
The Role of The Government in Improving The Quality of Education

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Abstract

Governments have the responsibility to manage resources, design policies, and ensure equitable access to education. Participatory decisions and partnerships with various parties are also important aspects of this effort. With an effective role, the government can form an education system that is more inclusive, equitable, and relevant to the needs of the community, which in turn will have a positive impact on the development of future generations and the growth of the country as a whole. The purpose of this study is to describe and see the importance of improving the quality of education through the education administration system to be implemented as one of the benchmarks for education quality. The method used in this study uses a bibliometric approach with network analysis techniques that can describe the relationship of keywords with the main focus of the study. The results showed that the role of the government in improving the quality of education is a key factor in the formation of a quality education system. (1) Policy Formulation. Local governments have the authority to design education policies that suit the needs and characteristics of their region. This includes the development of local curricula, special education programs, and education-related regulations. (2) Provision of Access to Education. Local governments must ensure that all citizens in their areas have equal access to education.

Keywords: Public Sector, Public Service, Education Quality Improvement.

Introduction

Education is an important element that can help determine the quality of human resources globally. Education is also an effort for a country to carry out its role to realize the welfare of each citizen. There is one of the goals to be achieved by the Indonesian state as stated in the Preamble to the Constitution of the Republic of Indonesia in 1945, namely "educating the life of the nation". Further elaboration related to the guarantee of fulfillment of Human Rights in the field of education is stated in the constitution of the State of Indonesia in Article 31 paragraph (1), namely "*Every citizen has the right to education*". Based on the provisions of Article 31 paragraph (1), one of the rights possessed by every citizen who is guaranteed legal certainty without exception is the right to obtain proper education.

One of the progresses of a country is influenced by the quality of education in the country. Education is a teaching and learning activity through interaction between students, educators, and learning resources. The quality of education is very dependent on these three main components and the rest is influenced by the community and the surrounding environment (Nasution, 2015). Awareness of the importance of education that can provide better hope and possibilities in the future, has encouraged various efforts and attention of all levels of society to every step and development of the world of education. Education is one of the efforts to

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improve the quality of human life, in essence, aims to humanize humans, mature, and change behavior, and improve quality for the better (Fattah, 2014).

Education is the fulcrum of hope for improving the quality of human resources, education is a human right for every human being because education is an inseparable part of every soul that grows and develops. The regional government is an assistant to the task of the central government to make special rules for the sustainability of constitutional implementation in a region. Based on the provisions of Article 20 of Law Number 23 of 2014, concurrent government affairs that become the authority of districts/cities based on the principle of assistance duties or by assigning districts/cities based on the principle of assistance duties or by assigning villages (Hasyimzoe, 2017). Education policy is a set of rules as a form of government alignment to build an education system by the goals and ideals that are desired together. Education policy is the entire process and results of the formulation of educational strategy steps described through the vision and mission of education, to realize education in society for a certain period.

Education in Indonesia itself is a shared responsibility between the government, schools, and the community. In achieving quality education, education has 8 standards that are used as a reference to achieve the expected quality of education. Fulfillment of 8 standards based on the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards including content standards, graduate competency standards, process standards, educator and education staff standards, infrastructure standards, assessment standards, financing standards, management standards (Danim, 2005).

The development process is expected to produce intelligent, peaceful, and open-minded humans. The achievement of national development goals largely depends on the success of this process. According to Putri and Isnani, the rapid advancement of science and technology demands the use of superior human resources (Putri & Isnani, 2015). In this day and age of widespread globalization, administrative functions are becoming more important in several different ways. When viewed from the perspective of administrative science, the purpose of development is to enable the acceleration, smoothness, harmony, and integration of activities and functions involved in the implementation of government development and community life. In addition, the administrative perspective is an effort to improve the quality of human resources (HR), especially government apparatus to be more reliable, professional, effective, efficient, and responsive to the needs and aspirations of the community. as well as the dynamics of change processes in the strategic environment. This is done to make the administrative perspective more responsive to the needs and aspirations of the community.

