

Accountability of Regional Heads in Accelerating Education Development in Jambi Province

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Abstract: This study aims to examine the accountability of regional heads in accelerating educational development in Jambi Province. The question in this study is why the accountability of regional heads has not been able to accelerate education development in Jambi Province. This study uses a qualitative research approach that is descriptive analytical. Data collection was carried out by using observation, interview and documentation techniques. Determination of research subjects using purposive sampling technique. Data analysis techniques with data reduction, data presentation and drawing conclusions and verification. Reliability with extension techniques, participation, accuracy of observations and data triangulation. The results of this study indicate that the accountability of regional heads in accelerating education development in Jambi Province is carried out in the form of a five-year education program or master plan, then strengthening education human resources through a number of training, upgrading, activation of professional work groups and provision of facilities and infrastructure according to existing programs. . Factors that affect the accountability of regional heads in accelerating education development in Jambi Province are the commitment of education human resources to work innovation is still weak, qualifications and competencies of education human resources are weak, the effectiveness of completing district education programs and training is still limited. Efforts to overcome the accountability problems of regional heads in accelerating education development in Jambi Province are carried out by; a) open to receiving suggestions, opinions and criticism related to education. b) improve work information systems. c) increasing the work of educators and education personnel. Increase motivation and supervision of the work of subordinates, and e) increase the learning achievement of students. The conclusion of the study is that the accountability of regional heads has not been able to accelerate education development in Jambi Province, because accelerated development is still a formality, does not lead to program effectiveness..

Keywords: accountability of regional heads, Educational development.

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I. INTRODUCTION

One of the visions and missions of developing Jambi Province is to improve the quality of education. Quality is relative. Size of fulfills the needs, wants and expectations of people.^[1] For this reason, it can be said that people can define quality based on their own criteria as follows: beyond one's imagined and desired self; conformity between desire and reality of service; very suitable in use; always under continuous improvement and refinement; from the start there were no mistakes; to make customers proud and happy; and there is no defect or damage.^[2]

Education quality is education that is capable of carrying out the process of maturing the quality of students which is developed by freeing students from ignorance, inability, helplessness, untruth and from bad morals and faith.^[3] Quality improvement cannot be separated from the concept of education quality, because improving the quality of education is determined by increasing aspects / indicators of the quality of education itself. Until now, there has been no clear agreement on the definition of education quality. The literature that discusses the quality of education is still relatively limited. Sallis argued that the concept of quality can be viewed in terms of absolute and relative, rare and expensive are two important values in the concept of quality. Meanwhile, from a relative point of view, quality has two aspects, namely compliance with specifications and meeting customer needs.^[4] This statement shows that the concept of quality is not easy to build, because from these two definitions of quality it means that quality depends on the person who gives the assessment. In this

case, the quality according to someone is not the same as according to others.

Improving the quality of education is one of the local government policies in the education sector. So far, local governments have made many efforts to improve education. There is, conducting teacher training, providing educational books, developing existing curricula and issuing laws and regulations. In addition, the government has also added school buildings, laboratories, computers, language laboratories and others.

Educational institutions with a business approach must also have a system and infrastructure that is imbued with a great corporate culture. This business logic which rests on a materialistic, economic, and pragmatic mindset has shifted educational practices based on the logic of philosophy, religion, politics and science as mentioned above.^[5] This is in line with the priority priorities of the elected governor and deputy governor:

1. Improve class, status of roads, airports, construction of new roads and ports
2. Accelerated development. electrical infrastructure
3. Improve the quality and availability of irrigation networks and clean water
4. Accelerate development of education, health and housing infrastructure
5. Equitable access to quality education
6. Increasing the role of religion and culture in development
7. Increasing the role of youth and sports achievement
8. Increasing social protection and welfare
9. Improve the regional economy
10. Increasing agricultural development and food security
11. Improving the quality and sustainability of water, land and mining resources.
12. Increasing the quality of climate change mitigation management and environmental conservation.
13. Improvement of good governance
14. Increased legal certainty and protection
15. Increasing gender equality.^[6]

One of the governor's priority points is the acceleration of education infrastructure development and equitable access to quality education. Work on these two aspects of educational development has begun with the elected governor. Jambi Provincial Government, also continues to strive to meet the facilities and infrastructure for education and health, within the framework of improving the quality of human resources in Jambi Province. In this regard, improving the quality of human resources must receive attention through improving the quality of services, equitable access, and the quantity of basic social services, especially improving quality education services and improving health services.^[7]

In the last decade, the world of national education has undergone several quite fundamental changes, related to the National Education System Law, management and curriculum, which were followed by other technical changes. These changes are expected in turn to solve various educational problems, both conventional and contemporary problems. In addition, these changes are also expected to be able to create a conducive climate for improving the quality of education, and developing human resources to prepare the Indonesian people to enter a universal era in global competition, especially in the field of education.

