



Synergy of Public Administration and Education in Efforts to Improve the Quality of Education in Indonesia

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ABSTRACT

Education plays a central role in developing superior and competitive human resources. However, challenges in improving the quality of education remain significant, including unequal access, inadequate infrastructure, and uneven distribution of educators. This research aims to identify the role of public administration in the education sector, explore the ideal synergy between public administration and education, and formulate strategies for enhancing educational quality. A literature review approach is used to analyze the synergy between public administration and education in improving educational quality in Indonesia. The sources of literature include scholarly journal articles, reports from educational institutions, government policies, and statistical data from official agencies. The research findings indicate that the synergy between public administration and education is crucial for enhancing educational quality. The ideal synergy involves effective coordination between central and local governments, as well as the involvement of the private sector and the community. Strategies for improving educational quality through inter-agency cooperation include collaboration between educational institutions and the government, networking among schools, developing teacher training, providing access to technology, conducting joint research, and implementing supervision. Recommendations from this research include increasing regional involvement in policy formulation, enhancing oversight, and strengthening partnerships with the private sector.

Keywords: synergy, public administration, education, education quality



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INTRODUCTION

Education plays a strategic role in the development of a nation. Good quality education will produce superior and competitive human resources, contributing to national progress. In Indonesia, efforts to improve the quality of education still face various challenges, including access disparities, quality infrastructure, and imbalanced distribution of educators across regions. The Gross Enrollment Ratio (GER) for higher education is still relatively low compared to other education levels. Data from Badan Pusat Statistik (BPS) (2023) at the provincial level shows a significant gap in the GER for higher education, with the lowest figure being 18.19% in the Bangka Belitung Islands and the highest being 74.08% in Yogyakarta.

Public administration, which manages policies and resources in the education sector, plays a key role in ensuring the effective implementation of education policies. Without strong synergy between public administration and educational institutions, the achievement of national education objectives will not be optimal. Therefore, the synergy between these two elements is crucial for improving the quality of education in Indonesia.

Although public administration plays a central role in managing education policies and resources, there are still various challenges that hinder the optimal implementation of educational policies, particularly regarding the synergy between the government and educational institutions.

Based on the indications of the problem, the formulated research question is: How can the synergy between public administration and education play a role in improving the quality of education in Indonesia? The objectives of this research are: 1) To identify the role of public administration in the education sector. 2) To explain the ideal synergy between public administration and education. 3) To formulate strategies for improving the quality of education through inter-agency collaboration.

LITERATURE REVIEW

Public Administration and Its Role in Education

Public administration serves as a bridge between the government and the community. According to Stillman (2010), good public administration can enhance the efficiency and effectiveness of education policy implementation. Law No. 28 of 1999 concerning the Implementation of a Clean and Free State from Corruption, Collusion, and Nepotism is the foundation for development and governance at both central and local levels as part of efforts to achieve good governance. This law serves as the main basis for applying the concept of Good Governance in government administration, aiming to build the image of the government as a provider of fair services to the community.

Good governance is a key issue in public administration management, reflected in the increasing public expectations of state organizers in various institutions, such as government, legislative, and judicial bodies, to implement good governance (Azhar & Azzahra, 2020). According to the United Nations Development Programme (UNDP), the principles needed in good governance practices include: (1) Community Participation, (2) Rule of Law, (3) Transparency, (4) Business Orientation, (5) Consensus Orientation, (6) Equity, (7) Effectiveness and Efficiency, (8) Accountability, (9) Strategic Vision.

Public administration in the education sector encompasses various activities such as policy planning, budget management, and monitoring education policy implementation. The role of public administration is crucial in ensuring that policies formulated at the central level can be effectively implemented at the local level.

According to Zubaidah (2017), one important role of public administration in education is the allocation of education budgets. The allocation of Indonesia's education budget, according to the Fourth Amendment to Article 31 Paragraph 4 of the 1945 Constitution, prioritizes at least 20% of the state budget (APBN) and local budget (APBD) for fulfilling the needs of national education implementation. The use of the education budget should adhere to the principles of Good Governance. However, according to Kuraesin (2024), the allocation of education financing of 20% includes salaries, which reduces educational financing. This affects the quality of educational infrastructure, such as access to books, learning facilities, and qualified teachers.

Synergy in the Education System

The national education system regulated by Law No. 20 of 2003 emphasizes the importance of the roles of all interconnected education components in achieving national education goals. As a system, effective education management requires each element to function in an organized and synergistic manner, creating a comprehensive good governance process. The separation of authority between provincial and district/city governments is seen as an effort to optimize education management at each level while ensuring integration and collaboration to improve school quality in the regions. Thus, provincial and district/city governments need to create a shared understanding in their efforts to enhance educational quality, ensuring that the policies adopted can operate synergistically and integratively (Regional Research and Development Agency of Lampung Province, 2019).

