

Regional Government Innovation: Study of Educational Affairs Implementation Innovation

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Abstract—Regional autonomy provides broad space for the region to create and innovate both political and administrative. This is an opportunity for the local governments that can be used to answer the basic needs of their citizens, about the increasing access and quality of public services in matters of education. The regional government responds to these demands through various policies and innovation programs in matters of education. The purpose of this study is to describe and analyze about (1) the process of developing creative programs and innovations; (2) typology of innovation programs developed; (3) capacity of innovation of regional government heads; and (4) building a model of innovation in educational matters. This study uses qualitative and case study as the method. Data collection techniques uses: interviews; observations; and documentation study. Data analysis used in this study is data reduction, data presentation and verification or conclusions. The results of the study conclude several things: the process of developing creative programs and innovations; typology of regional government innovation programs both internal and external; educational affairs innovation programs based on the capacity of innovation of the regional heads that have some implications for the design of creative policies and programs also educational innovation nationally.

Keywords—component; regional government innovation; typology of innovation; capacity of innovation; creativity and educational innovation

I. INTRODUCTION

Decentralization provides a broad space for regions to create and innovate both politically and administratively. This opportunity is used by local governments to answer the basic needs of their citizens, namely increasing access and quality of public services in matters of education.

The integration of the development of regional innovation nationally is also still a problem. As pointed out by Taufik who argues that the issue of innovation development policies faced nationally is related to the limited understanding of policy making from stakeholders about the innovation system. There is no integrated development system for innovation in development [1].

Although meaningfully the terms innovation and reformation contain the same meaning namely change towards a better direction, and Caiden states that reform is an innovation [2]. But in the case of innovation in regional

governance, according to Orange, et al., social values must be an important center of attention [3].

Farazmand also recognizes the importance of public sector innovation and revealed in one of his books entitled: Sound Governance: Policy and Administrative Innovations, about the importance of innovation [4] as follows:

"Innovation is key to sound governance, and innovation in policy and administration is central to sound governance as well. Without innovations, governance falls into decay and effectiveness, loses capacity to govern, and becomes a target of criticism and failure. Sound governance demands continuous innovation in policies and governance processes, structures and values systems. Policy innovations in governance are essential to the adaptation and adjustment to the rapidly changing environment of the world under globalization".

Based on the views of experts who emphasized the importance of innovation in regional governance, the results of research by previous researchers showed a variety of problems in the practice of developing regional government innovations, and the fact that innovation in the administration of education was an attraction for the authors Regional Government (Study of Educational Affairs Implementation Innovation).

II. RESEARCH METHOD

This study uses a qualitative approach. In obtaining accurate, actual and comprehensive data in accordance with the problems and the focus of the research, the data collection process researchers have used data collection techniques through interviews, observation, and documentation. In this study, data will be analyzed descriptively. For the needs of research data analysis, the Spiral Model data analysis technique will be used by Creswell [5], as in the following figure.

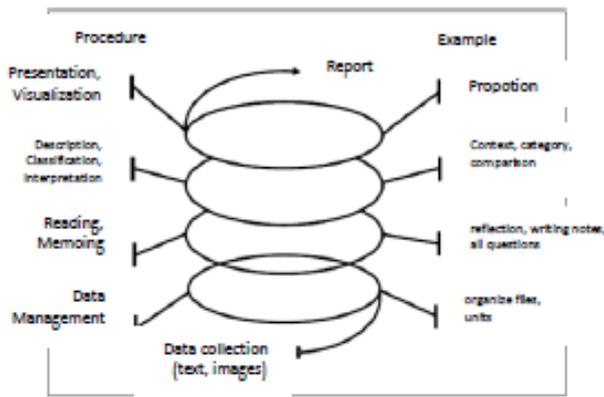


Fig. 1. Spiral model data analysis techniques.

III. RESULTS AND DISCUSSION

A. The Process of Developing an Innovation Program in Educational Affairs

In this case, the performance of various regional institutions is needed to be innovative in managing government affairs, development and public services. Innovative policy implementation in this case can be realized if the values of creativity, effectiveness, and efficiency or managerial values are put forward. The intended efficiency includes in terms of fund management and provision of incentives.