These fundamental changes, is relate to management issues, which were initially directed towards decentralization. The efforts made by the government are aimed at breaking the quality of Indonesian education which has always been hit by many problems, so that the quality of our education is still low and it is difficult to compete with other countries in the global arena.

To create quality human resources, it is necessary to optimize education, for that the Jambi Provincial government is very concerned about the acceleration of development in the world of education as stated in point 4 on the priorities of the elected governor and deputy governor. Accelerating education development in Jambi Province requires the accountability of regional heads at the district / city level who carry out a number of policies that are right on target according to the conditions of the Jambi community.

The Indonesian government through the local government has also given flexibility to regulate, fix, improve and develop education according to the needs of their respective regions, including Jambi City, Tebo Regency and Sarolangun Regency. Based on the grand tour in Jambi Province, it was found that Jambi Province has the potential in terms of accelerating educational development, if a regional head is able to be open and every program that has been launched can be accounted for properly to the public or public transparency. It's just that the problems found that:

First, regional heads are not responsive to the needs / rights of education service users. The indication is that the condition of education in Jambi Province turns out that the problem of education still has not reached all communities and there are no schools for the local community. There are no primary schools, so education is not evenly distributed. People in several areas of Jambi Province really want to establish schools for their children. As a result, to go to school, people have to go to other areas with long distances.

The condition of education in Jambi Province is still facing a lack of availability of basic and secondary education facilities and infrastructure. From the total number of school-age population (especially for the junior and senior high school education levels), the number of existing facilities and infrastructure is clearly insufficient, where the ideal condition for the ratio of students to teachers at the junior high school level is 1:15 and the senior high school level is 1: 29, meanwhile, the existing condition of the ratio of students and teachers at the junior and senior high school levels is only 1: 11. This is a future challenge for Jambi Province, faced with the estimated number of school ages that will continue their education..

Second, the service users have not been able to hold policy makers or managers accountable for their promises or decisions. Many elements of society have conveyed the real conditions of education in their respective regions, but the Jambi provincial government has not made many changes to this condition. The large number of school-age children who do not continue their education due to the distance of the school location is also a challenge for government policy and the government has not done much to accelerate education development to overcome existing problems

II. ACCOUNTABILITY OF REGIONAL HEADS

A. The Essence of Accountability

Accountability is the appropriate action as the public determines to act and achieve what they hope to achieve.^[6] According to Sagala ^[7] accountability means the obligation to make decisions to (a) be responsive to the needs / rights of education service users; and (b) the ability of service users to hold policy makers or managers accountable for their promises or decisions. based on this theory, accountability is the effort of government agencies to gain the trust of the public by showing feedback as a form of service for the income provided by the community.

Basically, accountability is the provision of information and disclosure on financial activities and performance to interested parties (Schiavo-Campo and Tommasi). The government, both central and regional, must be able to become the subject of providing information in order to fulfill public rights, that is, the right to know, the right to be informed, and the right to be heard by their aspirations. heard and to be listened to) (Mardiasmo) The dimensions of public accountability include legal accountability and honesty, managerial accountability, program accountability, policy accountability, and financial accountability. Managerial accountability is the most important part of creating credibility for local government management. Failure to fulfill the principle of accountability can have broad implications. If the community considers that the local government is not accountable, the community can demand changes in government, officials and so on. The low level of accountability can increase the risk of investing, and also reduce the ability to compete and make efficiency. Accountability is also an instrument for control activities, especially in achieving results in public services.^[8]

According to Lester R. Bittel, quoted by Mukhtar and Iskanda,^[9] Accountability is a liability, either personally or to subordinates who have been delegated by a leader, and it is the organization's obligation that they are dismissed or given the authority to perform their duties. Accountability can also be interpreted as a form of power, in accordance with the authority and human rights.