Within the scope of action, the implementation of education administration in education management needs to be directed at effectiveness in all aspects of education, including expansion, development, and blessing. As a result, the role of government has shifted from "regulator" to "facilitator" in this context. The only two aspects of education that the government is involved in implementing are quality and equity. Their involvement is limited to these two areas. The government sets education quality criteria and works to ensure that all students reach the highest level they are capable of. The purpose of this study is to describe and see the importance of improving the quality of education through the education administration system to be implemented as one of the benchmarks for education quality.

As stated above, the concept of quality can be interpreted variously in various fields, both in the business world and the field of education. In general, quality is a comprehensive description and characteristics of goods or services that demonstrate their ability to satisfy expected needs. Thus, quality is a measure of good and bad of an object, condition, level, or

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degree. Normatively, quality is determined based on intrinsic and extrinsic considerations. Based on intrinsic criteria, the quality of education is an educational product, namely humans who are educated according to ideal standards. While quality is based on extrinsic criteria, education is an instrument to educate, and train labor (Hamalik, 1990). Thus, quality is determined based on test results or learning achievement results.

The relationship between quality and education can be interpreted that the quality of education is the ability of schools to manage operationally and efficiently the components related to the school to produce added value for these components based on applicable standards (Ahmad, 1996). Quality is nothing but a process. Quality is also a management system that can be used to implement school improvement models and all matters related to education. Quality is a structural process that helps people determine whether the expected goals are achieved by improving each educational process, or a structured process to improve the output produced (Kadir, 2013). Based on some definitions of quality and quality of education above, it can be concluded that education is not a simple process but a dynamic and challenging process so it always changes with the times. Therefore, it requires improvement efforts to improve its quality both through the cooperation of internal institution managers and empowering community potential.

With the implementation of regional autonomy, it can provide convenience in education. This indicates that the government's mindset that should maximize education for the nation has undergone a transition to advance the nation through education. Autonomy of education is the process of delegation or delegation of power (authority) from leaders or superiors to subordinate levels in the organization. Through decentralization, all decisions made within the organization are delegated to the lower levels (Musaheri 2005).

Education Autonomy means a grant of authority, mandate, and trust responsible for education management from the central government to regional governments, and or from local governments to education units, both in terms of funds, personnel, facilities, and infrastructure as well as education management and curriculum. The definition of autonomy in the context of decentralization of education according to Tilaar (2008) includes six aspects, namely regulation of the balance of central and regional authorities; management of community participation in education; strengthening the management capacity of local governments; co-empowerment of educational resources; partnership relationship of education stakeholders; development of social infrastructure.

Education autonomy according to the National Education System Law Number 20 of 2003 is revealed in the Rights and Obligations of Citizens, Parents, Society, and Government. In the third part of Article 8 of Community Rights and Obligations, it is stated that "The community has the right to participate in the planning, implementation, insight, and evaluation of educational programs; Article 9 The community is obliged to provide resource support in the provision of education". Likewise, in the fourth part of the Rights and Duties of the Government and Local Government, article 11 paragraph (2) "The Government and Local Government shall ensure the availability of funds for the implementation of education for every citizen aged seven to fifteen years". Specifically, provisions for universities, article 24 paragraph (2) "Higher Education has the autonomy to manage its institutions as centers for the implementation of higher education, scientific research, and community service".

From the explanation above, it can be concluded that the concept of educational autonomy contains a broad understanding, covering the philosophy, goals, format, and content of education and education management itself. The implication is that each autonomous region must have a clear and far-sighted vision and mission of education by conducting a deep and

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extensive study of population and community development *trends* to obtain future community constructs and follow-up, designing an education system that is by the cultural characteristics of the Indonesian nation that is Bhineka Tunggal Ika in the perspective of 2020. Regional independence must begin with self-evaluation, analyzing internal and external factors of the region to get a real picture of regional conditions so that a mature and steady strategy can be developed to raise the dignity and dignity of the cultured and highly competitive regional community through quality and productive educational autonomy. Departing from the idea of educational autonomy appeared.

