
**The Model of Character Education Reinforcement of Bandung Masagi:
A Sound Governance Perspective**

Mohamad Ichsana Nur, Fathujaman

UIN Sunan Gunung Djati Bandung, Indonesia; mohamadichsana22@uinsgd.ac.id

Received: July 7, 2023; In Revised: September 25, 2023; Accepted: November 30, 2023

Abstract

The number of crime cases in the city of Bandung such as persecution, narcotics, theft, bullying and hoax have been increasing on social media. The Impact of new era development which is continuously rising, including the influence of cyberspace which is very dominating, looks paradoxical with the mentality of the citizens who fell down. One of the causes is the multidimensional crisis which leads to the fading of national morality. This is the background of the Bandung City government issued Perwal No. 420 of 2016 concerning Bandung Masagi Character Education. The objectives to be achieved in this research are to analyze the implementation Bandung Masagi program in Sound Governance Perspective. This research uses the qualitative approach along with the descriptive method. The data were collected by in-depth interviews and study of literature. The results of this research reveal that "Bandung Masagi" program is a space for local innovation related to state governance and government. The program can also be a form of internalization of themental revolution values, although it still carries any drawbacks of accountability, management and performance which tend to be the core in running the government.

Keywords: Sound Governance, Local Government, Mental Revolution, Character Education, Bandung Masagi.

Introduction

The Demographic Bonus Era has become a hot issue discussed by the Indonesian government. The impact of the increasingly rapid pace of development, including the influence of cyberspace which dominates, seems paradoxical with the mentality of the nation's children who are increasingly falling down. One aspect of the cause is a multidimensional crisis which leads to the fading of national morality. Currently, the Indonesian nation is still being ravaged by a moral crisis, both personal and especially social. Every time the public is faced with news about various forms of juvenile delinquency, bullying (www.republika.co.id, Accessed on 29 January 2020), narcotics abuse (www.bandung.kompas.com, Accessed on 19 March 2019) to gang crime motorbikes that continue to run rampant (www.regional.kompas.com, Accessed on 09 February 2020). Many crime phenomena, both real and virtual, have become national consumption in this country, including in big cities such as Bandung City.

According to data from the Central Statistics Agency (2016), there were 3546 crime cases recorded in the city of Bandung consisting of assault, narcotics, theft, corruption and murder. This condition is made worse by the rise of bullying and hoaxes that continue to spread on social media. Therefore, it is necessary to have a model for strengthening character education so that it can encourage and realize superior human resources.

Many crimes and crimes today are rooted in the weakness of existing character education. The West Java Provincial Government continues to strive to deal with this problem by strengthening education. This was conveyed by the Governor of West Java in the Coordination of Regional Government Implementation, that one of the nine development priorities for West Java in 2020 is education (www.jabarprov.go.id, accessed on 11 July 2019). In fact, this is reinforced by the statement of President Joko Widodo who said that the main development priority in 2019-2024 is superior human resources (www.nasional.kompas.com, 20 October 2019). These two priorities indicate the importance of improvement and renewal in education in Indonesia.

Farazmand (2004) explains sound governance, namely a process of participation in managing social, economic and political affairs within the state and regional scope by prioritizing aspects of structure and values that are reflected in people's lives. This concept involves government actors as catalyst institutions, constitutional frameworks, community groups, the private sector, and international institutions. Sound governance is a concept that reflects government governance and administrative functions with organizational performance and managerial capabilities that are anticipatory, responsive, accountable, transparent and can be evaluated. Therefore, this can be used as a strategy in long-term and short-term development to achieve certain goals.

Farazmand (2017) states that Sound Governance reflects inclusiveness that encourages the process of participation and interaction in a national and international environment that is increasingly complex, diverse and dynamic. The concept of "Soundness" is used to characterize a governance system that is rich in functions, structures, processes, values, dimensions and other important elements. Sound governance has the implication that in a structural context, the government is asked to focus on its performance to build public trust. By providing opportunities for other actors to be directly involved in the policy planning and implementation process, it is hoped that it can help create a condition of greater satisfaction and trust in the governance system (Mishra & Momin, 2020).

The essence of sound governance is a concept that places more emphasis on the policy implementation process. The public will not feel satisfied when the government takes and implements weak decisions and policies, resulting in mal-governance. Likewise, the public will feel disappointed if the government fails to manage and implement strong decisions and policies. Thus, "street level bureaucrats" play an important role, because they are the ones who constantly interact with society in the field (Eldins & Larrison, 2018), especially in the policy implementation process, these "street level bureaucrats" can use their authority to carry out appropriate discretion. leads to meeting community needs (Akosa & Asare, 2017). Therefore, in sound governance, these "street level bureaucrats" cannot be separated (Mishra, 2020).