In connection with this policy innovation process, Mulgan and Albury argued that: First, "Policy innovation is new policy direction and initiatives" [6]. Walker as quoted by Suwarno argues that "Policy innovation is a policy that is new to the states adopting it, no matter how old the program may be how many other states may have adopted it". "Innovations in the policy-making process", namely innovation in the policy-making process, focuses on innovations that influence the process of making or formulating policies that require citizen participation [7]. Mulgan and Albury assert that "Policy to foster innovation and its diffusion" means that a policy is made in order to encourage innovation and spread it to other sectors and regions [6].

Roberts states that the innovation process in administering a country's government, always gets influence from three different institutional arenas, namely (1) innovation by legislative design, meaning that innovations developed by a government are part of the results of jointly formulated legislative processes between the Regional Government and the DPRD by holding democratic principles; (2) innovation by judicial design, meaning that the implemented innovation program is certainly inseparable from the control of legal rules created by legal institutions (court institutions); and (3) innovation by management design, meaning that innovation is applied based on the functions and management principles that have been created with the aim of innovation being carried out effectively, efficiently and economically [8].

Watson offers three main conditions that should be available if innovation in the public sector is to be successful. These three requirements include: (1) organizational culture

that supports and encourages the birth of innovation; (2) political support, administrators need the support of political officials; and (3) administrative competence, successful innovation must be carried out through administrative skills in an organization.

The fundamental problems that occur in the world of education, namely: (1) the aspect of accessibility, namely the occurrence of inequality in access to education for rural communities when compared to urban areas; (2) financing aspects, namely the creation of patterns of education levies; and (3) quality aspects, namely limited facilities and competent educators. These three problems are believed by the local government at that time to be the main cause of the following facts, namely (1) the low Human Development Index (HDI); (2) the higher rate of illiteracy; and (3) increasing dropout rates.

Mintzberg states that the highest controller of the entire organization is called the strategic apex element. This means that in the regional government are regional heads and DPRD, because they are the top managers in regional government organizations [9]. Similarly, when referring to Wilson's view they are top leaders who are at the executive level (the executive level) [10].

Operationally, the implementer of the innovation program on education matters is an education unit called school. This education unit is an education service group that organizes education in formal, non-formal, and informal lines at every level and type of education. The normative foundation of the existence of this education unit in the process of administering education affairs, explicitly stated in article 1 of Law No. 20 of 2003 concerning the National Education System. In Law No. 20 of 2003 also stated that what is meant by formal education is a structured and tiered educational path consisting of basic education, secondary education and higher education. Non-formal education is a pathway to education outside formal education which can be implemented in a structured and tiered manner and informal education is a pathway for family and environmental education.

The school output target is in the form of results in the number of graduates or alumni who have cognitive, affective, and skill abilities.

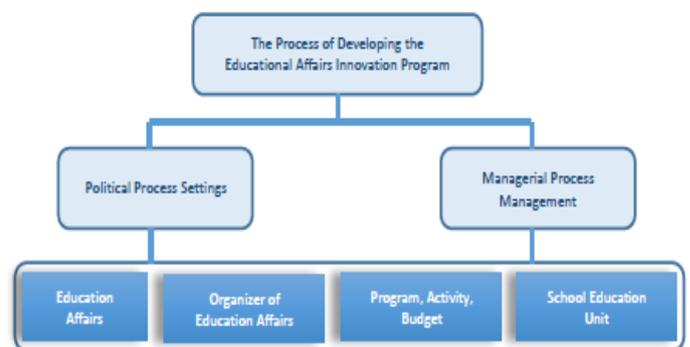


Fig. 2. Tree analysis of the process of development of the educational affairs innovation program.

