

Implementation of the Special Autonomy Fund Policy for Primary and Secondary Education in South Sorong Regency, Southwest Papua Province

Altius Yosias Thesia¹, Ismail Nurdin², Sutiyo³

^{1,2,3}Sekolah Pascasarjana, Institut Pemerintahan Dalam Negeri, Jatinangor

Article Info	ABSTRACT
Keywords: Implementation, Special Autonomy Fund, South Sorong	<p>This research is motivated by the still suboptimal quality of education in Kokoda District, South Sorong Regency. The purpose of the study was to analyze and determine the implementation of the special autonomy fund policy in the field of primary and secondary education in South Sorong Regency in developing and improving the quality of education. Then using a descriptive qualitative method. The data sources used are primary data and secondary data. Data collection techniques through observation, interviews and documentation. Data analysis methods with data reduction, data presentation and drawing conclusions. The results of this study indicate thatImplementation of the special autonomy fund policy for primary and secondary education in Kokoda District, South Sorong Regency. In the Communication indicator, it is still not optimally carried out by the Education and Culture Office of South Sorong Regency, this is proven based on the results of the study that the communication carried out is not consistent with the transparency carried out. In the resource indicator, it is still inadequate, as evidenced by data on the number of apparatus in the Education and Culture Office of South Sorong. In the disposition and bureaucratic structure indicators, it has been implemented quite well, as evidenced by the results of the study related to the implementation, it is in accordance with what is expected. Inhibiting Factors for the Implementation of the special autonomy fund policy for primary and secondary education in Kokoda District, South Sorong Regency, namely the limited number of human resources in the Education and Culture Office of South Sorong Regency and the lack of coordination between agencies, this is proven based on the results of the study that the number of apparatus resources is still inadequate and the lack of coordination between agencies carried out by the Education and Culture Office, so that it becomes an obstacle for the Education and Culture Office of South Sorong Regency in improving the quality of education.</p>
<p>This is an open access article under the CC BY-NC license</p> 	<p>Corresponding Author: Altius Yosias Thesia Sekolah Pascasarjana, Institut Pemerintahan Dalam Negeri, Jatinangor altiusyosias20@gmail.com</p>

INTRODUCTION

Special autonomy for the Provinces of Papua and West Papua (Special Autonomy Law for Papua) is stipulated in Law No. 21 of 2001 which provides broader authority to the

Provinces of Papua and West Papua to regulate and manage themselves. Through Law No. 21 of 2001, the Province of Papua - which was later expanded into the Province of Papua and West Papua in 2006 - was entrusted with greater responsibility in organizing governance and regulating the use of natural resources for the greatest prosperity of the Papuan People in accordance with the laws and regulations in force in the Unitary State of the Republic of Indonesia.

The background of the birth of the special autonomy policy for Papua Province according to the Papua Special Autonomy Assistance Team, Sumule (2002) began with the failure of the central government to provide welfare, prosperity, and recognition of the basic rights of the Papuan and West Papuan people. The condition of the West Papuan people in the fields of education, economy, culture and socio-politics is still concerning. In fact, some still live like in the stone age. In addition, fundamental problems such as violations of human rights, basic social services such as education and denial of the welfare rights of the West Papuan people have not been resolved fairly and with dignity.

Based on data from the "Papuan People's Assembly in the last five years, the Special Autonomy for West Papua in 2014 was recorded at IDR 2.05 trillion, this figure increased to IDR 2.4 trillion in 2018. The presence of Law No. 1 of 2008 concerning Special Autonomy for West Papua Province aims to advance and improve the welfare of the people in various aspects. The real manifestation of the development of human resource progress is the mandate of the special autonomy law, article 56, which states that the Provincial Government, Regency Government and City Government can provide assistance or subsidies to education providers organized for people in need for educational financing purposes". The special autonomy fund is present as a form of a win-win solution, a middle way from the central government in order to reduce the aspirations of the Papuan people who want independence and separate themselves from the Republic of Indonesia which emerged in 1999-2000. Based on data from the Belantara Papua Non-Governmental Organization (NGO) which is currently a phenomenon in Education in South Sorong Regency, West Papua Province, the budget allocation for the education sector in West Papua Province reached IDR 1.2 trillion in 2022, however, based on news from the KOMPAS.ID media, 68,988 children in the province were still not attending school until now, this was conveyed by a demographic researcher from Papua and West Papua from the University of Papua.

