

EFFECTIVENESS OF SPECIAL AUTONOMY POLICY IMPLEMENTATION IN EFFORT TO INCREASE SCHOOL PARTICIPATION IN FAKFAK REGENCY WEST PAPUA

Nof Faisal¹, Andy Fefta Wijaya

nof.faisal04@gmail.com¹

Master's Program in Public Administration, Faculty of Administrative Science, Universitas Brawijaya

Abstract

One of the objectives of implementing Papua's special autonomy is to improve the quality of human resources by improving the access of Papuan children's education. The education index can provide a picture of the welfare of society from the human dimension. Special Autonomy fund available is not a modest amount, therefore it should be adequate to assist in improving the quality and quantity of human resources in the education sector. It is conducted by building facilities and infrastructures to support education. The implementation of special autonomy in the Fakfak Regency West Papua has lasted for approximately one and a half decades. Therefore, it is necessary to examine how the effectiveness of special autonomy policy implementation in this province. It is conducted especially in order to increase public access to education. The amount of the Special Autonomy Fund should be able to accelerate the development process. The Community hopes that the Regent of Fakfak would fulfill their promise made during the election campaign. The Regent is expected to conduct mission and vision focusing in improving education in Fakfak Regency, up to villages and cities inland. The education development mapping should be improved because education is the spearhead of all aspects of development.

Keywords: *effectiveness of special autonomy, special autonomy of Papua, special autonomy education policy.*

Abstrak

Salah satu tujuan penerapan otonomi khusus Papua adalah untuk meningkatkan kualitas sumber daya manusia dengan meningkatkan akses pendidikan anak-anak Papua. Indeks pendidikan dapat memberikan gambaran kesejahteraan masyarakat dari dimensi manusia. Dana Otonomi Khusus yang tersedia memiliki jumlah yang sangat besar, oleh karena itu dana tersebut harus memadai untuk membantu meningkatkan kualitas dan kuantitas sumber daya manusia di sektor pendidikan. Ini dilakukan dengan membangun sarana dan prasarana untuk mendukung pendidikan. Pelaksanaan otonomi khusus di Kabupaten Fakfak, Papua Barat, telah berlangsung selama kurang lebih satu setengah dekade. Karena itu, perlu dikaji bagaimana efektivitas implementasi kebijakan otonomi khusus di provinsi ini. Hal ini dilakukan terutama untuk meningkatkan akses publik ke pendidikan. Jumlah Dana Otonomi Khusus harus dapat mempercepat proses pembangunan. Masyarakat berharap Bupati Fakfak akan memenuhi janji yang mereka buat selama kampanye pemilihan. Bupati diharapkan dapat melakukan misi dan visi yang fokus dalam meningkatkan pendidikan di Kabupaten Fakfak, hingga desa-desa dan kota-kota di pedalaman. Pemetaan pembangunan pendidikan harus ditingkatkan karena pendidikan adalah

ujung tombak semua aspek pembangunan.

Kata Kunci: *efektifitas otonomi khusus, otonomi khusus papua, otonomi khusus kebijakan pendidikan*

Introduction

One of the objectives in implementing Papua's special autonomy is to improve the quality of human resources by improving the access of Papuan children's education. The low quality of human resources in Papua is a major development issue. The number of literacy and the average length of school is described by one indicator, the education index. The education index can provide a picture of social welfare based on the human dimension. Jayapura City is an education center in Papua. In addition, Jayapura City is also a center of government that has a population with a high-level education. The expansion of education in West Papua focuses on Fakfak Regency. There is no college or university in said regency as the Special Autonomy fund could not cover the development. The aforementioned fund should be adequate and assist in improving the quality and quantity of human resources in the education sector. The human resources improvement could be conducted by building facilities and infrastructures which support education and recruited teachers to teach schools or community to improve the quality and quantity of human resources of the Papuan community, especially in the community of Fakfak Regency itself. Special Autonomy Fund supports the development by improving the education sector. Education must be promoted for development in Papua. The education sector should be the main focus of Special Autonomy in order to increase Papua development in general and Fakfak Regency in particular.

Marimba (2002) argues that education is a process of guidance done consciously by educators to the learners' process of physical and spiritual development, with the aim to form a superior personality. Broom (in Ruslan, 2003) argues that the function of educational services is a process of cultural transmission occurred, it also develops a personality, promotes unity or social integration of the community, and conduct selection in the field of educational services. Based on the results of previous research conducted by Tobi (2014), it was found that the development of human resources in Papua is not effective. The authority or local government does not implement the policy of Special Autonomy Papua effectively. This is constrained by the attitude of the implementing officers of the policy. They had not maximally utilized their authority hence the policy no effect on the

achievement of policy objectives of Special Autonomy, namely the welfare of indigenous Papuans.