These "street level bureaucrats" can include several groups ranging from doctors, teachers, social workers, and others who are directly related to high-level government officials and the same goes for the community, of course. Apart from that, the relationship between top-level bureaucrats and the general public can be a strong indicator of other people's satisfaction (Wang et al, 2019). So that "Street level bureaucrats" and community groups need to become actors who take the initiative to involve themselves in every process of the governance system (Krawczyk & Sweet-Cushman, 2017). This is based on an argument that public service performance will be more transparent and demonstrate good public accountability (Ma, 2017; Yang, 2018). Mishra & Momin (2020) view that people will be more appreciative and satisfied when they can feel the "soundness" aspect at every stage or process of the governance system. The "Soundness" aspect can be in the form of due process of law, upholding constitutional

norms, organizational managerial prudence, performance, ethics, and participation from various actors (Mishra & Momin, 2020).

The concept of sound governance is an alternative to the concept of good governance, due to several factors. First, it has a more comprehensive value compared to existing concepts. Second, it includes normative principles and technical features as well as the rationality of good governance. Third, it has superior quality governance over good governance. Fourth, sound governance is in accordance with the national constitution and can adapt to international norms. Fifth, the concept of sound governance was implemented by the Persian kingdom which had an administrative system with high effectiveness and efficiency (Farazmand, 2004). So Sound Governance has ten dimensions, namely process; structure; mark; constitution; organizations & institutions; work management; policy; sector; global power; and accountability.

Education is a strategic social asset in an effort to increase human resources in development. This is in line with the increase in resources outlined in the Bandung City Regional Medium Term Development Plan 2013-2018. The Bandung City Education Office as a regional service continues to strive to offer various kinds of innovations, one of which is the Bandung Masagi Character Education program. This program was born from the Bandung City Government and was delegated to the Bandung City Education Office, and was confirmed by Bandung Mayor Regulation Number 420 of 2016 concerning Bandung Masagi Character Education.

The Bandung Masagi Program is a character education program which covers four bases, namely religion, national defense, Sundanese culture, and love of the environment, implemented through three education approaches, namely the coaching approach, character MOS, and Bandung City student training. Apart from that, researchers assume that there is a mental revolutionary movement in the implementation of the Bandung Masagi program. The mental revolution movement is an effort to change thought patterns, attitudes and behavior so that they are oriented towards progress and modern things, so that Indonesia becomes a great nation and is able to compete with other nations in the world.

In practice, the Bandung Masagi program has been running quite well. In fact, the West Java Provincial Government has also adopted this program so that it can be implemented in all schools in West Java Province. So, the Bandung Masagi program can become a new model in Character Education in West Java province. Through the understanding above, researchers are interested in finding out more in depth how the implementation carried out by the Bandung City Education Office in schools, as well as being correlated with the concept of sound governance. With the research title Bandung Masagi Character Education Strengthening Model from a Sound Governance Perspective. The aim to be achieved in this research is to find out how sound governance is implemented in the Bandung Masagi program at the Bandung City Education Department, using Farazmand's sound governance theory as a guiding theory.

Methods

This research uses a descriptive method with a qualitative approach, this method aims to provide an overview and attempt to understand how the implementation and process of forming sound governance in the implementation of Bandung Masagi Character Education is carried out. This research was conducted at the Bandung City Education Office using data collection techniques carried out through interviews and literature studies. The informants and literature in this research consist of:

Table 1
Research Informants

No	Informants	Number
1	Curriculum Staff	1
2	Supervisor	1
3	Environmental Working Group	1
4	Deputy Principal for Student Affairs	7
5	Deputy Principal of Public Relations	2
6	Teacher	3
7	Student	1

Source: Processed by Authors, 2020

The data analysis techniques used are data condensation, data display (data presentation), and conclusion drawing (drawing conclusions). Meanwhile, validity checks are carried out using data triangulation techniques.

Results and Discussion

Process

The process dimension explains the relationships or interactions that occur in government governance. This is seen from the quality of interactions during the implementation of the Bandung Masagi program. Based on the research results, the interactions carried out by the Bandung City Education Office and Schools regarding the scope of Bandung Masagi, namely religion, Sundanese culture, love of the environment, and defending the country.

Based on the research results, the researchers found that the implementation of the process dimensions of the scope of Bandung Masagi carried out by the school was as follows. First is religion. The implementation of this program is marked by the activities of congregational dhuha prayers, reciting the Asma'ul Husna, reading and writing the *Qur'an*, women's prayers, congregational prayers, cults, and the Hayya 'Ala Salah movement. Second is sundanese culture. The implementation of this program can be seen from the activities of Rebo Nyunda, Kaulinan Barudak, namely activities that organize various kinds of local games, Cultural Arts Performances, Dance Arts, Bandung Manners, and the most interesting are Angklung and Karawitan at SMPN 25 and SMPN 18 Bandung City. Third is environment. We can see this in school activities which carry out the waste collection movement program (GPPS), making biopore holes, ant operations, clean and healthy Fridays (Jumsihat), planting 1000 trees, recycling waste, waste banks, Reduce Separate and Use (Kang Pisman), and there are superior programs such as Duta Green Generation (DGG) by SMPN 26 Bandung, as well as disaster mitigation at SMPN 5 and SMPN 18. Fourth is defending the Country. The programs related to this are holding ceremonies, singing the national anthem, coaching, scouting and marching.