Method

This study uses a quantitative approach with bibliometric and network analysis techniques to complete the information presented. Bibliometric analysis allows the development of knowledge about the impact of a particular research field, the influence of a research group or institution, and the scientific impact of publications or academic results (Gomez-Jauregu et al., 2014; Juliani & Oliveira, 2016). The study used Publish or Perish version 8 software, downloaded from the official developer's website, Harzing.com as a tool to filter data sources. We also used VosViewer software version 1.6.9, developed by the *University of Leiden* to visualize the research data. In addition, VosViewer also helps extract important terms from scientific documents to use as a collection of visualized networks with visual effects.

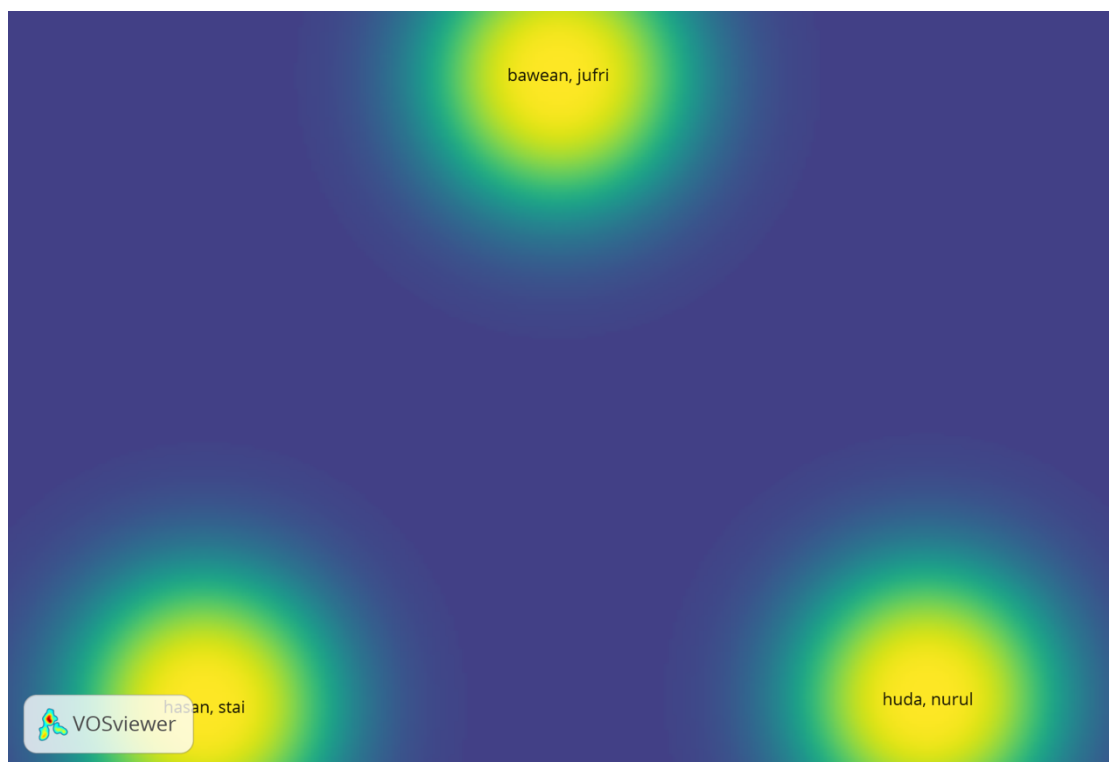
The research data used articles taken from the Publish or Perish database and directly imported into a project created using VosViewer software, and keyword settings were made that were supported and in line with this research. In addition, in the analysis process, we read one by one all relevant articles based on research objectives to support the results of visualizations that have been done before. At this stage, we find the 10 most relevant articles used as the main analysis presented in the results and discussion section.