This research was conducted in Fakfak Regency, West Papua. Fakfak Regency is one of the oldest regency in West Papua Province. Similar to other regency in Papua, the quality of human resources and educational facilities is very poor. The implementation of special autonomy Fakfak Regency West Papua has lasted for approximately one and a half decades. Therefore, it is necessary to examine the implementation effectiveness of special autonomy policy in this province especially in order to increase public access to education. The purpose of this research is to determine, explain and analyze the effectiveness of special autonomy policy implementation in increasing the School Participation in Fakfak West Papua Regency and its obstacles.

Method

The type of research used is qualitative research method. Research location in Fakfak Regency West Papua. The primary data were obtained by interviews. Secondary data is obtained by searching for documents that fit the research theme. The focus of the research is 1. The effectiveness of the special autonomy policy implementation in increasing the school participation: Increasing the enrollment rate of elementary school, junior and senior high school, increasing the ratio and the number of primary, junior high school, high school students. The obstacles to realizing the effectiveness of the implementation. Internal: communication, human resources, bureaucracy culture, structure and management of bureaucracy. External: poverty, geography condition, awareness of parents and society on the importance of children's education.

Result and Discussion

1. The effectiveness of the special autonomy policies implementation in increasing the School Participation in Fakfak Regency West Papua

The existence of special autonomy granted by the central government to the Papuan region's main objective is to reduce the development gap between western and eastern Indonesia or the imbalance of development in Java and Papua. Java-centric development creates a huge gap of inequality of development, especially Papua's natural resources are more enjoyed by people in Java in the form of

development, one of which is the Freeport mining.

The central government creates special autonomy policy and fund to respond to the imbalance of development in Papua due to the many explorations of natural resources taken by the central government and the lack of development in Papua. Therefore development in Papua lags behind compared to development in Java. Through the decision of the central government stabilized policy is in line with the theory presented by Dye that the government's actions are policy. The existence of special autonomy and fund is a central government policy that should be well-responded by the local government in Papua, especially in Fakfak Regency. Based on the response given by the local government, the policy could not be implemented in the development. The local government could not create a policy capable to improve human resources quality and regional development to improve human resources and local development. Based on the field observation, the school building is quite feasible but there's a minimal amount of class facility. The policy is the overall effect of a policy on real-life conditions (Dye, 1981). According to Dye (1981) and Anderson (1984), all forms of benefits and costs of policies, both direct and future, must be measured in the form of symbolic effects or real effects. Output policy is a variety of things done by the government. For example, the construction and rehabilitation of roads and bridges, payment of welfare benefits or professional allowances, including professional allowances of certified teachers, the arrest of criminals and corruption (corruption, collusion, and nepotism), or the holding of public schools (free schools). The activity is measured by a certain standard.

Implementation of the policy is done in an effort to achieve the policy objectives. The achievement of goals is concerned with effectiveness. Dunn (2003) suggests that effectiveness is concerned with whether an alternative achieves expected outcomes, or achieves the objectives of the action. Megginson (in Devung, 1988), describes effectiveness as the ability to do the right thing or get things done properly. This includes the selection of the most appropriate targets and the selection of appropriate methods to achieve those objectives. Handayani (1990) cites Emerson's definition of effectiveness, which states that effectiveness is the measurement of the achievement of a predetermined goal.

Referring to the meaning of the effectiveness of the implementation, this research defines the effectiveness of policy implementation is the extent of special

autonomy policy implementation the Fakfak Regency West Papua is able to achieve the expected target. The expected target in this regard is to increase the School Participation in Fakfak Regency West Papua.

2. Constraints on the effectiveness of the special autonomy policies implementation in an effort to increase the School Participation in Fakfak district of West Papua

In the implementation of a policy in this case the special autonomy of Papua is in the spotlight and is an effort to reduce the turmoil caused by inequality that demands independence of Papua. The existence of this special autonomy policy is expected to moderate turbulent condition. Special autonomy policies coupled with the autonomy fund, in particular, should be used as well as possible and as much as possible for development, especially human resources development and infrastructure facilities in improving the development process itself.

Measuring a policy is aimed at evaluating one's own policy, to determine how the existing policy works. Therefore the running policy can continue to be evaluated until the results are no longer relevant to the facts.