Then, the Bandung City Education Office, apart from being a facilitator for schools, also carried out quite good internalization of ASN. This is proven by the implementation of the Thursday Nyunda program which emphasizes familiarization with Sundanese culture in terms of clothing, arts and language. Furthermore, from a religious perspective, there are recitation activities after midday prayers in congregation. In terms of national defense, a ceremony is held every Monday and morning assembly before ASN carries out work. Then, in terms of the environment, the Bandung City Education Service ASNs carry out the Kang Pisman program

=====

which is carried out every Monday, Wednesday and Friday. Where each employee will deposit the rubbish they collect, both rubbish from home and rubbish at the office.

Furthermore, from the results of the interviews, researchers found a form of actualization of the Bandung Masagi program from the Department to schools. First, the Outing Class Day program is an activity that aims to hone creativity and foster students' interests and talents so that they can explore various things that are not available in the classroom. Second, kaulinan barudak is an activity that organizes various kinds of local games. Third, the Bandung Masagi camp was held to strengthen and strengthen the values of Bandung Masagi. Fourth, the polite Bandung program is an activity that emphasizes students to promise to always be polite in communicating both in daily interactions and on social media and will get used to saying thank you or hatur nuhun, sorry or punten, and congratulations or wilujeng.

With ongoing interactions with the stakeholders involved, it is proven that the Bandung Masagi program in the process dimension is running well. This can be seen from the form of participation of all elements that play a role in it.

Structure

Structure, this dimension explains the stakeholder elements involved, binding regulations, decision-making processes, and sources of authority. The manifestation of this dimension is formed vertically and horizontally as a hierarchical interaction and can maintain work mechanisms that have been institutionalized in Standard Operating Procedures. This can strengthen various coordination channels in implementing the Bandung Masagi program so that it is more organized.

Stakeholders Involved

The data obtained by researchers shows that in the process of implementing the Bandung Masagi program there is a structure that becomes a pattern of interaction from two sides. First, the Bandung Masagi team, and second, the school structure in implementing Bandung Masagi. This can be seen in the following image:

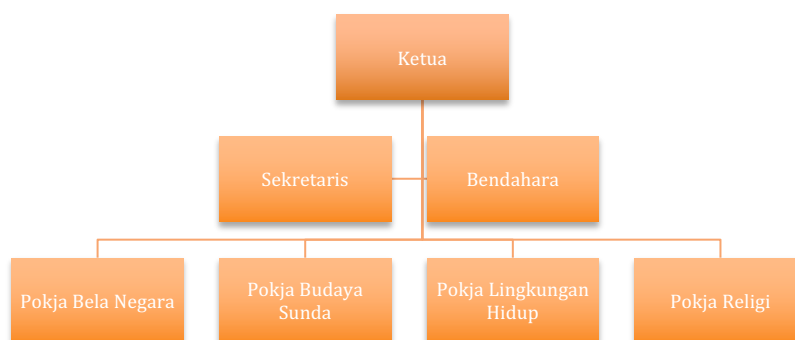
Figure 1

School Structure in the Implementation of Bandung Masagi



Source : Deputy Principal for Student Affairs, 2020

Figure 2
Structure of Bandung Masagi Team



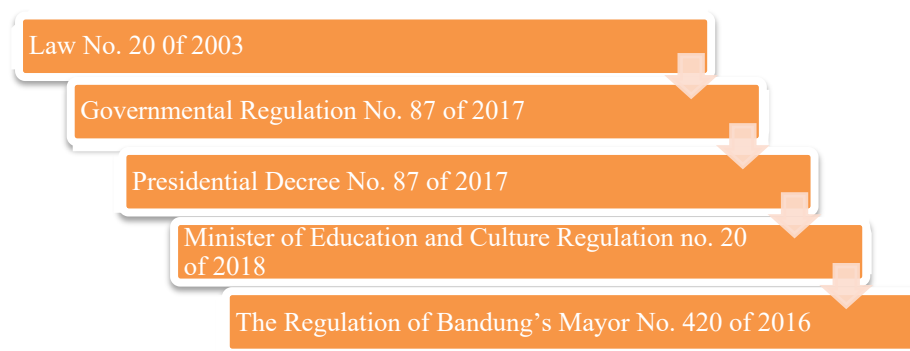
Source: Bandung City Education Department Elementary School Supervisor, 2020

From these two pictures, it can be seen that there is clarity in the division of tasks in the implementation process of the Bandung Masagi program, both from the Department to schools, and from schools to students. This clarity can be seen in the specialization of the Working Group regarding the scope of Bandung Masagi, namely religion, Sundanese culture, environment and national defense. However, currently the implementation structure of the Bandung Masagi Team, which is managed directly by the Bandung City Education Office, is experiencing stagnation. This is based on the statement by the Middle School Curriculum Staff and the Environmental Working Group of the Education Service that there is no continuity of policy or regeneration related to this structure in the Bandung Masagi program.

Binding Regulation

There are several rules that form the basis for developing Bandung Masagi Character Education, namely as follows:

Figure 3
Legal Foundations



Source: Processed by Authors, 2020

These regulations prove that this regulation has a correlation in supporting the birth of the Bandung Masagi program, which is in line with the state's goal of developing superior human resources.

