization is not easily achieved by seriously, because it must deal with political resistance centralistic and the existence of personal interest from the local bureaucrats [6]. A study carried out by Neher and Marlay [7] revealed that the model of the implementation of regional autonomy or decentralization shows a shift that move in a zigzag way, moving cycle and reversing back and forth. Neher and this Marlay agrees with the statement said that Interest in decentralization has tended to fluctuate, not only within the individual countries but also at an international level Conyers.

Based on the opinion of Conyers above, interest to implement regional autonomy tends to up and down, not only in certain countries, but also in the whole world. Indeed, regional autonomy in in fact rarely that can achieve the goal. According to Turner and Hulme, although regional autonomy has been applied in developing countries, the system of relations between the central government and local government in general top-down so that created the dependence of local government toward the central government. The Turner and Hulme [8] notes,

....so that the socio-economic structure of many developing countries that are running the policy on regional autonomy tend to be manipulated by local elites who may use the authority given to strengthen their position at the expense of poor communities.....

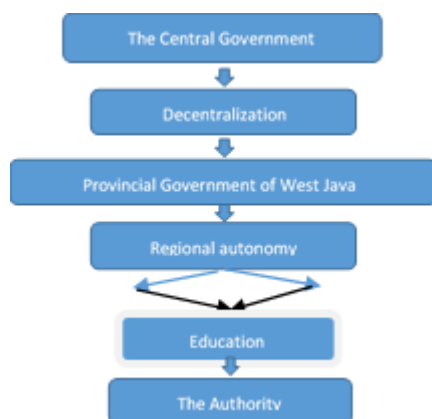
Related to the failure of the implementation of regional autonomy in third world countries then there are several factors that may affect the success of regional autonomy. First, regional autonomy is viewed as a transfer of authority from the central government to local government depending on the capacity and capability of local government Cheema and Rondinelli [2]. Second, regional autonomy is assumed devolution of authority [6]. Third, as stated by the World Bank "decentralization itself is neither good or bad" (regional autonomy

in itself is not good or bad). Fourth, in the political structure of provincial and district is affected by the regional autonomy program [6].

The state government also has a distributive function and the function of regulation governing the provision of goods and services. With the authority to the regional government, the tasks of the government will run with better, because the local community is to understand the needs of the development of their own districts [9]. Division of the authority of the central and local government is a system that regulates how matter is divided between the various levels of government and how to search for the sources of regional financial resources to finance the affairs [10].

Thus, based on the previous explanation of the framework of thought from this research will discuss how the Educational Office of the Province of West Java implement the authority in accordance with the authority that has been given by the Central Government. Now, by the authority of the relationship between the Central Government and the Provincial Government of West Java education illustrated below:

**Fig 3.1** Relationship Between The Authority Of The Government In The Field Of Education



Source : Dairy products author, 2017

In accordance with the Law No. 23 of 2014 about Regional Government, education is the basic services required affairs for all regions except it also includes a attribution authority. Attribution according to Law No. 30 Year 2014 about the Administration is giving the authority to the agency and or Government Officials by the Constitution or Laws. Therefore, each of these levels of government have the authority in accordance with the mandate of the law. The division of government affairs education this can be seen in the table below:

**Table 3.1** Division Of Government Affairs Education

No	Sub Affair	The Central Government	Provincial	Regency/City
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1	2	3	4	5
1	Education Management	a. The determination of the national education standards b. Higher Education Management	a. The management of Secondary Education b. Special Education Management	a. The Management of Basic Education b. Management of Early Child Education and education nun formal
2	The Curriculum	The determination of the national curriculum in secondary education in basic education, early child education, and informal education	The determination of the local content curriculum in secondary education and the local content special education.	The determination of the local content curriculum of basic education, early child education and informal education.
3	The accreditation	The higher education accreditation, secondary education, basic education, early child education and informal education.		
4	Educators	a. The control of the formation of the educators career transfer development b. The transfer of the educators across provinces	The transfer of the educators and across the regions in the province	The transfer of the educators in the regions/municipals

Source : Law No. 23 of 2014

In the perspective of regional autonomy, West Java Province as an autonomous region has the authority to control and manage education. As the responses on matters of concurrent connections in education, the Provincial Government of West Java has issued Local Regulation No. 5 of 2017 about the implementation of education which is the changes to Law No. 7 of 2008. West Java Province has several sub affair under their authority in the field of education, such as:

### 3.1 Education Management

Education Management is understood as the management of education, so that the management of education is defined by the Local Regulation No. 5 of 2017 as authority settings in the event of national education system by the Government, Provincial Government, Local Government District education providers that established the community and education units in order for the education process can take place in accordance with the purpose of national education. In the management of education, Educational Office of the Province of West Java authorized to regulate the secondary special education and education special service.

Senior high education is advanced degrees basis which consists of general secondary education and vocational education in the form of High Schools (SMA), Extraordinary High Schools (SMALB), Madrasah Aliyah (MA), Vocational School, Madrasah Aliyah Vocational Training (MAK) in target schools of the Ministry of religion, The Program Pursue the “Paket C” or other forms which are equal. While the special education is the type of education on the levels of basic education and secondary students who experience difficulty level to participate

in the learning process because of the physical disorder, emotional, mental, social (disabilities) and/or have the potential of intelligence and special talent.

Special education is done through the special education unit and the unit of general education inclusive education. Special education units intended for disabilities students and special education units for students who have the potential of intelligence and/or special talent. The Unit of special education for students and persons with disabilities viabilitas includes :

Ecd units, shaped TKLB or other equal;

The Unit of basic education that includes SDLB and SMPLB or mention of other similar and equal;

Physio- medium covers SMALB units or other equal.