Then the allocation given in the framework of the process of accelerating human resources in West Papua, but in this case has not fully prospered the indigenous people of West Papua in the field of education, especially in South Sorong Regency. In its application and implementation, the Special Autonomy funds do not run according to their designation, causing many children not to go to school, many school children not to continue their studies, lack of teachers or educators in each school, several school buildings that are inadequate or still damaged, many illiterate, there are schools that lack teachers or educators, incomplete supporting facilities such as computers and others. This is the main phenomenon in the problem of education, because the purpose of education funds in the field of special autonomy is to advance the human resources of South Sorong Regency,

West Papua Province to be equal to other regions. What happened was actually the opposite of the purpose of special autonomy funds in the field of education, this was influenced by the power and authority in the hands of the ruler, so that interests were prioritized rather than seeing all elements of society as a whole and comprehensively. There are several factors that can cause the above problem phenomena, such as officials who commit acts of corruption, the quality of human resources that are not capable, implementers who are not capable of carrying out the vision of the policy, and the quality of service in the bureaucracy that does not work in accordance with Standard Operating Procedures (SOP).

Then there is another phenomenon that must also be considered, namely the lack of formal education services for children in remote areas, this also causes many children in West Papua, especially in South Sorong Regency, namely in coastal areas who do not go to school, to become unemployed. The development of education which is still not optimal in South Sorong Regency is certainly a problem in improving the quality of its human resources, this cannot be denied because of several factors that can influence the implementation of policies, one of which is the government's attention which is still less than optimal.

Departing from several problems expressed above, this actually becomes a serious concern and responsibility of the South Sorong Regency Government, the South Sorong Regency DPRD and the Papuan People's Assembly in handling and overcoming these problems. The MRP is a representative institution and cultural institution of the West Papuan people which is ready to work to oversee government policies and voice the interests and basic rights of indigenous Papuans towards true welfare and prosperity as regulated in the OTSUS law.

Local government policies that do not side with all elements of society can cause many children in West Papua, especially South Sorong Regency, not to go to school due to the limited cost of education which is quite expensive. Based on news from WARTAPAPUA.ID on September 7, 2023, the Regent of South Sorong Regency said that, "Education really needs to be prepared well starting from elementary education because it is the foundation," the Regent continued, if the foundation is not strong, it will be difficult to get the next generation, especially Indigenous Papuans who are able to face the Golden Indonesia era in 2045, so education is the main thing that must be considered.

According to the explanation of the Regent of South Sorong Regency, education is one of the crucial programs and must be considered with the aim of improving human resources in South Sorong Regency. The purpose of this study is to obtain data, information and various matters relating to the Implementation of Special Autonomy Fund Policy in the Education Sector in South Sorong Regency, West Papua Province. Furthermore, the data and information obtained will be processed, described and interpreted so that an overview of the implementation of the special autonomy fund policy in the field of primary and secondary education in South Sorong Regency, West Papua Province can be obtained. To analyze the implementation of special autonomy fund policies in the field of primary and secondary education in South Sorong Regency. To describe the inhibiting factors in the

implementation of special autonomy fund policies in the field of primary and secondary education in South Sorong Regency, Southwest Papua Province.

METHOD

According to Silalahi (2006:167) research design "is a plan and structure of investigation that is arranged in such a way that researchers will be able to obtain answers to questions in their research. Furthermore, according to Sugiyono (2017:2) research design or research method is basically a scientific way to obtain data with a specific purpose".

This study is a qualitative study with a descriptive approach, in order to describe and explain the Implementation of the special autonomy fund policy in the field of education in South Sorong Regency, West Papua Province. In this study, the researcher presents the concept described in the form of a more detailed concept, Indicators and sub-indicators to be used as an interview guideline. This step is intended to make it easier for researchers to analyze existing problems to find solutions to these problems.