=====

Source of Authority

Regarding the source of authority in the Bandung Masagi program, researchers found several elements that were explicitly involved in the process sequence. The involvement of these elements forms a unity with each other. This can be proven by the clear hierarchical flow of interaction between the President, Minister of Education and Culture, Heads of Service, and Principals of Schools.

The flow of interactions carried out started from the Instruction of the President of the Republic of Indonesia No. 12 of 2016 concerning the mental revolution movement which was instructed to work cabinet ministers, especially the minister of education and culture, and regents/mayors. The Mayor of Bandung, in response to these instructions, carried out innovations as outlined in The Regulation of Bandung City's Mayor no. 420 of 2016, namely regarding Bandung Masagi Character Education. Furthermore, the Mayor of Bandung delegated to the Bandung City education office as a facilitator and the school principal as the executor/executor of the Bandung Masagi program.

Decision Making Process

In ensuring the implementation and development of the Bandung Masagi Character Education program, the Bandung City Education Office has formed a structure for decision making involving the Head of Service, Supervisors and School Principals. The Working Group on the environment explained that the Bandung City Education Office gave school principals freedom in implementation. The principal has the right to innovate in accordance with the ideas and abilities he has in making decisions as outlined in the Principal's Performance Plan. The Principal's Performance Plan functions as a guide for schools in implementing the program within one year.

The Department, through supervisors, is responsible for supervising and ensuring that school programs comply with the specified curriculum corridors. The supervisor's function is to monitor overall school activities for 300 minutes/day. The results of the supervision will be reported to the Head of Service. If irregularities and abuse of authority occur, the Department will take a decision to address this matter.

Value

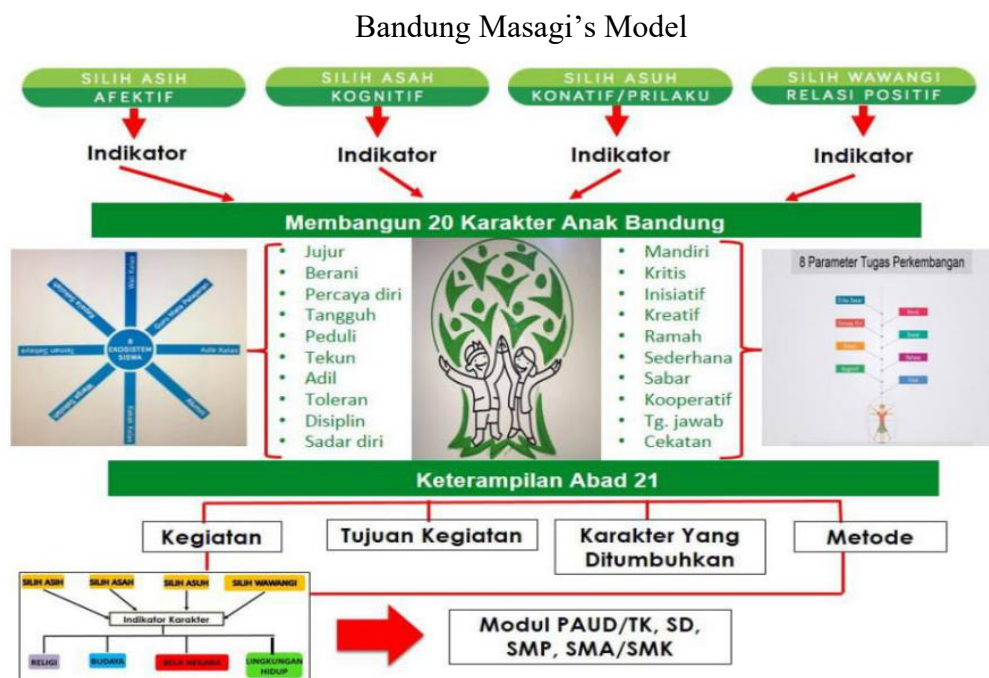
Value in Sound Governance is a system that prioritizes local wisdom and international values as its characteristic. The characteristics contained in the Bandung Masagi program can be seen from the 4 pillars of Sundanese local wisdom, namely *silih asah*, *silih asih*, *silih asuh*, and *silih wawangi*. These values are reflected in Mayor Regulation No. 420 of 2016 and the Bandung Masagi pocket book as a guide in the process and creation of structures.

According to the Deputy Head of Student Affairs at SMP 45 Bandung, the Bandung Masagi Program was motivated by the immoral actions of students in the school environment. Like; rampant delinquency; physical and psychological violence; peer and family pressure; and lack of social and environmental concern or sensitivity. This action shows that there is a moral crisis in the educational sphere, if left unchecked it will cause depression and mental illness.

With so many irregularities being committed, an innovative policy is needed to respond to and overcome these incidents. The Mayor of Bandung in the 2013-2018 period innovated to present the Bandung Masagi Character Education program which was formed into a curriculum. The Bandung Masagi curriculum contains theoretical and practical matters to realize the character of Bandung Masagi students with local wisdom values.