Special education units for students who have the potential of intelligence and/or special talent, covers basic education units and medium includes primary and secondary schools the organizer of the special talent. This special education unit can hold special education integrated between education levels and/or between the type of intelligence. Meanwhile inclusive education is the education service system on every education units that accommodate all students without discrimination. The units inclusive includes, Kindergarten / RA; SD / primary and junior secondary / MTs; and SMA / MA and SMK / MAK.

While the education units that provide special education to students who have the potential for intelligence and/or special talent with service inclusive education system includes, SD / primary and junior secondary / MTs; and SMA / MA and SMK / MAK.

Education special service is a type of special education which was held for students who have difficulty level to participate in the learning process because social conditions such as located in remote areas or left, remote indigenous communities, experience of natural disaster and social disaster, trouble with the law and the community is not capable of in terms of the economy. Special service education through open school held for students who could not follow the formal education on regular basis due to time constraints and/or helping the family economy.

In the implementation of education in the Province of West Java, Educational Office specify National Education Standards (SNP) which includes: contents/curriculum; the learning process; students and educators; the infrastructure and facilities management; financing and assessment. The authority that is given to the education office is considered better, because the management of education especially Secondary, Special and Special Service be organized. The district and the City of focus more on the matter of primary and secondary while the Province of the focus on the three education units. So also with the financing of the burden on the province, expected District who feel strong in terms of high school education funding will be gradually disappeared. Before the management of secondary education managed the province, many Districts claim funding of high school though still funding from the province.

In regard to the High School has become the authority of the head of the West Java Province, then there will be no longer top Senior High School, because the infrastructure and the quality of the teacher generalized, budget from the province will focus on the matter. However there are budget management habits that need to be changed, namely the management of grants. grants is identical with the funding assistance, means there and revealed to the upper secondary education first and then asked planning. Otherwise the National Coordinating Board, proposed first and then grants disbursed. Thus the schools must ask the planning activities that will be done as actualization, then filed.

### *3.2 The Curriculum*

The curriculum is a set of the plan and the setting of the purpose of the content and teaching materials and methods that are used as guidelines of the implementation of activities to achieve the goal of learning specific education. Provincial Government in national development, the following national curriculum and the curriculum of the local content on the unit of secondary education special education and education special service. The development of national curriculum refers to standard graduate competency, content standard, process and appropriate evaluation standards of legislation. The development of the local content curriculum includes language, literature, art values of history, noble values, traditions and local culture and traits to realize the implementation of education in the area of the province who have to refer to the SNP. To the curriculum and the local content, considered no problem, in relation each district has their own potential.

### *3.3 Educators*

Educators on the unit of secondary education special education and pendiported special service include: Teachers; Counselor; Pamong study; Tutor; Instructor. For educators include: School Supervisors and Principals; Librarian; adjusted; Energy school administration; and other workers who support the activities in the education units. The provision of the fulfillment of the Educators needs by the Provincial Government, carried out by the institutions based on the results of the Regional Staffing Equity conducted by the Education Office. Meanwhile, the province also organized a facilitation of the fulfillment of the qualification and competence of the educators and educators on the unit of secondary education, special education and education special services in the framework of implementation of balancing quality education.

Facilitation of the competencies of the educators will be prioritized to educators on special education units and education special service to the school is open and distance learning system through the development and training. Then the Technical Executive Unit under the Education Office will carry out the development and the training.

Funding for the implementation of education, a joint responsibility of the Central Government, Provincial Government and the community. The provincial government provides 20% funds from the regional budget. While the financing of the education event held by the community, done independently by the organizer. The source of education funding Provincial Government, can originate from The State budget, West Java Regional budget; and Another source which is valid.

While the education fund established communities can be sourced from, Education units that held the community; Assistance from the community outside the students or parents/her guardian; Government Assistance Center; The help of Provincial Government ; Foreign Aid is not binding; The results of the organizer of the business or education units; and/or Another source which is valid.

Inspite of the transfers, teachers in the regions prefer to move into the city. Since the teacher acceptance as civil servants since 2009 until now there has been no recruitment or acceptance for teachers yet, so that automatically the number of teachers that civil servants decreased. Many teachers become a burden for the province and this servile work especially for the staffing.

Teachers in secondary education units, special service in education also happened because it was manage by the Province. West Java Regions receive the allowance of a maximum of Rp. 1.000.000, but this condition is upside down with the teachers in the City of Bekasi Regency and Karawang, for them decreasing, because initially before redeployed they could manage more than Rp. 1.000.000.

In implementing this education authority there are things that need to be further regulated as inclusive education, curriculum standard of education and the development of local and national curriculum that requires the Governor Regulation. While education practitioners special service requires the decision of the governor.

#### 4 Conclusion

The implementation of the authority in Education of the Provincial Government of West Java based on some sub matter can be deduced as follows: First, education management can be implemented with good because in terms of the budgeting process to focus more on the infrastructure for education units medium, units of special education and education units special service. Thus the Regency/City does not feel superior because it has top high school. Even though the allowance for teachers to the District Karawang and Bekasi city decline, but has happened to balancing all Districts in West Java. Second, curriculum development both national and local Education does not find it difficult to develop the local content, in regard to the regional tip has the potential of each. Third, in dealing with the educators and educators, the Education Office in this body of Staffing the province receive the burden of many temporary teachers, because until now there has been no recruitment and acceptance as civil servants yet. In addition, the Education Office is also faced by the desire of the many teachers in the area that prefer to move to the area so that the number of teachers in the area is inversely with in urban areas.

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