The policy should be drafted more carefully. There is a need for guidance prepared in creating a strategic policy. A strategic policy for the implementation of this special autonomy aims to improve education. It is conducted to increase human resources. Therefore this is supported by the increase of special autonomy funds. Nevertheless, the implementation of particular special autonomy policy has not borne any fruit. In order to ensure the development can run well, it requires a huge amount of funds and keen supervision. Special autonomy funds must be monitored properly due to the vulnerability to the occurrence of irregularities and a low number of budget users.

Conclusion

Papua's Special Autonomy Policy has been running since 2002 based on the Special Autonomy Law of Papua 2001. Fakfak Regency receives special autonomy fund which is expected to improve the standard of living and welfare of the people so that it can reduce the gap with other regions both within the Province and outside the Province. The Special Autonomy in the education sector has not been well implemented by Fakfak Regency Government. There is no feasible educational

supporting facilities and infrastructure. The special autonomy fund and governance is a big boon to Papua. Despite so, it was not handled properly, especially to improve education competitiveness in Papua and Java. Therefore it requires time to be properly maintained.

The amount of the Special Autonomy Fund should be able to accelerate the development speed. The Community hopes that the Regent of Fakfak would fulfill their promise by performing their mission vision as expressed during the campaign. The campaign focused on improving the education sector in Fakfak Regency, up to inland villages or cities. 30% of Special Autonomy Funds implemented in Fakfak Regency West Papua education sector has not been realized completely. The first changes occurred was school fee exemption for elementary up to high school level policy. Another policy implemented was to build 22 school building in Fakfak Regency West Papua.

References

- Abdullah, S. (1987). *Study Implementasi Latar Belakang Konsep Pendekatan dan relevansinya dalam Pembangunan*. Ujung Pandang: Persadi.
- Anderson, J. E. (1979). *Public Policy Making*. New York: Holt, Rinehart, and Winston.
- Badan Pusat Statistik Kab. Papua Barat. (2012). *Fakfak Dalam Angka*. Papua Barat: BPS Papua Barat.
- Bungin, M. B. (2007). *Penelitian Kualitatif: Komunikasi, Ekonomi, Kebijakan Publik, dan Ilmu Sosial Lainnya*. Jakarta: Kencana.
- Dunn, W. (2000). *Pengantar Analisis Kebijakan Publik*. Translated by Samodra, W., et al. Yogyakarta: Gadjah Mada University Press.
- Drucker, P. F. (1988). *Management: Task, Responsibilities, Practices*. London: Butterworth and Heinemann.
- Handyaningrat, S. 1990. *Pengantar Studi Ilmu Administrasi dan Manajemen*. Jakarta: Haji Masagung.
- Islamy, I. (1997). *Prinsip-prinsip Perumusan Kebijaksanaan Negara*. Jakarta: Bumi Aksara.
- Jones, C. O. (1977). *An Introduction to The Study of Public Policy (2nd Ed)*. Massachusetts: Duxbury Press.
- Dye, Thomas R. 1981. *Understanding Public Policy*. 3th (Englewood Cliffs, NJ; Prentice Hall.
- Mardalis. (1999). *Metode Penelitian Suatu Pendekatan Proposal*. Jakarta: Bumi Askara.
- Marimba, A. (1980) *Pengantar filsafat pendidikan Islam*. Bandung: N. V. Alma'ari.
- Miles, M. B. & Huberman, A. M. (1992). *Analisa Data Kualitatif*. Jakarta: UI Press.
- Moleong, L. J. (2006). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosda Karya.
- Ruslan, R. (2003). *Manajemen Public Relations & Media Komunikasi*. Jakarta: PT. Raja Grafindo Persada.

- Silalahi, U. (2009). *Metode Penelitian Sosial*. Bandung: Refika Aditama.
- Singarimbun, M. & Effendi, S. (2011). *Metode Penelitian Survei*. Jakarta: Pustaka LP3ES.
- Soenarko. 2000. *Public Policy: Pengertian Pokok Untuk Memahami dan Analisa Kebijakan Pemerintah, Second Edition*. Surabaya: Airlangga University Press.
- Sumoprawiro, H. (2002). *Pembaruan Birokrasi dan Kebijakan Publik*. Jakarta: Peradaban.
- Tobi, K. T. L. (2014) *Pelaksanaan Kebijakan Otonomi Khusus Dalam Rangka Meningkatkan Kesejahteraan Masyarakat Di Distrik Jayapura Utara Kota Jayapura*. JAP FISIP UNSRAT, 2(3).