Based on the results of interviews with junior high school curriculum staff, it is hoped that the existence of Bandung Masagi can change the cultural set and mindset of students in particular and society in general in responding to the above problems.

Figure 4



Source: Bandung Masagi Character Education PLS Program Pocket Book, 2020

The values highlighted in the Bandung Masagi Character Education model can be seen in more detail in terms of its scope, as follows. First is a religion. This scope instills the value of spiritual awareness as a person who is tolerant, honest, trustworthy, patient, fair and religious. Values within the scope of religion are expected to be able to understand diversity in ethnicity, religion and race so that we are not trapped as people who judge the differences that occur. Second is a Sundanese culture. This scope instills the value of moral awareness as a Sundanese person known as cageur, bageur, singer, clever, someah (friendly), and wanteran (confident). These values seek to foster values of love for Sundanese culture as a form of local wisdom. So, it can represent the characteristics of the Sundanese people. Third is the environment, which is instilled in this scope is awareness to always care, take initiative, be self-aware, and be disciplined in preserving nature which should be a shared responsibility. This is also related to the objectives of the Sustainable Development Goals, namely protecting, restoring and supporting sustainable use of ecosystems. Values within the scope of the environment can be a driving factor in achieving these international goals and environmental empowerment. Fourth is defending the country. This scope instills awareness to be disciplined, fair, independent, agile, creative, responsible and tough in developing regional potential. These values seek to foster a spirit of nationalism and insight into the archipelago.

The statement above explains that the implementation of the scope of Bandung Masagi Character Education is in line with the mental revolution movement advocated by President Joko Widodo and the motto of the Bandung City Education Service. Based on data from the Bandung City Police Criminal Investigation Unit, the crime rate in Bandung City decreased by 9% from 2018 to 2019. This shows an improvement in moral quality in Bandung City.

Constitution

Basically, a constitution is a document or text as a blueprint for government and governance systems. The constitution in sound governance is not positioned as a formal document that is easily penetrated and set aside for personal or small group interests. The constitution is positioned as the foundation of the process of implementing government governance as a source of legitimacy.

The binding legal basis for implementing the Bandung Masagi program is as follows:

- 1) Law No. 20 of 2003 concerning the National Education System.
- 2) Governmental Regulation No. 19 of 2005 concerning National Education Standards.
- 3) Presidential Decree no. 87 of 2017 concerning Strengthening Character Education.
- 4) Minister of Education and Culture Regulation no. 20 of 2018 concerning Strengthening Character Education in Formal Education Units.
- 5) The Regulation of Bandung's Mayor No. 420 of 2016 concerning Bandung Masagi Character Education.

In Presidential Decree no. 87 of 2017, the Indonesian government provides guidelines regarding strengthening character education which are followed up by the Minister of Education and Culture. Strengthening character education, abbreviated as PPK, with the following objectives: (1). Building and equipping students as a golden generation with a Pancasila spirit; (2) Developing a national education platform that places character education as the main soul in the implementation of education; (3) Revitalize and strengthen the potential and competence of educational staff, students and the community.

Furthermore, in Minister of Education and Culture Regulation no. 20 of 2018, the principles used in strengthening character education in Indonesia are: (1) Oriented towards developing students' potential in a comprehensive and integrated manner; (2) Exemplary implementation of character education in each educational environment; and (3) Takes place through habituation and throughout time in daily life.

In the Presidential Decree and The Regulation of Education Minister there are ways to build character through exercise (physical and kinesthetic development), exercise of feeling (affective development), exercise of the mind (intellectual development), and exercise of the heart (spiritual and emotional development). Then, the Mayor of Bandung issued The Regulation of Bandung City's Mayor no. 420 of 2016 as a guide in character education. This is in line with Qardhawi's thoughts which say that these four pillars are the basis of character formation. Thus, making a person strong both physically and spiritually.

Based on what has been explained above, regarding this constitution, researchers see that the Bandung Masagi program has a blueprint that functions as a legal basis and guidance. Apart from that, this function is also a detailed framework that includes goals, objectives, strategies, and focus on an activity.

Organization and Institution

This dimension explains the collaboration between various elements in its implementation. This collaboration involves organizations and institutions as tools in achieving predetermined goals and ideals. Organizations and institutions are a unity, because institutions without organizations cannot survive, and organizations without institutions cannot develop; and become a fragile organization (Farazmand, 2004).

According to the SMP supervisor, the Bandung City Education Department carries out various collaborations with the Environmental Management Agency (BPLH) and the Food and Agriculture Service for environmental aspects, National Unity and Politics for national defense aspects, the Department of Religion for religious aspects, and the Tourism and Culture Office for aspects of Sundanese culture. As a simple example of chickenization involving the Department of Education and the Department of Food and Agriculture, and character development activities for Islamic spiritual administrators in collaboration with the Department of Religion. Meanwhile, we can see the implementation carried out by schools and various organizations from the Department which provides flexibility in the collaboration process carried out within the school environment to collaborate with related organizations and institutions. For example, SMPN 5 Bandung City is a school that collaborates with the Environmental Management Agency in planting 1000 trees. Then, SMPN 18 Kota Bandung also collaborated with the ISBI Bandung student association to preserve cultural arts in the school environment.