Accountability is an increase in a sense of responsibility, because it demands satisfaction from other parties. According to Sagala ^[11] accountability means the obligation to make decisions to (a) be responsive to the needs / rights of education service users; and (b) the ability of service users to hold policy makers or managers accountable for their promises or decisions.

A person has the responsibility to arrange, carry out and evaluate his / her task to achieve the best outcome. The leader is responsible for the success of his staff without fail.^[12]

Several accountability indicators can be identified as follows.

1. The growth of a culture of openness and commitment to transparency from the leader.
2. The existence of programs and processes that encourage openness to all members of the organization, as well as sanctions for anyone who violates and rewards for individuals who have done their best.
3. Organizational human resources work professionally and have integrity, trust and courage to say what is right and correct what is wrong.
4. Decisions made by the school are announced in writing and are available to every citizen in need, as well as meeting the ethics and values prevailing in the organization.
5. There is a mechanism to ensure that national education standards have been met, with the consequence that there will be accountability if these standards are not met
6. There is consistency in achieving predetermined curriculum targets and priorities in achieving these targets.^[13]

B. Accelerating Regional Education Development

1. Background for the Acceleration of Regional Education Development

Education is a public affair and problem. This means that not only the government as the holder of state control is responsible so that everyone must be involved in thinking about its progress. However, society is often improved because the governmental model is centralistic. When the government is centralistic, society is dominated by the state and the organs under it, so that there is uniformity here and there, including education. The implementation of regional autonomy changes the life of the nation and state to become decentralized. This means that a government system that requires all decisions to be based on decisions in a democratic manner by involving public participation.^[14]

The preamble to the fourth paragraph of the 1945 Constitution of the Republic of Indonesia, mandates national goals, that the Government is obliged to protect the entire Indonesian nation and all Indonesian bloodshed and to promote public welfare, educate the nation's life and participate in implementing world order based on independence, eternal peace and social justice. In order to realize national ideals and goals, the government always carries out national development in a sustainable manner. The nature of post-reform national development in the era of regional autonomy that is just, democratic, participatory and integrated has had a positive impact on the welfare of the people, but there are still gaps in regional development as reflected in the existence of 183 underdeveloped regions in Indonesia.^[15]

Indonesia is a country with a strong national potential in terms of various aspects, from geographical, demographic, natural resources and social conditions such as ideology, politics, economy, socio-culture and defense and security. Such conditions give Indonesia the opportunity to become a developed country with one important indicator, that is the welfare of the people, as stated in the 1945 Constitution of the Republic of Indonesia, there is the creation of a society that is free, united, just and prosperous. However, in reality, to achieve the desired society faces various tough challenges, in national development Indonesia still faces a large national poverty rate which is based on data from the Central Statistics Agency (BPS) until 2012 reaching 29.13 million people or 11.96% of the entire Indonesian population.^[16]

Similar to poverty, the problem of education in Indonesia is no less complicated, along with the statistics:^[17]

1) Literacy (Literacy Rate / LR)

The percentage of male population aged 15 years and over who can read and write from 2007 to 2011 data is still around 95 percent. Meanwhile, the percentage of female literate population experienced an increase from 2007 to 2010 before finally experiencing a slight decline in 2011. LR for women in 2007 was 88.62 percent, increasing to 90.52 percent in 2010 and then decreasing to 90.07 percent in 2011. Provinces with the highest literacy rate were in North Sulawesi, that is men 99.01 percent and women 98.69 percent. Meanwhile, the province with the lowest LR was in Papua province where men were 70.72 percent and LR women were 56.74 percent.

2) Education completed by residents 15 years and over

The education level of the Indonesian population has increased for the better. This is indicated by an increasing trend in the percentage of the population who completed SMP and SM + or equivalent and a decreasing trend in the percentage of the population who did not go to school.

3) School Participation

The number of people attending school tends to decrease with increasing age. This indicates that there are many people in the productive age group who do not continue their education and it is estimated that they will immediately work or get married (See Annex 3.19 for school participation rates by province).