The figure 2 shows how the use of inductive analysis patterns in a spiral model, which starts from a variety of information and empirical data about how the process of developing innovation by local government. Then it extends into more specific themes, namely the process of developing innovation that takes place in two processes, namely political processes and managerial processes. After that, it was more conical on a more abstract theme, namely the process of developing innovation programs carried out by regional governments in matters of education. Based on the analysis of the results of the study using several theories and concepts about the process of developing government innovation programs in educational matters, the following propositions can be formulated: (1) minor propositions 1: innovation programs on education only take place innovatively if through the formulation and formation of regional policies functions to regulate innovation programs in a democratic, participatory and responsive manner; (2) minor propositions 2: the process of developing an innovative educational affairs program that only takes place innovatively if it is supported by an innovative policy implementation process with the principles of effectiveness, efficiency, economics and professionalism.

B. Typology of Educational Affairs Implementation Innovation Program

Eggers and Singh classifies sources of innovation in government organizations, including regional government, from four axes, namely (1) internal partners, namely innovation through renewal of internal government organizations; (2) government employees, namely innovation through collaboration that focuses on impact; (3) external partners, namely innovation through partnerships and networked government; and (4) innovations can be sourced from citizens, namely government innovations that are born because the government is very responsive and encourages citizen participation in government activities [11].

Innovation programs are sourced from internal partners of regional government. Types of innovation programs namely Character Education, Early Age Education, Free Education, and Life Skill. Rogers, one of the leading authors of innovation books, explains that innovation is an idea, practice, or object that is considered new by individuals (one unit) and adopted by others [12].

Sherwood, that innovation as one of the characteristics of organizational flexibility is not just doing something new, finding something new, or bringing a new idea as the definition of innovation in general. He said, innovation as a process requires four stages, namely: (1) the stage of submitting an idea that is having an idea first; (2) the evaluation phase of the idea to be followed up; (3) the development stage, which is to refine the idea from concept to reality that produces something; and (4) the implementation stage, which is to make the idea truly materialize [13].

Cohen and Elmicke who suggest that public sector management innovation is always related to the design and management aspects of a policy and program [14]. Rogers's and Shoemaker as quoted by Osborne and Brown that innovation has several attributes as follows: (1) Relative

Advantage means that an innovation must have more advantages and values than other innovations or previous innovation. (2) Compatibility, meaning that innovation should be compatible or compatible with the innovation that is being replaced and the environment in which innovation is applied. (3) Complexity, meaning that with its new nature, innovation has a level of complexity that may be higher than previous innovations. (4) Triability or the possibility of trying, meaning that innovation can only be accepted if it has been tested and proven to have more advantages or values than the old innovation. (5) Observability means that an innovation must be observed, especially on the side of how an innovation operates and produces something better [15].

Eggers and Singh the sources of innovation mentioned above can be explored through several innovation strategies, namely: (1) Cultivate, through the strategy of "processing" sources of innovation from internal self-government. (2) Replication, government organizations create systems or ways to identify and adopt other forms of innovation; (3) Partners, a strategy in which the government partners with government agencies internally and partners with third parties such as contractors and nonprofit organizations; (4) Network, the government's strategy to build networks for external parties; and (5) open source, the government's strategy to open as widely as possible to external parties who have the necessary resources [11].

Theoretically according to Behn, that there are four different processes in applying an innovation that is commonly developed, including: (1) Diffusion. "The somehow people will learn how to get a better approach." (2) Transfer. "The friends will tell friends about how they are getting better approach." (3) Propagation. "We ought to help people learn how to get a better approach". (4) Replication. "The we want to learn from others who know how to get a better approach" [16].

When referring to the results of this study, it seems that the relevant strategy is an innovation replication strategy when it is associated with several views on strategic concepts of governance innovation developed by Eggers and Singh, and Behn [11,16]. This is reinforced by the view of Sumarto an expert and researcher in innovation practice in Indonesia, who concluded that basically the most appropriate strategy used by the government in developing innovation is replication of innovation [17].

The researcher explained that although etymological replication means imitating, which often connotes "negative" i.e. duplication, repetition, not creative, even losers. In fact, in the context of public policies and services, replication is an action that must be encouraged so that reform takes place more widely and quickly. Through replication, there is acceleration that is not as expensive if the change starts from zero. So, the probability of successful replication is greater than starting an initiative without reference at all.