The ideal synergy between public administration and the education sector includes good coordination between the central government, local governments, and educational institutions at the local level. Silalahi (2011) emphasizes that synergy requires coordination to align various activities conducted by individuals or units within a group to achieve common goals. Thus, synergy is essentially an effort to build and ensure productive cooperation and harmonious partnerships among various stakeholders to realize effective and quality public policy implementation (Satibi et al., 2023).

Challenges of National Education

Amid rapid global development, national education faces various challenges that need to be addressed to ensure progress and competitiveness. One pressing issue is the challenges arising from two main aspects: internal and external challenges. According to Herawati and Mutiawati (2019), national education currently faces two main challenges: internal and external. From the internal perspective, Indonesia faces studies showing that the quality of education in this country ranks low. Meanwhile, external challenges arise from rapid and significant changes in the global strategic environment, requiring Indonesia to be ready to compete and produce superior and competent human resources to compete at both national and international levels. To improve the low quality of education, public administration plays a crucial role in providing adequate educational facilities and promoting cross-sector collaboration. This includes the development of infrastructure, training for educators, and enhancing access to learning resources, thereby creating a better learning environment that supports the overall achievement of educational goals.

RESEARCH METHOD

This research uses a thorough literature study approach to analyze the synergy between public administration and education in improving the quality of education in Indonesia. The literature sources used include scholarly journal articles, reports from educational

institutions, government policies, and statistical data from official agencies such as BPS and the Ministry of Education, Culture, Research, and Technology. This literature study encompasses various publications from 2017 to 2023, providing theoretical and empirical perspectives on the challenges and opportunities for synergy between public administration and education in Indonesia.

DISCUSSION

The Role of Public Administration in the Education Sector

Public administration in the education sector has several important roles, including:

1. **Education Policy Planning**
The government is responsible for formulating education policies that are relevant and aligned with community needs. The Ministry of Education, Culture, Research, and Technology (2022) generally indicates an increase in budget allocation across almost all national priority programs, including Vocational Education and Training Programs, Early Childhood Education and Compulsory Education for 12 Years, Higher Education Programs, Language and Cultural Advancement and Preservation Programs, and Quality Teaching and Learning Programs.
2. **Management of Education Resources**
Allocation of budgets and resources, such as School Operational Assistance (BOS), is crucial in achieving the goals of the 9-Year Compulsory Education, ensuring equity and justice in education, and enhancing the quality of the teaching and learning process. According to Latifah (2017), the BOS is vulnerable to misuse, with allocations often not targeting the right needs. Additionally, the BOS is allocated equally to all schools nationwide, regardless of the fact that each school has different needs and challenges. Delays in the disbursement of BOS funds also pose significant issues.
3. **Supervision**
The government, through public administration, is responsible for overseeing the implementation of education policies on the ground. This supervision includes school accreditation, teacher qualifications, and student achievements.

Ideal Synergy between Public Administration and Education

The synergy between public administration and education is a vital collaboration in enhancing the quality of education and public service. To achieve this goal, several key aspects must be considered. These aspects are relevant not only to create a better education system but also to optimize the overall performance of public administration.

Key aspects of synergy include:

1. **Coordination**
Coordination is key to realizing effective synergy between public administration and the education sector. This coordination encompasses collaboration between central and local governments, among educational institutions, and with various other stakeholders, such as communities, businesses, and non-governmental organizations (NGOs). Without good coordination, education policies may run fragmented, leading to inefficiencies and gaps.
2. **Community Participation**
Community participation in education refers to the involvement of parents, communities, and various stakeholders in the educational process. This participation is essential to create a sense of ownership and responsibility for the quality of

education provided. It also enhances transparency and accountability while encouraging policies that are more responsive to local needs.

3. Rule of Law
Upholding the rule of law in public administration and education is a crucial prerequisite for creating a fair and equitable system. A strong legal system ensures that education policies are implemented according to applicable regulations and that the rights of students and educators are protected. Furthermore, clear and firm laws can minimize corruption or abuse of power in managing education.
4. Transparency
Transparency in public administration is a vital principle, especially concerning the management of education budgets. Openness in the use of education budgets can reduce the potential for corruption and misuse of resources, ensuring that education funds are used for the right purposes. For instance, transparency in the allocation of BOS funds is expected to enhance the quality of education in public schools, particularly in poorer areas.
5. Business Orientation
The relationship between the education sector and the business world is critical to ensuring that the education provided meets labor market needs. This cooperation may include developing curricula that align with industry requirements, practical skills training, and job placement for graduates.
6. Consensus Orientation
A consensus-oriented policy-making process ensures that all parties involved in education, from the government, educators, parents, to the community, have a voice in policy formulation. With consensus, education policies become more inclusive and acceptable to various segments of society. The deliberative planning process (musrenbang) is often used to formulate education policies at the local level, involving various parties in decision-making.
7. Equity
Equity in access to education is a fundamental aspect of achieving an inclusive and fair education system. Education should be accessible to all segments of society, regardless of social, economic, or geographical backgrounds. One way to achieve equity is to provide balanced funding and ensure that educational quality is not influenced by students' socio-economic status. The School Operational Assistance (BOS) and the Smart Indonesia Card (KIP) are concrete examples of government efforts to create equitable access to education across Indonesia.
8. Effectiveness and Efficiency
Effectiveness and efficiency refer to how well educational policies can achieve predetermined goals while utilizing minimal and appropriate resources. Effective education will produce quality graduates, while efficient education will maximize the use of budgets and resources to achieve its objectives.
9. Accountability
Accountability refers to the obligation of every individual or institution involved in education to justify their performance to the public. In the context of education, this means that the government, schools, and educators must be able to explain and be accountable for the use of funds and educational outcomes.
10. Strategic Vision
A strategic vision in education is essential for setting clear long-term directions for the development of the education sector. This vision includes the goals and priorities that must be achieved in the long term, as well as concrete steps needed to achieve them. The National Medium-Term Development Plan (RPJMN) serves as a strategic