4) Pure Participation in Elementary Schools

The net participation rate (NER) of formal primary schools in Indonesia for both boys and girls has increased from 2007 to 2010. However, data for 2011 shows that the net participation rate for primary schools has decreased. The net participation rate for male primary schools in 2007 was 93.88 percent to 91.48 percent in 2011. Meanwhile, the net participation rate for female primary schools in 2007 was 93.62 percent to 90.37 percent in 2011.

The province with the highest net participation rates for formal and non-formal primary schools is West Sumatra Province. The participation rate for primary school males in West Sumatra in 2011 was 94.25 percent and for females 92.58 percent. Meanwhile, the province with the lowest pure and non-formal primary school participation rate was Papua. In 2011, the net participation rate for male primary schools was 70.56 percent and for girls 69.63 percent.

5) Junior High School Pure Participation

The NPR of formal junior secondary school (SMP) for women in Indonesia is higher than that for men. In 2007, the NPR for male SMP from 66.01 percent increased to 66.86 in 2011. Meanwhile, the NPR for female SMP in 2007, 67.3 percent increased to 69.19 percent in 2011.

The province with the highest net participation rates for formal and non-formal SMP was Aceh Province. The participation rate for junior high school males in Aceh in 2011 was 72.58 percent and females 77.09 percent. Meanwhile, the province with the lowest pure and formal junior high school participation rate was Papua. In 2011, the male junior high school net participation rate was 45.34 percent and for girls 46.85 percent.

6) High School Net Participation

The NPR of male formal senior high school (SMA) in Indonesia increased from the 2007 data (44.82 percent) to the 2011 data (47.47 percent). However, the NPR data for formal female SMA in Indonesia has fluctuated from 2007 to 2010 (between 44.29 percent and 44.53 percent). After that, the NPR for female formal SMA increased to 48.19 percent in 2011.

The province with the highest net participation rates for formal and non-formal SMA is Aceh Province. The participation rate for SMA males in Aceh in 2011 was 61.82 percent and for females 61.02 percent. Meanwhile, the province with the lowest pure formal and non-formal SMA participation rate was Papua. In 2011, the male high school net participation rate was 32.54 percent and female 32.34 percent. See attachment table 3.20 for primary, junior high and high school net participation rates, both formal and non-formal by province.

7) Average Length of School

The average length of schooling for residents aged 15 years and over in formal education from 2007 to 2011 has slightly increased. Based on the statistical data on people's welfare, the average length of school for boys is higher than for girls. In 2007, the average length of schooling for boys was 8 years and increased to 8.3 years from 2010 to 2011. Meanwhile, the average length of schooling for girls in 2007 was 7 years and increased to 7.5 years from 2010 to 2011.

The province with the highest average length of schooling is DKI Jakarta. The average length of schooling for boys in DKI Jakarta in 2011 was 10.9 years and girls 9.9 years. Meanwhile, the province with the lowest average length of schooling was Papua. In 2011, the average length of school for boys was 6.6 years and girls were 5 years.

2. The goal of accelerating education development in the regions

The acceleration of development and growth of strategic and fast-growing areas should be encouraged so that it can create a sense of justice for the people in various regions by developing underdeveloped areas around them. The future development approach must be carried out by prioritizing a sense of justice and equity, in addition to direct community empowerment through a scheme of giving special allocation funds, including guarantee of public services and pioneering..^[18]

Regional development certainly has many aspects and problems, making it difficult for local governments to work on all these dimensions. To optimize their regional development, local governments must seek leverage which leads to determining the priority scale. According to Yappika, the success of regional development basically uses a number of leverage patterns, that is reforming the local government bureaucracy, expanding access to education for the community, improving the quality of public health.^[18]

Efforts to advance the world of education are a long-term investment, far beyond the tenure of a regional head, even up to two terms of office. This is what causes not many regional heads to put their programs in this sector because during the period of their reign and the results are not immediately felt. Not many local governments have made efforts to improve the quality of education as the main lever in achieving regional progress. However, the trend is to assume the activity of attracting investors and the development of service activities as levers of regional progress. Even so, there are several local governments that care about advancing the world of education by expanding access to education for the community as well as improving the quality of its sustainability.^[19]

