

## DECENTRALIZATION AND QUALITY SCHOOLS: LOCAL POLITICAL DYNAMICS

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### Abstract

This research examined the role of local politics in supporting school improvement in Kebumen and examines the efforts of school stakeholders in improving the quality of schools in Kebumen. This study found that local politics is very important in realizing the quality of schools. Local elite joined the ranks of the board of education and the House of Representatives, and NGOs to be decisive political dynamics of education at the local level. Meanwhile, at the school level tactics and strategy relies heavily on the ability of the principal in influencing and implementing ideas to actions taken by the subject teachers, guidance counseling teachers, administrative staff, and the school committee including parents.

Keywords: local politics, political dynamics, local elites, quality of schools.

### Introduction

Decentralization of education into a worldwide phenomenon that gained since the last three decades. In some European countries since the 1980s have a strong desire to move the power and responsibility in education from central government to local government. Removal efforts are in fact not an easy task. It is caused by the presence of tradition still is centralized education system until the end of the 1970s in a number of European countries. The tradition of the education system was controlled by the central government such as in Spain, France and Italy, or held by federal states in Germany [1].

Davies et al [2] argued that decentralization as a function of government be a panacea (panacea) or sometimes as a mantra in the global discussion about good governance even be a form of decision-making more effective. It is based on some evidence that decentralization will increase the responsibility of the government, greater community participation, planning and implementation can be more flexible, the provision of public services more efficient and cheaper.

Meanwhile, in general, the use of decentralized formulation is usually anchored in the statement Rondinelli et.al [3] who states that, "as the 'transfer of responsibility for planning, management, and resource-raising and allocation from the central government and its agencies' to either the lower levels (territorial decentralization) or more specialized units of government (functional decentralization). Rondinelli formulation emphasizes that decentralization as a policy of transfer of authority planning, decision-making or administration of the central government to field organizations, local administrative units, semi-autonomous organizations and formed the state (parastatals), local government or NGO[4]. When examined in this formulation turns out they were attempting to show a trend towards decentralization of administration or territorial and functional, so that will be used in the functions of government and politics is also applied in other fields. fact by Hidayat

formulation can be used to observe the motion step Governmental Organization Organisations (NGOs). Perhaps it was the refuge to the functional decentralization. Hence, this formula can also be used for more education one of the areas of government care.

In line with the above, the Indonesian government to implement a policy of decentralization and regional autonomy that is regulated by law. No. 22 of 1999 on Regional Government which was then replaced by Law No. 32 of 2004 as the real solution of the wishes of the people in this global era. The law confirms that there is a transfer or surrender the authority of the central government to local governments, especially counties that enable foster creativity, innovation and improvisation in the development efforts in this regard are education[5].

The transfer of management authority is of course expected to improve the quality of education. Improving the quality of education or the quality of schools can not be released by the efforts made by the regent (top leader) and the local elite. They became the driving force education or school principals in achieving a better quality of schools. A number of ideas from the regents and the local elite into a political platform which is then applied at the local school level.

Based on the background of the problems above, this paper seeks to examine two issues as follows. First, it examines the role of local politics in favor of school quality in Kebumen. Second, it examines the efforts of school stakeholders in improving the quality of schools in Kebumen. The selected schools are the SMP N 3 Kebumen representing public school and junior VIP Al Huda representing private schools.

### Role of Local Politics in Supporting Quality Schools

Education decentralization policy essentially aims to empower government at district and city level in managing a number of areas delegated to him. Management has influenced the constellation

of government at the district and city. District and the city government and the political elite need to rearrange the device and its agents in order to work optimally. It is caused by the limited ability of the district and the city (read: local government) and its political elite in finding and providing sufficient funds to the given workload can operate optimally.

While not every local government has a skill in digging of the "donors" were needed to finance a given workload or delegated it. There is indication that there is a tendency of local actors still awaiting orders / instructions from higher levels to manage and carry out the given tasks in order to work optimally. This may be caused by officials and local elites have long been under the system of government that is centralized. This needs to immediately change the mindset of local actors as a whole. If this can be done properly it will allow the formation of management education to the fullest. The implementation of the decentralization of education in government in Kebumen the first time during Rustriningsih Regent and Vice Regent Nasiruddin. Government is seen as a complete government in terms of the competence. Rustriningsih have the managerial skills of government were quite adequate. He gets the science of public administration from bona fide universities: Universitas Gadjah Mada. Meanwhile, vice-regent from among the pesantren. He is one of the famous preacher in Kebumen and surrounding areas. Therefore, this government has a strong capital in empowering communities, especially in education.

Empowerment of government in improving the quality of education is carried out through a number of existing facilities through new institutions at the district and school level. The government swiftly rearranging of new institutions such as the formation of the Board of Education and the School Committee. Both of these institutions, as a new institution, is seen as the fulcrum realization of school quality. The managers of these two institutions would have to have sufficient competence. Therefore, the managers of these institutions must of course be left to the person who is able to understand the world's problems, especially education in the district schools Kebumen.