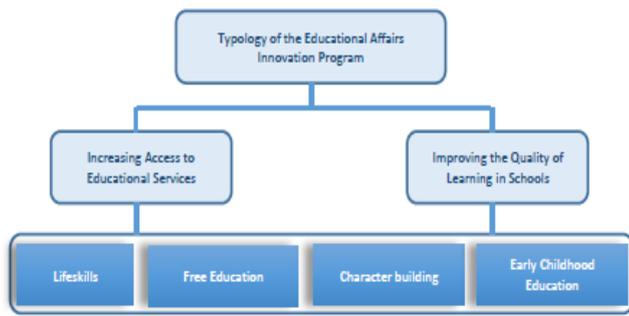


Fig. 3. Tree analysis type of educational affairs innovation program.

Figure 3 shows how the use of inductive analysis patterns in a spiral model, which starts from various information and empirical data about the types of innovations that have been and are being developed by the local government. Then it extends to more specific themes about its effect on improving access to education services and the quality of the learning process. Then finally pursued a more general and abstract theme, namely the types of innovation programs carried out by regional governments in matters of education.

Then the following propositions are formulated: (1) minor propositions 3: If the typology of government innovation programs is adopted through replication / imitation strategies, then regional government innovation programs are incremental and modified and must have value improvements to public services; (2) minor propositions 4: Innovation programs on education can be assessed in terms of positive impacts, involvement of actors, community empowerment, sustainability, local contexts, and can be transferred and replicated / imitated by other regions.

C. Regional Government Innovation Capacity in Education Affairs

1) *Innovative leadership capacity of regional heads:* In the context of this research, the description of innovative leadership capacity only focuses on the leadership capacity of the Regional Head in encouraging the development of specific innovations in the implementation of education affairs. In this regard, innovative leadership capacity is seen and measured through the extent of the commitment and political will of regional heads in providing public services and providing public goods to its citizens.

2) *Capacity of executing programs for innovation:* In the context of the results of this study, it can be stated that the implementing apparatus of regional government innovation programs in matters of education are those who have the capacity. The capacity of the implementing executor is a quality work force in supporting the development of innovation in education matters. The availability of regional government apparatuses that have adequate quality and competence in the form of skills and knowledge to develop innovative practices in matters of education.

3) *Capacity of innovation programs budget:* The capacity of budget supporting innovation in this discussion is a statement related to determining the amount of fund allocation

for each innovation program. Determination of the amount of fund allocation to support the innovation program in administering educational affairs has gone through the usual mechanism in regional government. The amount of fund allocation for regional government work programs is usually contained and is part of the regional budget revenue and expenditure policy (APBD). Likewise, the determination of the amount of funds allocated to support the ongoing educational affairs innovation program certainly has gone through the political process and has been stated in the Regional Budget. Facts about the source of the budget in this finding indicate that the budgetary capacity to finance the implementation of innovative educational programs depends largely on the local financial conditions.

4) *Capacity of regional government networks:* The capacity of internal government networks is the ability to build networks between organizations within the government itself. For example, a network of cooperation between the regional government and the DPRD and a network of cooperation between the city government and the provincial government. Including networks that are built between SKPD in local government organizations.

Meanwhile, the capacity of the government external network is the ability to establish a network of cooperation between local governments and institutions outside the scope of government. For example, a network of cooperation between local government institutions and private institutions and social institutions in the area and care about the progress of education. The realization of the inter-cooperation network is the establishment of the Life skill Program.

Building a network in strengthening the capacity to innovate in the implementation of education services has not been realized effectively. Especially this fact can be seen in the network with external stakeholders of the government, where the results of the research show that their involvement in the administration of education affairs is still very limited. Furthermore, in the following section, the capacity of regional regulation will be elaborated in supporting the culture of innovation in the administration of education affairs.