guideline for advancing education, which includes efforts for educational digitalization, improving teacher quality, and ensuring equitable access to education.

Strategies to Improve Education Quality through Inter-Agency Cooperation

Strategies that can be implemented include:

1. Strengthening the Decentralization System

The government must strengthen education decentralization so that regions have the flexibility to manage education according to local needs. Sumpena et al. (2022) state that education decentralization aims to bring decision-making closer to the needs of stakeholders, allowing educational development to align more closely with regional characteristics while optimizing the potential of communities. One example of the implementation of education decentralization can be seen in the Vocational High School (SMK) program, which is tailored to meet local industry needs. Several regions, such as West Java and East Java, have developed SMK curricula that include specific skills required by local companies, such as information technology or sustainable agriculture. This allows students to receive relevant education that can be directly applied in the local workforce. However, education decentralization also faces various challenges, including differences in capacity and resources between regions, which means some areas are less capable of managing education effectively. Additionally, there is a lack of training for school principals and teachers in implementing curricula that align with local industry needs, and insufficient coordination between central and regional governments, which can lead to inconsistencies in education policies.

2. Partnerships between Schools and Industries

Establishing cooperation with the industrial sector to develop curricula relevant to market needs. Internship and job training programs can help students gain practical experience and enhance the skills required.

3. Collaboration between Educational Institutions and Government

Building synergy between schools, universities, and local governments to design educational programs that meet community needs. This includes developing policies that support improvements in educational infrastructure and training for teaching staff. The Ministry of Education, Culture, Research, and Technology (2022) continuously collaborates with various educational and cultural stakeholders to optimize performance, thus impacting the effectiveness and efficiency of budget usage.

4. Networks among Schools

Encouraging schools to share resources, experiences, and best practices. Through forums or associations, schools can exchange information and strategies for improving the learning process.

5. Teacher Training Development Programs

Collaborating with training institutions to conduct workshops and seminars for teachers, enabling them to continuously develop innovative teaching skills and methodologies.

6. Providing Access to Technology

Collaborating with technology companies to provide tools and digital resources that support learning. This may include training on technology usage for both teachers and students.

7. Joint Research

Promoting cooperation between educational institutions and research agencies to conduct in-depth studies on educational issues, resulting in data-driven policy recommendations.

8. Student Exchange Programs

Organizing student exchange programs between educational institutions, both domestically and internationally, to broaden students' horizons and experiences.

9. Tighter Oversight

The government needs to conduct stricter oversight of the use of education funds, especially in regions prone to corruption or lacking management capacity.

CONCLUSIONS

1. The synergy between public administration and education is a key factor in enhancing the quality of education in Indonesia. Public administration is responsible for policy formulation and implementation, while the education sector is responsible for execution in the field. Both sectors must work closely together to create a responsive, inclusive, and high-quality education system.
2. Public administration plays a crucial role in managing education policies, from planning to implementation and supervision. The synergy between public administration and educational institutions must be strengthened through better coordination, appropriate resource allocation, and ongoing training and supervision. Thus, the quality of education in Indonesia can be significantly improved.
3. Strategies to enhance education quality through inter-agency cooperation include strengthening decentralization for local management, partnerships between schools and industries in curriculum development, and collaboration between educational institutions and government for relevant programs. Networks among schools to share best practices, teacher training, access to technology, and conducting joint research for data-driven policies are also essential. Student exchange programs can broaden perspectives, while tight oversight of education funds is necessary in high-risk areas.

RECOMMENDATIONS

1. The central government should provide greater space for local governments in formulating education policies that align with local needs.
2. The government should strengthen oversight mechanisms in the use of education funds, especially in remote areas.
3. The government should encourage stronger collaboration with the private sector in supporting education programs.
4. Education decentralization should be more flexible, granting more autonomy to regions to manage their education systems according to their needs.

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