Chairman of the Board of Education is the first in Kebumen Drs. Agus Purwanto, who previously as a teacher at SMAN Gombong [6].). At the beginning of leadership Agus Purwanto trying to criticize the existence of institutions K3S (Principal Working Group) and supported by the perpetrators of critical education incorporated in SAKOBERE. K3S is regarded as one of the institutions that still smelled centralized. The institute is also considered highly influential in determining policy District Education Office and schools. It is undeniable that K3S should be able to solve the problems that exist at the school level. In addition K3S also in charge of managing the implementation of the semester replicates in all schools in Kebumen. In line with this, the school must spend a certain amount of funds which are then managed by K3S. This fee is

in addition used to cost K3S performance, also used to repeat the semester. Agus Purwanto view that K3S as a "nest" of corruption, especially in the era of leadership Barkah Hernadi [7]. In line with these criticisms also attended by NGOs are concerned about the quality of education in Kebumen [8] which states that in the era of decentralization in education right now is not to perpetuate the legacy of the centralized institutions it. Over a number of criticisms mentioned above, the agency finally K3S in Kebumen dissolved.

In addition, also the Board of Education since its establishment suggested that there is a certain amount of funds that can help students not able to but have achievements. These funds must be realized through local legislation passed by Parliament [9]. And this proposal can then be approved by Parliament and sought the Regent Rustriningsih.

Improved quality can not be performed by actors at the school level only. However, school quality improvement should be supported by local elites (who joined in Parliament, the Council of Education and NGO). The local elite believes that school improvement can not be only one party only. Therefore, a number of parties sought energetically to advance Kebumen schools in the district.

In addition, local governments are also working hard to find pedanaan to the central government through a special allocation fund. This effort was inspired by the presence of tsunami events in the District of Croton and floods and tornados in District Adimulyo [11]. The Government considers that these events require serious attention to the learning process can be run effectively. There are a number of schools that were damaged. The success of the acquisition of a special allocation of funds has affected education in the district actors Kebumen. That effort was followed by officials in the next era, even up to the present. At the present time can be seen that the school facilities and infrastructure in Kebumen relatively very adequate for learning and allow creation school quality.

Another effort made by this administration is structuring a school superintendent. In the era before Rustriningsih official overseer known only as overseers based on a particular school. The school is appointed overseer of the principals who have seen the performance of "the best". This is based on an elected school principal already has a service life of a relatively long and adequate capabilities as well as good performance. It was considered important to be able to affect optimal school performance.

However, reality proves the quality of schools in the district until Rustriningsih ruling Kebumen never ranked outside the top 32 of the 36 districts and the City. This has raised Rustriningsih government efforts to work hard to improve the quality of school rankings. One of the initial strategic effort done by changing the pattern of oversight. Rustriningsih the government also has the means to influence overseers teacher performance based on the subjects raised. It is

based on the assumption that the cutting edge of school quality is not the broad scope of the school but the teachers. Master who must be monitored in order to own a better ability in teaching and learning Master who directly deal with students. Master who was able to understand the performance of the students. Master who is able to capture the ups and downs of child quality. So, in essence the teacher should be the leading force for improving the quality of schools.

Selection of teachers to be submitted to the supervisor LPMP Central Java. District party establishes the requirements of both work and class, while LPMP as an institution that will test. This is done in order to control the selection of candidates thoroughly tested and qualified. Regional administration of the next set of results LPMP Central Java. It is based on the assumption that the elections were conducted by the LPMPs will have a better quality assessment.

The supervisory pattern during the next administration, Nasirudin (as successor Rustiningsih appointed as Deputy Governor of Central Java) was little changed. Originally superintendent of schools was based on the subject then turned into overseers subjects were also given the task by the supervisory school. This seems to be overlapping because on the one hand an overseer certain subjects in school subjects came as a supervisor, but sometimes also in some schools become a school superintendent. Hence then there is division of labor between them so as not to overlap, especially supervisory school.

The results of a number of efforts made by the local government Kebumen turns out to be enjoyed beginning in 2010 In the ranking of schools in Kebumen was ranked 24th the following year's ranking increased to 18 and in 2013 ranks 12. This suggests that effort to influence the world of education has a positive value and not one direction [12]. In fact there is an argument that has actually been a long time, the early 2000s, in Kebumen have a better quality of schools especially supported by the diversity of problems and codes the national exam.

### **Efforts in Improving the Quality of School Stakeholders School**

Decentralization of education in a number of countries basing itself on the four terms of efficiency, effectiveness, quality and access. Proponents of decentralization of education assume that the shift of authority and responsibility for the management of the central level to the local level, in this case the school level, will increase the number of terms as follows. Ainley and McKenzie [13] states that, "A range of arguments has been advanced in support of Decentralisation but a common belief is that shifting authority to schools will Enhance the quality, effectiveness and responsiveness of public education." Dimension levels of decision occupy an important position to establish the level of responsibility the school has a

large formal. The decision to be made by the school assumed that the capacity of its resources both internally and externally have had considerable ability. Proximity to existing resources will be put to decision-makers at the school level have more professional expertise through experience and knowledge.