Thus, this is evidence that the organizational and institutional dimensions of the Sound Governance concept are working quite well. The existence of strong relationships between the Department and Institutions and schools and organizations is something that cannot be ignored. So that the relationship can become a fairly strong relationship in the future.

Management and Performance

The management and performance dimensions can be viewed from improving the quality of resources implementing the Bandung Masagi program, in the form of knowledge, technology and abilities that can influence outcomes. Based on the research results, there is a quality improvement program held by the Bandung City Education Office for school representatives which is accompanied by supervision.

The series of resource development activities was initiated by the Bandung City Education Office by holding a Focus Group Discussion (FGD), socialization, and continued with Training of Trainer (TOT) activities. This activity involved representatives from several levels of education, including PAUD, Kindergarten, Elementary, Middle School, High School and Vocational School. Apart from that, this activity was attended by the head of the Bandung City Education Department and collaborated with UPI psychology. As a form of program synchronization in TOT which was implemented at SMAN 8 Bandung City in 2016.

Furthermore, there is an increase in the number of schools and improvements to facilities in the city of Bandung. According to the interview results, these additions and improvements are aimed at equal distribution of education in every corner of the city of Bandung. This began with a school zoning program in accepting new students. With the zoning program, the Bandung City Education Department recognizes the inequality of facilities, thus encouraging an increase in the number of schools and improvement of facilities. Bandung City Education Department Middle School Curriculum Staff explained that:

“Zoning is a solution related to educational inequality in terms of both access and facilities. "This can be proven by the expansion of junior high school development, from 57 to 63 to patch up or overcome the problem of educational equality."

In line with this statement, the Deputy Head of Student Affairs at SMPN 18 Bandung stated that the Bandung City Education Department is always making improvements to facilities. As is currently underway at SMPN 18 Bandung, namely the addition of classrooms and facilities that support teaching and learning activities.

Regarding the performance of the Bandung Masagi implementation. The Bandung City Education Office, through supervisors, carries out regular supervision activities. The results of interviews conducted by researchers with the Working Group (read: environmental sector), regarding supervision of schools carried out for 300 minutes/day. However, researchers found discrepancies with conditions in the field. Ironically, this statement was obtained from an informant regarding the supervision carried out on the implementation of the Bandung Masagi program. As stated by the Deputy Head of Student Affairs for SMPN 8 and SMPN 18, there has been no supervision since the Bandung Masagi training of trainers (TOT). This is different from what SMPN 25 explained, including, supervision once every four years during accreditation, and supervision once a year during the Principal Performance Assessment.

Furthermore, as a result of the researchers' study, there were inconsistencies regarding the human resources running it. This is proven by various information from several schools. In addition, according to the Working Group (Pokja) in the environmental sector, the Bandung Masagi implementation team from the Bandung City Education Office was not working. In fact, according to the results of interviews at SMPN 25, many school programs were not implemented due to the imposition of the Bandung Masagi program. Thus, innovation created by schools is quite hampered.

Policy

The policy dimension functions as direction, guidance and guidance on the process, structure and management dimensions. This policy can come from external parties or organizations originating from the legislature and internally who are responsible for the running of the Bandung Masagi program. Bandung Masagi's policy

Table 3
 Work Values

	Values
1	Fast
2	Efficient
3	Hospitable
4	Disciplined
5	Active
6	Polite

Source: Education Department of Bandung City, 2020

Based on research conducted by researchers regarding the background of the Bandung Masagi program, it started with the Bandung city government policy based on The Regulation of Bandung City's Mayor No. 420 of 2016 where the Bandung City Education Office is fully responsible for the implementation of the local wisdom-based character education model.

Initially, the Bandung City Education Department formed the Bandung Masagi team and created a pocket book or guidebook for implementing the Bandung Masagi Program. Then, the Education Department carried out outreach at SMA 8 and invited representatives from each school. Not only that, the Education Department also gives schools freedom regarding the implementation of the Bandung Masagi program. This is because the Department is only a facilitator and regulator in the program. Meanwhile, the school innovated and formed a Bandung Masagi implementation team with a board of teachers, especially teachers in related subjects, including teachers of Religion, Environmental Education (PLH), Citizenship

=====
Education and Arts and Culture. However, based on the results of interviews with the Middle School Curriculum Staff of the City Education Office, they said that there were no legislative actors who participated in supervising the activities of the Bandung Masagi program.

Sector

The sector dimension explains that in implementing the Bandung Masagi program, there is more emphasis on public involvement in industry, agriculture, villages, cities, science, research, health and other areas. This participation can be related to the pillars of national defense, religion, Sundanese culture and love of the environment apart from the education sector. This cross-sectoral involvement in carrying out collaboration which is suspected by the Bandung City Education Office and schools is aimed at developing character education in the educational sphere.

The Bandung City Education Office is obliged to collaborate and facilitate it with institutional technical implementation units in its area in implementing character education programs as stated in the 2018 Minister of Education and Culture Regulation No. 20. In its implementation, the Bandung City Education Office gives freedom to junior high schools in Bandung in implementing cross-sectoral programs Bandung Masagi. This is based on interviews with junior high school curriculum staff stating that "everything related to education is left to the school".