3. Policies for the Acceleration of Education Development in the Regions

Policies in education development in the regions must be the foundation for carrying out development in various other fields, considering that in essence education development efforts are to build human potential who will later become actors of development in various other development fields. Philosophy in education policy is basically imbued with lofty ideals as the formulation contained in the mandate of the constitution. It is in this context that this philosophy should serve as a guide in implementing any development policies in the field of education.^[20]

Strategic policies in education that can be implemented to accelerate development are::

- a) Fostering commitment, increasing the empowerment of stakeholders, including the central to regional executive bodies and their ranks as well as the central and regional legislative through related duties and functions.
- b) Increasing the involvement of the informal sector and non-governmental organizations, especially in non-

- formal and informal education in accordance with the new paradigm.
- c) Fostering and enhancing the community's innovative creativity in developing and implementing a paradigm that is in accordance with the local culture.
 - d) Growing and improving human resources in the field of education which refers to the implementation of the paradigm.
 - e) Increase and equalize the existence of formal education or non-formal in accordance with the needs of the community and the potential development of each area.^[21]

Education policy is a necessary public policy for the implementation of education in Indonesia. Educational policy is a form of public policy that is the same as other policies in the economic, social, legal and other fields. Education policies are needed to provide legal certainty for education providers so that they are in a strong position to carry out the educational process. Policies in the education sector apply at the macro level of education only, as well as in the micro education as a unity.

III. RESEARCH APPROACH

In the aspect of research methodology using a qualitative approach. The approach used in this study concerns the accountability of regional heads in accelerating educational development in Jambi Province. The qualitative research method is a research method based on the philosophy of postpositivism, used to examine the condition of a natural object, (as opposed to an experiment) where the researcher is the key instrument, the sampling of data sources is done purposively and snowball, the collection technique is triangulation (combined), data analysis is inductive / qualitative, and research results emphasize meaning rather than generalization.^[22] To see the accountability of regional heads and the acceleration of education development, in this study, researchers attempted to examine, understand and describe what was obtained in the research field in accordance with reality. In qualitative research, efforts are made to ensure that the presence of researchers does not change the existing atmosphere, with various data collection techniques carried out by researchers fairly as they are..

This type of research is field research, research which is carried out intensively, in detail and in depth and the object is about the symptoms or events that occur in an organization or institution. So this research can also be called a case study with an approach. descriptive-qualitative.^[23] Case study or case research is research on the status of research subjects with regard to a specific or distinctive phase of the whole personality. The research subjects can be individuals, groups, institutions or communities. Researchers want to study intensively the background and environmental interactions of social units. which is the subject. The purpose of a case study is to provide a detailed description of the background, characteristics and characteristics that are typical of the case, or the status of the individual, which will then be made into a general matter.

This type of research is used to examine the accountability of regional heads in accelerating educational development in Jambi Province. In terms of methodology, this research is a qualitative research. As for what is meant by qualitative research according to Bogdan and Taylor as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. According to them this approach is directed at the background or the individual as a whole (holistically). So in this case it is not permissible to isolate an individual or organization into a variable or hypothesis, but it is necessary to view it as part of unity.^[24] The research methodology is carried out in natural conditions (natural setting).^[25] The data collected is in the form of words, pictures, and not numbers. This is due to the application of qualitative methods. Moreover, everything that is gathered is likely to be the key to what is being researched.

IV. RESEARCH RESULT

In accordance with the findings in the field regarding the accountability of regional heads, they have not been able to accelerate education development in Jambi Province because accelerated development is still a formality, and does not lead to program effectiveness. Then the following conclusions can be drawn:

1. The accountability of regional heads in creating the acceleration of education development in Jambi Province is carried out in the form of a 5-year education program or master plan, then strengthening education human resources through a number of training, upgrading, activating professional work groups, and providing facilities and infrastructure according to existing programs.
2. Factors affecting the accountability of regional heads in creating the acceleration of education development in Jambi Province are the commitment of education human resources to work innovation is still weak, qualifications and competencies of education human resources are weak, the effectiveness of completion of district education programs and training is still limited.
3. Efforts to overcome the accountability constraints of regional heads in creating the acceleration of education development in Jambi Province by: a) being open to receiving suggestions, opinions and

criticisms related to education b) improving work information systems, c) improving the performance of educators and education personnel, d) increasing motivation and supervision of the work of subordinates and e) increasing the learning achievement of students.

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