Results And Discussion

Identifying trends in the development of education quality improvement publications begins by looking at the extent of the development of the number of published studies on the role of local governments related to improving the quality of education from 2019-2023. In particular, the data presented is in the form of publication trends with manual filtration from the findings of 10 articles discussing the role of local governments in improving the quality of education. Furthermore, this section presents the most published documents as well as documents published along with the most cited journal sources by other researchers. Visual data processing in this study was carried out using the help of VosViewer software. This step is done to see the relationship between articles that have been found.

Figure 1

Trends in The Development of Education Quality Improvement Publications



Source: Processed by Authors by Vosviewer, 2023

Law Number 23 of 2014 concerning Regional Government has provided for the division of affairs between the Central and Regional Governments. Education is a compulsory matter in the field of basic services. In the law, it is explained that early childhood education, basic education, and non-formal education are the authority of the District/City Government. Secondary education and special education are the authority of the Provincial Government. Higher education and the establishment of national standards of education are the authority of the Central Government.

Basic education services under the authority of the district/city government include determination of the curriculum of local content of basic education, transfer of educators and education personnel within the district/city area, issuance of basic education permits organized by the community, and development of language and literature whose speakers are in the district/city area (Arwildayanto et al, 2017).

The division of educational services is intended so that each of them can focus on providing quality services for the community. Education is one of the most important local government affairs, concerning the lives of many people, determining the future of the nation's children, and will also determine the progress and decline of the region itself in the long run, if measured by the quality of human resources owned by the region as a result of the education process it manages.

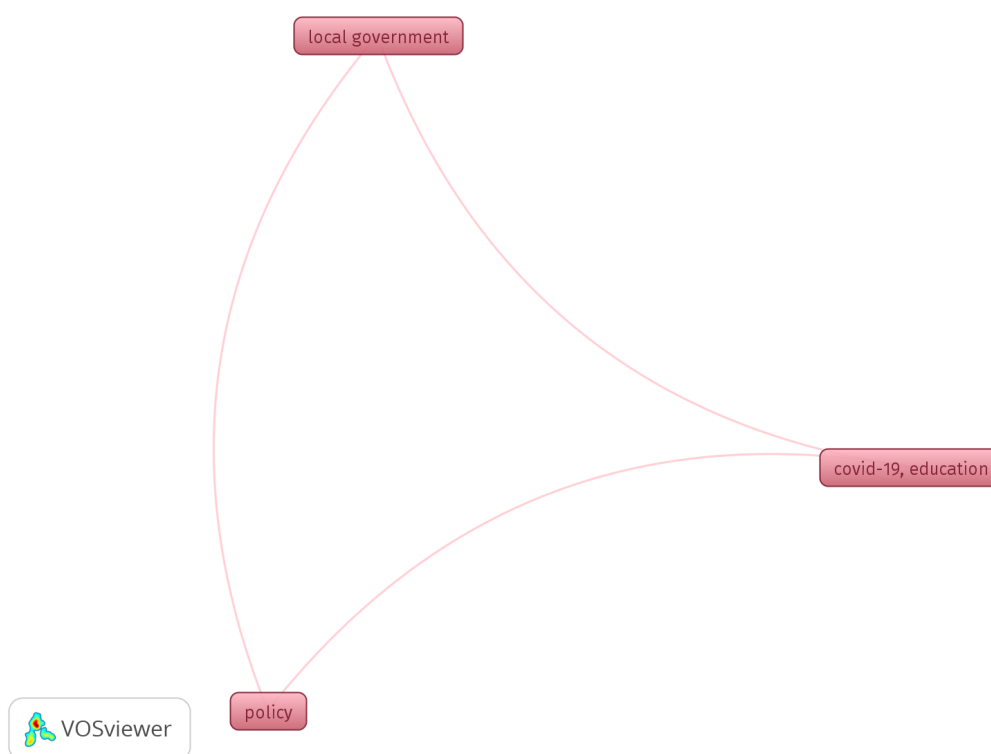
Basic education matters should have more autonomy in their implementation because the authority is in the district/city. Regional heads have full authority in determining the quality of schools in their respective regions through the recruitment of principals, teachers, and students, teacher professionalism coaching, determining evaluation systems, and so on (Hasibuan, 2017). However, in reality, the district/city government is still unable to bring education in its

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area to be more advanced and of high quality (Hartono, 2015; Nasution, 2010; Ridwan & Sumirat, 2021).