Schools, as the main instrument in education, are required to innovate so that there are variations in the implementation of collaboration with cross-education sectors in the implementation of Bandung Masagi as the development of student character education. Based on the results of the interviews we obtained, there are several junior high schools that collaborate across educational sectors, both in the e-commerce and health sectors.

The Deputy Head of Student Affairs for SMPN 26 and 18 Bandung collaborates with Go-Jek in waste management. This collaboration is aimed at increasing students' awareness regarding waste management. Go-Jek launched a waste bank program which aims to reduce waste intensity and foster a spirit of independence for students. Students who can collect the most trash will get money as a reward for the trash they save.

Apart from that, in the health sector, SMPN 18 Bandung and SMPN 8 Bandung collaborate with cross-sectoral education. SMPN 18 Bandung held several collaborations with several sectors, for example SMPN 18 Bandung held a Great program in collaboration with the Faculty of Medicine, Padjadjaran University. This collaboration is aimed at socializing free sex among teenagers and preventing HIV/AIDs. Meanwhile, SMPN 8 Bandung held activities in collaboration with the National Narcotics Agency (BNN) to provide outreach about the dangers of drugs.

However, based on research results, schools were still found that did not collaborate across educational sectors. The researcher assumes that the discovery of schools that do not collaborate in implementing the Bandung Masagi program indicates that the direction and provision of Departmental facilities are not yet optimal as stated in the 2018 Minister of Education and Culture Regulation No. 20. This shows that the sector dimension in government administration as a whole has not been implemented.

Internasional Powers

The rapidly growing flow of globalization is the background to the need for cooperation with international/global powers in the governance process. This is the background for collaboration with countries or global organizations in terms of the role and influence on the progress of the Bandung Masagi program. In implementing international cooperation, the

Bandung City Education Office gives each school the freedom to develop the implementation of Bandung Masagi.

This is proven by the variety of countries that collaborate with schools. For example, SMPN 5 Bandung carries out student exchanges with Australia as a form of learning cultural aspects, SMPN 45 Bandung collaborates with Japan in cultural introduction activities and SMPN 25 Bandung collaborates in utilizing the environment, especially cemara trees with the international organization Greenpeace.

Apart from that, according to the Middle School Curriculum staff, the Bandung City Education Office always receives visits every year from Malaysia and Singapore for comparative studies. These countries visited because they were based on a sense of admiration regarding the implementation of the local Sundanese cultural content curriculum in the city of Bandung. Based on this, the Bandung Masagi process involved international forces as a form of strengthening character education.

Accountability

The dimension of accountability in the implementation of the Bandung Masagi Program can be assessed from the extent of the actions taken by the Bandung City Education Office as the organizer. This action was taken as a form of accountability to the public to ensure that no irregularities occur in the process of implementing the Bandung Masagi program.

In the accountability aspect, researchers found variations in the forms of accountability carried out by the Department and schools. This is based on the results of interviews conducted by researchers. The Department of Education, through the SMP curriculum staff, stated that the Department did not make a special report regarding the implementation of Bandung Masagi in the form of a formal document. This is because the Bandung Masagi program does not have a task force or committee for its implementation and is not budgeted for.

However, the Bandung Masagi Working Group in the environmental sector explained that there is official accountability regarding the implementation of Bandung Masagi towards the community. Bandung Masagi is also budgeted in the APBD in the character education series so that there is definitely accountability. Researchers did not only find these differences in the Department. Researchers found differences in accountability related to the implementation of Bandung Masagi. When interviewed, the Deputy Head of Student Affairs at SMPN 8 Bandung explained. "There is no (accountability report)."

Likewise, the vice principal for student affairs at SMPN 22 Bandung explained that there was no specific accountability regarding Bandung. Masagi, the school only prepared accountability documents in the context of accreditation and Principal Performance Assessment (PKKS). In contrast to SMPN 5 Bandung, the Deputy Head of Student Affairs explained that there was a Bandung Masagi executive committee which made an accountability report to the Bandung City Education Office. For each activity, the public relations department of SMPN 5 Bandung always uploads it to the public relations department of the Bandung City Education Office. Likewise, with SMPN 25 Bandung, the Deputy Head of Student Affairs explained that:

"Special report on (Bandung Masagi) activities of the Bandung City student group. "We have a clean-up activity which will then be sent to the Department of Education to compete here, but it is not official, but indirectly the competition is taking place."

Based on this, the researcher assumes that there is inconsistency and unclear accountability regarding the implementation of Bandung Masagi, whether by the government or schools.

Conclusions

Based on research conducted, the implementation of the Bandung Masagi program is in accordance with the Sound Governance concept. This concept provides space for local innovation related to state and government governance, and can also be a form of internalization of the values of mental revolution within the scope of local and international wisdom. The existence of the Bandung Masagi program can be a model for strengthening character education for other regions. Although in its implementation several obstacles were found, especially in the areas of supervision and accountability. However, until now the Education Department continues to make reform efforts by improving the performance of state civil servants.