The decision makers are in a position to solve the problems at the micro level. They will solve the existing structure and then create a framework to be applied to them. However, these decision-makers are not necessarily always be removed from the framework to improve the quality of the school. The efforts made by the two selected schools in the Kebumen 3 bumen and SMP SMP Al Huda Kebumen VIP showed no differences in school quality improvements in both strategy and tactics.

Decision makers in SMP 3 Kebumen not so troubled by the quality of the existing resources. School was once used as an International School for two years running. Please also note that this school has long turned out to be a school that was ranked two or three in Kebumen, who always competes with SMP 2 Deal. Positions that coincide with the school SMPN1 Kebumen makes this "will not be able to" be the best / rank 1 in Kebumen.

This inability is seen as a fairness, because the quality of SMPN1 Kebumen since the 1970s has been ranked first. When SMPN3 into international schools seem to be able to shift positions SMPN1 Kebumen especially in the second year as an international school, by a margin of 0.11. According to Sardi [14] as the principal for 2010-2012 states that if there is no change of policy on the international schools in the next year will certainly SMP 3 was ranked one in Kebumen. This belief is based that before he became head of SMP 3 was ranked three by a margin of two-digit numbers (2), while during his two years can obtain a value of less than 0.11 and it can be accomplished with existing resources.

Meanwhile, Al Huda Junior VIP working with the SMPN1 Kebumen as new school, established in 2006, was able to surprise the actors, especially the private school education. This school is still young, but that's why the managers are energetic working hard to achieve a quality school. As realization to achieve this goal, the school takes advantage of the teacher is very close to the chairman of the foundation that will assist in managing the school [15]. This is based on the quality SMPN1 have enough qualified teachers and also many alumni who became a teacher at the school.

Al Huda VIP junior high school students then participate in a trial school at SMPN1 Kebumen. It is based on the assumption that students will be able to gain experience in working on the trial. Trials carried out eight times during the year. Even the response correction implemented by the corrector of SMP 1 and the results are sent to the school. The results of the experiments performed apparently increased the confidence of junior high school students of Al Huda VIP. It is evident that the value of the experiments carried out it has the result of

increasing. Even the national exam results forces first occupied the first rank to private schools while private and public schools rank ranks six [16].

While a number of senior teacher or other teacher groups remain involved to solve the problems of teaching and learning that occurs in schools autonomously. It is based on the consideration that basically they were the most knowing good fundamental issues about the ability of the students, learning resources, curriculum and teacher itself, so the learning process will be more effective and quality [17].

Even in SMP 3 Kebumen in cooperation with the alumni held a very important sejumbah facilities including a mosque, two classrooms and help the bike as much as 50 pieces. Bike as much as it is used by students as a means of transportation. Help bike is intended for students not able to and away from school. Help is only valid for one year. If it is due to arrive then the student must return the bike to school. However, if in the next year the student is still deemed not able to also be facilitated again by using the bike in the previous year. When the student concerned shall move or pass then the bike should be returned to the school in a state worthy to be used. This effort is to help the facility to the needy students and also as a strategy to attract potential students who are deemed smart but not able to get into the school. This effort was supported by the school committee and parents.

In addition, the strength of the resources of the school committee and parent support will also be optimized. School Committee will do all it can to support the planning and funding required by the school. This is of course the school committee "more used" as a legitimate means of financing search. If this happens of course the performance of the school committee away from the task at hand load. While the parents were engaged by the school as partners with regard to the process of improving student learning outcomes. Parental involvement presupposes that the student will get a more intense educational process at home. Parent participation have greater opportunities to improve the conditioning of certain behaviors to students. But no less important is the parents will be able to assist the teachers homework given to students. Support the participation of the parents will have a positiv effect on student achievement results [19]. Be aware that the first learning process for parents or children are at home. The success of the education of the parents in the house would determine the success of learning in school. Moreover, learning from home have a lot more time and has been since childhood, even while in the womb.

## Conclusion

Local politics are conducted by the local government district in education Kebumen preceded by Rustriningsih leadership. He has to change the supervisory efforts, the special allocation fund search and selection are performed by supervisors

LPMP Central Java. In addition there is the support of local elites (Council, Board of Education and NGO). This effort seems to be able to influence the educational actors in Kebumen. The final result is no increase in the quality of schools, though long after his leadership.

Meanwhile, efforts made by schools selected in this study have different strategies and tactics, but in essence both schools want the best quality school. Both of these schools to improve the quality has significant differences resulting from experience and quality managers. Therefore, management training schools and learning become very important to be implemented continuously.

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