Operationalization of the Concept

In the operational concept, the researcher describes variables in the form of "concepts or aspects which are then described in the form of dimensions and indicators which then become interview guidelines. This step makes it easier for researchers to analyze existing problems in order to find solutions to existing problems". The operational concept can be shown in the following table 1:

Table 1 Operational Concept

Draft	Dimensions	Indicator
The Concept of Policy Implementation According to Edward III (1980:78)	Communication	1. Transmission
		2. Policy Clarity
		3. Policy Consistency
	Resource	1. Human Resources
		2. Facility Resources
		3. Authority
	Disposition Structure Bureaucracy	1. Attitude
		1. Standard Operating Procedure/SOP
		2. Fragmentation

Required Data

According to Arikunto (2013:172) data and information "are an important part of research, therefore the resources that will be used in the research must be determined. The data source in research is the subject from which the data can be obtained". To make it easier to identify data sources, it needs to be clarified into 3 (three) parts, namely:

1. Person, a resource that usually provides data in the form of oral answers through interviews or written answers through questionnaires.

2. *Place*(place), a data source that presents a display in the form of still and moving conditions.
3. Paper (symbol), "a data source that presents signs in the form of letters, numbers, images or other symbols. With this understanding, "paper" is not limited to paper as the translation of the word "paper" in English, but can be in the form of stone, wood, bone, palm leaves and so on, which are suitable for the use of documentation methods".

Informants and How to Determine Them

Informants are people or related parties who have been designed by researchers to provide "information that truly recognizes the research object to be carried out so that it supports the research process. In the data search process, the author looks for several informants who will be interviewed using purposive sampling techniques". According to Sugiyono (2014:218) "purposive sampling is a technique for taking samples of data sources with certain considerations".

Data collection technique

In this writing, valid data is needed (describing what is actually), "reliable or reliable (the data can be trusted), and objective, therefore an appropriate data collection technique is needed". In this writing, the author uses a combination of three techniques, namely Interviews, Observations and Documentation. Then in this study the author directly acts as a research instrument and goes directly to the field to conduct observations and interviews to obtain complete, in-depth and comprehensive data.

Data Analysis Techniques

According to Junaid (2016:65) qualitative data analysis "is the conceptual interpretation of all existing data using analytical strategies that aim to change or translate raw data into a form of description and explanation of the phenomenon being researched and studied. Qualitative data analysis is carried out through three stages or processes, namely data reduction, data organization and data interpretation".

1. Data Reduction, "Data reduction is defined as a process of identifying raw data that has been obtained by carrying out summary, coding and categorizing steps."
2. Data Organization (Organization), "Organization is defined as the process of collecting or unifying data information resulting from initial identification (data reduction process)".
3. Data Interpretation, "The results of the analysis of the data reduction and organizing steps are then interpreted. This data interpretation is very important to produce conclusions based on research questions."

In this study, the researcher uses data analysis techniques based on Miles and Huberman (2005: 56), where the researcher will collect the required data through interviews and documentation. The data is then selected so that the discussion becomes focused according to the research problem. Furthermore, the selected data is presented in the form of a systematic description or narrative so that it is easy to understand. The last step is that the researcher concludes the research results based on the research results that have been presented.

RESEARCH RESULTS AND DISCUSSION

The research result is a review of the validity of the research results. The discussion of the research results can be explained as the researcher's original thoughts to provide explanations and interpretations of the research results that have been analyzed in order to answer questions in the research. So, the discussion of the research results is a discussion of the findings obtained.

Implementation of Special Autonomy Fund Policy in the Field Primary and Secondary Education in South Sorong Regency

In order to discuss the implementation *government* in Special Autonomy Fund Policy for Primary and Secondary Education in South Sorong Regency, The concept used by the author is based on the theory put forward by George Edward III (1980: 78) which explains that there are 4 (four) things that will be analyzed, namely: Communication, Resources, Disposition and Bureaucratic Structure. The following are the concepts used by the author and the results of interviews with various research sources (informants) to respond to the research problems that the researcher conducted in South Sorong Regency.

Communication

Based on the results of observations conducted by researchers in the field, the communication conveyed by the government to stakeholders related to the management of special autonomy funds in the field of primary and secondary education has not been fully implemented optimally, this is proven by the fact that there are still many children who drop out of school, one of the causal factors is the distance from their place of residence due to the limited number of schools so that distance is a causal factor, then the facilities are still inadequate, the need for the government's role in improving facilities and developing the quality of education in South Sorong Regency

Then basically implementation of special autonomy funds in the field of primary and secondary education in South Sorong Regency requires an effective communication strategy to ensure transparency, participation, and success of the program. Such as policy socialization by means of coordination meetings, holding meetings with the education office, principals, teachers, and other stakeholders to explain the objectives, allocation of funds, and mechanisms for the use of Daopuskot. workshops and trainings organize training for related parties on fund management, reporting, and audits to ensure in-depth understanding.