Based on the research conducted, researchers recommend the following. First, the formation of policies based on the readiness of the quantity and quality of human resources or personnel involved. As in Minister of Education and Culture Regulation no. 20 of 2018 article 13, namely that the Department is responsible for preparing competent human resources in implementing strengthening character education. Resource readiness needs to be considered because it influences the achievement of the pillars of Bandung Masagi and the effectiveness of implementation both within the Department and schools. Second, continuous supervision is carried out to ensure that every school in Bandung City implements the Bandung Masagi program not only administratively but also directly. Supervision must also be able to stimulate, coordinate and guide the growth of school teachers in implementing the pillars of Bandung Masagi. Third, the form of accountability for the implementation of Bandung Masagi should be clarified and emphasized. This clarity is to ensure that deviations do not occur and as a control tool.

References

- Afifuddin., Arifin, A.B., Badrudin. (2005). *Administrasi Pendidikan*. Bandung: Insan Mandiri.
- Akosa, F., Asare, B. E. (2017). Street-Level Bureaucrats and the Exercise of Discretion. In A. Farazmand (Ed.), *Global Encyclopedia of Public Administration, Public Policy, and Governance* (pp. 1–6). Springer International Publishing. https://doi.org/10.1007/978-3-319-31816-5_3353-1
- Anggara, S. (2016). *Ilmu Administrasi Negara: Kajian Konsep, Teori, dan Fakta dalam Upaya Menciptakan Good Governance*. Bandung: Pustaka Setia.
- Dewi, R. K. (2016). *Studi Analisis Kebijakan*. Bandung: Pustaka Setia.
- Domai, T. (2011). *Sound Governance* (Edisi Pert). Malang: UB Press.
- Etlins, M., Larrison, J. (2018). Street-level bureaucrats and the governance of unaccompanied migrant children. *Public Policy and Administration*, 1–21. <https://doi.org/10.1177/0952076718811438>
- Farazmand, A. (2004). *Sound Governance Policy an Administrative Innovations*. Westport, Conn: Praeger Publishers.

- =====
Farazmand, A. (2017). Governance Reforms: the Good, the Bad, and the Ugly; and the Sound: Examining the Past and Exploring the Future of Public Organizations. *Public Organization Review*, 17(4), 595–617. <https://doi.org/10.1007/s11115-017-0398-y>
- Krawczyk, K. A., Sweet-Cushman, J. (2017). Understanding political participation in West Africa: the relationship between good governance and local citizen engagement. *International Review of Administrative Sciences*, 83(1_suppl), 136–155. <https://doi.org/10.1177/0020852315619024>
- Ma, L. (2017). Performance Management and Citizen Satisfaction With the Government: Evidence From Chinese Municipalities. *Public Administration*, 95(1), 39–59. <https://doi.org/10.1111/padm.12275>
- Maharani, E. (2019). Sejak 2019, KPAID Tasik Tangani Tujuh Kasus Perundungan. *Republika.Co.Id*.
- Mishra, S. S. (2020). Do Street-Level Bureaucrats Exhibit Transformational Leadership for Influencing Sound Governance and Citizens' Satisfaction? *International Journal of Public Administration*, 1–12. <https://doi.org/10.1080/01900692.2020.1765798>
- Mishra, S. S., Momin, M. M. (2020). Is Citizens' Trust Escalating the Effect of Sound Governance on Citizens' Satisfaction in Ethiopia? *International Journal of Public Administration*, 43(1), 84–93. <https://doi.org/10.1080/01900692.2019.1669050>
- Nugraha, I. (2020). Polisi Tasikmalaya Ringkus Belasan Geng Motor, Sempat Terjadi Aksi Kejar-kejaran. *Kompas.Com*.
- Permadi, A. (2019). Pengakuan Siswa SMK Peracik Narkotika Jenis Gorila: Belajar Meracik dari Instagram. *Kompas.Com*.
- Prabowo, D., Farisa, F. C., Sari, H. P. (2019). Pidato Perdana, Jokowi Kembali Prioritaskan Pembangunan SDM dan Infrastruktur. *Kompas.Com*.
- Rosyada, D. (2003). *Pendidikan Kewarganegaraan (Civic Education) : Demokrasi, Hak Asasi Manusia dan Masyarakat Madani* (Edisi Pert). Jakarta: Prenada Media dan ICCE UIN Syarif Hidayatullah.
- Wang, F., Jun, K. N., Wang, L. (2019). Bureaucratic contacts and their impact on citizen satisfaction with local government agencies: The influence of expectation. *Public Policy and Administration*, 1–28. <https://doi.org/10.1177/0952076719840065>
- Winarno, B. (2012). *Kebijakan Publik Teori, Proses, dan Studi Kasus*. Yogyakarta: CAPS.
- Yang, Y. (2018). Is transparency a double-edged sword in citizen satisfaction with public service? Evidence from China's public healthcare. *Journal of Service Theory and Practice*, 28(4), 484–506. <https://doi.org/10.1108/JSTP-06-2017-0102>