The conditions of primary education in the regions are very diverse, in their service ability and quality. Some regions have moved towards quality as a priority, but some regions are still struggling with equitable acquisition of educational opportunities. If this condition continues to be left unresolved, it will harm the public interest because education involves the fulfillment of the lives of many people. Therefore, it is necessary to immediately find an ideal solution to be able to overcome the various obstacles that cause the improvement of the quality of basic education not to go up.

Figure2

Basic Education Services under the Authority of Local Government



Source: Processed by Authors by Vosviewer, 2023

Based on Figure 1 above, there is a relationship between documents that have attachments because they quote each other between one article and another. The division of authority from the central government to local governments is useful to facilitate the implementation of educational activities. With this division, of course, the purpose of education itself which aims to improve human resources throughout the region can be achieved more easily. It will be more difficult if this is done by the central government alone.

If we look closely, improving the quality of national education is carried out by improving 3 main issues, namely curriculum renewal, improving the quality of learning, and the effectiveness of learning methods (akhwan, 2003). Rasyid argues that the function of government becomes 4 parts, namely public service; development; empowering; regulation.

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The success of the development process in various aspects of life can be attributed to the contribution of administrative science to the growth of all aspects of government administration in a country. Six components make up the governance of education administration, and the first is the curriculum. The curriculum consists of any activities that facilitate the implementation of a comprehensive learning process that is well-planned and organized. (2) Students, students are educational subjects who are educational actors who carry out learning tasks in line with the planned learning activity process. Students are educational subjects who are educational actors. (3) education personnel, including teachers and other school employees. (4) the implementation of education governance requires the funding sector for procurement, maintenance, or coaching, (5) the implementation of learning activity programs requires facilities and infrastructure in the form of buildings, conventional educational equipment, or technological education tools. , and others that will later be used to support the course of the learning process, and (6) the implementation of learning activity programs requires facilities and infrastructure in the form of buildings, conventional educational tools or technological educational tools, and others that will later be used to support the course of the learning process; and (6) The environment is an integral component that includes socio-cultural, economic, and ideological aspects, as well as community leaders and community members in general.

Conclusion

Local governments play a key role in efforts to improve the quality of education at the local level. With thoughtful management, collaboration, and a focus on the needs of local communities, they can play a role in shaping a better and more inclusive future of education. The role of local government in education is very important and covers various aspects. Here are some of the main roles of local governments in the education system: (1) Policy Formulation. Local governments have the authority to design education policies that suit the needs and characteristics of their region. This includes the development of local curricula, special education programs, and education-related regulations. (2) Provision of Access to Education. Local governments must ensure that all citizens in their areas have equal access to education.

Strategies that can be carried out by the Government (Central and Regional) to improve the quality of education, are as follows: Education policy must be in rhythm between the Central Government and Regional Government. Autonomy means efforts to fulfill rights and obligations carried out through decentralization or processes to achieve these rights and obligations. The principle of justice must take precedence to achieve the expected goals. The Central Government shall not impose its will on the Local Governments. On the contrary, the Regional Government must consistently implement the rules that have been discussed and mutually agreed between the Central Government and the Regional Government. As well as involving all levels of society in efforts to improve the quality of education. It is necessary to involve all levels of society in efforts to improve the quality of basic education. The central government's lack of trust in the credibility of local governments in organizing their education systems widens the issue of the relevance of education. The balance of educational inputs, processes, and outcomes that are in line with the objective conditions of each region is absolutely a concern in determining national education policy.

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