Then community participation by holding discussion forums, holding a forum or community meeting to listen to aspirations, input, and criticism related to the implementation of special autonomy funds in the education sector. Parent and community involvement, involving parents of students and local communities in the planning and evaluation of education programs to ensure relevance and sustainability. Furthermore, transparency and accountability, by maximizing periodic reports, compiling and disseminating periodic reports on the use of funds to the public, including details of program allocations and achievements.

Then in this case, by implementing a comprehensive and inclusive communication strategy, the implementation of the Special Autonomy Fund in the field of primary and

secondary education in South Sorong Regency can run more smoothly, transparently, and effectively, and provide maximum benefits for improving the quality of education in the area.

Resources

According to the community's recognition that children who drop out of school are caused by the location of the school being far away, inadequate learning facilities, with this problem the researcher assesses that the quality of human resources in South Sorong Regency still needs special development and improvement which requires hard work together to be able to improve the quality of education in South Sorong Regency to be better.

Based on the results of observations conducted by researchers in the field, it is true that researchers know that the number of human resources in the Education and Culture Office of South Sorong Regency is still inadequate, and also less competent. This is proven by the fact that the delivery of information directly or indirectly has not been maximized. The lack of adequate staff is one of the factors that makes it difficult to develop the quality of education in South Sorong Regency. Of course, this is a serious problem and needs improvement so that problems related to education can be improved.

Disposition

Based on the results of observations conducted by researchers, it is indeed related to the disposition carried out by the Department of Education and Culture. It's good enough, although not yet optimal, efforts to develop the quality of children and infrastructure development will be the main factors to be implemented, researchers assess that the attitudes applied are in accordance with what is expected, the Education and Culture Office of South Sorong Regency continues to strive to improve the development of the quality of its resources, especially in Kokoda District, South Sorong Regency.

Then in this case the Implementation Special Autonomy (Otsus) funds in the field of education are one of the priorities in improving the quality of education in Southwest Papua, one of which is in South Sorong Regency. The attitude taken by the Education and Culture Office of South Sorong Regency regarding the implementation of the Otsus fund requires the preparation of priority programs, namely improving school infrastructure (school renovation and construction), providing educational facilities, such as books, teaching aids, and educational technology, improving the quality of educators through teacher training and certification.

The Special Autonomy Fund is also used to support the vision of regional development, including ensuring equitable education, especially in remote and isolated areas. Then the importance of cooperation with stakeholders, the South Sorong Education and Culture Office often collaborates with community leaders, traditional organizations, and churches to support program implementation. This is important to ensure that the program is right on target and in accordance with the needs of indigenous communities. Furthermore, strengthening culture-based education, as part of the education policy in Papua, the Education Office also supports the integration of local culture into the curriculum, such as teaching regional languages and preserving traditional arts and culture.

Bureaucratic Structure

Based on the results of the observations made by the researcher, the researcher observed the conditions in the field that the Education and Culture Office of South Sorong Regency had used special autonomy funds in accordance with applicable regulations, the researcher still considered it quite good, because the development of infrastructure and the number of educational staff had not been in accordance with what was expected, there were still many shortcomings that had to be fixed in the field of education in South Sorong Regency, especially in the field of education.

Implementation Special Autonomy (Otsus) funds in South Sorong, one of which is in the education sector, need to be evaluated comprehensively to determine whether their implementation is in accordance with the Standard Operating Procedure (SOP). Here are some aspects that can be indicators of the suitability of the implementation of Special Autonomy funds with SOP, planning and program preparation, SOP regulates that Special Autonomy funds must be allocated according to the priority needs of the local community, such as education, health, infrastructure, and economy. In South Sorong, if the program designed is truly based on the results of deliberations with the local community, then this is in accordance with the SOP.

Then fund management, According to the SOP, the Special Autonomy Fund must be managed transparently, with clear and accountable financial reports. And if the management of funds is not yet fully transparent, this indicates that its implementation is not yet fully in accordance with the SOP. Furthermore, the implementation of the SOP program stipulates that the implementation of the program must be effective, efficient, and on target. If educational programs such as school construction, scholarships, or teacher training in South Sorong have been realized according to plan and have reached the community in need, it means that the implementation is in accordance with the SOP. However, some of the things above are still implemented quite well, meaning that improvements are still needed to be able to be more optimal in their implementation.

Factors Inhibiting the Implementation of Special Autonomy Funds in the Field Primary and Secondary Education in South Sorong Regency Southwest Papua

Based on the research carried out, the inhibiting factors implementation of special autonomy funds in the field of primary and secondary education in kokoda sub-district, south sorong district, there are several factors. The inhibiting factors that are the focus for analysis are: limited number and quality of human resources, .

Limited Number of Human Resources

Based on the results of observations that researchers observed in the field that it is true that the inhibiting factor is the number of human resources that are inadequate in carrying out their duties and functions, this is proven by one of them is that there are still many schools with inadequate facilities, and the quality of human resources is still low, educational staff is inadequate, researchers assess from several of these problems that human resources in the Education and Culture Office of South Sorong Regency are inadequate so that it has an impact on the ineffectiveness of improving the quality of human resources in Kokoda District, South Sorong Regency.

The limited number of human resources (HR) in the South Sorong Education and Culture Office can be a significant obstacle in the development of education in the region. Some of the main impacts that can arise from this situation are limited education services, with a limited number of HR, administrative services and supervision of schools are less than optimal. This can have an impact on the distribution of education programs and monitoring of teaching quality. The lack of support for teachers and students, mentoring and training for teachers is often hampered, so that their ability to implement modern curriculum or teaching methods can be limited. In addition, support for student needs, such as scholarship assistance or extracurricular programs, may not be optimal. Then the inhibition of educational innovation with limited manpower, the main focus is usually only on routine tasks, so that innovation in education development, such as digitalization, 21st century skills training, or the application of new technologies, becomes difficult to realize.

Furthermore, the lack of reach to remote areas in the context of a region such as South Sorong, geographical challenges require adequate human resources to reach remote areas. Without it, many students in remote areas do not get equal access to education.

Lack of Coordination Between Agencies

Based on the results of the researcher's observations, the South Sorong Regency Education and Culture Office is still less effective in coordinating with several agencies in South Sorong Regency, there is a lack of routine communication forums and the absence of structured coordination or periodic meetings between agencies to discuss progress, challenges, and solutions for implementing Special Autonomy data, so that the use of special autonomy funds is less than appropriate in developing the quality of education in South Sorong Regency.

Then in this case, increasing coordination between agencies should be done, one way is by forming a special coordination team for special autonomy. forming a cross-sector team consisting of representatives from each agency to manage data and implementation of the special autonomy program, especially in the education sector. Then increasing understanding of special autonomy by holding cross-agency training to align understanding of the mechanisms and objectives of the special autonomy program. creating a joint work guide that regulates the flow of coordination between agencies. Furthermore, strengthening the role of Bappeda empowering Bappeda as the main coordinator in the implementation of the special autonomy program to ensure alignment between agencies, Bappeda can act as a liaison with the central government, so that good education development can be implemented optimally in South Sorong Regency.

CONCLUSION

Based on the research results and discussion, the researcher obtained the following conclusions: Implementation of special autonomy fund policy in the field of basic education and middle school in Kokoda District, South Sorong Regency. In the Communication indicator, it is still not optimally carried out by the Education and Culture Office of South Sorong Regency, this is proven based on the results of the study that communication is carried out inconsistently with regard to transparency what is done. On resource indicators

are still inadequate, as evidenced by data on the number of staff at the Sorong Education and Culture Office South. In the disposition and bureaucratic structure indicators, implemented quite well. Factors Inhibiting the Implementation of Special Autonomy Fund Policy primary and secondary education in Kokoda District South Sorong Regency, namely the limited number of natural resources human resources and lack of coordination between agencies, this proven based on research results that the number of resources the apparatus is still inadequate and there is a lack of coordination between agencies carried out by the Department of Education and Culture.

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