5) *Regulatory capacity in supporting the implementation of regional government innovation programs in education affairs:* Grindle [18] and Kim, et al. [19] suggest that what stands out is only in the organizational dimension, especially in the element of leadership (leadership) as in the fact that the leadership of the Regional Head is very dominant in encouraging the development of innovation in his area. In addition, the dominant factor is the budget capacity which greatly determines the realization of the innovation program, especially in the Free Education program, where the profile of this program is based on the budget.

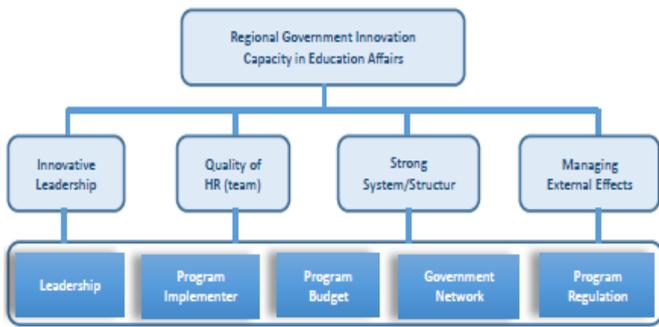


Fig. 4. Tree of regional government innovation capacity analysis in education affairs.

The figure 4 shows how the use of inductive analysis patterns in spiral model analysis, which starts from various information and empirical data about aspects of innovation capacity then extends to more specific themes about the dimensions of innovation capacity and finally converges on a more general theme and abstract, namely the innovation capacity of regional governance in matters of education. Furthermore, it is illustrated how the relationship between regional leadership capacity that supports innovation and institutional capacity of regional government in the development of effective regional government innovation programs.

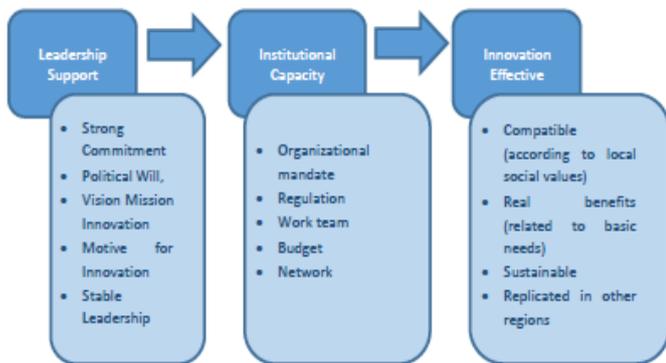


Fig. 5. Linkages between leadership support and institutional capacity for the development of innovation.

Through discussion of the results of research on the capacity of innovation in regional governance in matters of education, the following are formulated research propositions from the discussion: (1) minor propositions 5: Innovation programs on education affairs that are determined by the dominance of leadership capacity and budget availability (APBD / APBN) can takes place effectively for the short and long term if supported by the availability of comprehensive regional government capacity, namely innovative leadership, the quality of the apparatus, a strong structure and system, and the ability to manage external influences (politics and networks); (2) minor propositions 6: Implementation of regional government on education is an inseparable part of the implementation of national government affairs so that the development of effective educational affairs innovation programs must be supported by policies and programs in education affairs at the provincial and central government level.

Based on minor propositions that have been formulated an analysis process of the results of research on the development of local government innovations in education matters, then the following major propositions are formulated as conclusions of the minor propositions: Major Proposition: Development of innovation programs in education affairs must be supported by political processes and processes innovative managerial / administration as well, innovation programs can be sourced from internal and external government partners through an adoption process with replication strategies, development policies and innovation programs in regional governance can be effective in the short and long term if supported by innovative leadership capacity, quality apparatus (team work), a strong structure and system, and the ability to manage external influences (politics and networks), and be framed in the design of national innovation policies and programs.

D. Recommended Model of Regional Government Innovation in Education Affairs

In this section the model should be presented (das sollen) which is recommended in the development of innovations in regional governance in the administration of education affairs. The development of the das sollen model was built from the discourse between reality (das sein), how innovation programs on education take place with a theoretical framework and the concept of governance innovation in the perspective of educational administration, which can be an alternative in realizing the good intentions of regional government innovation in realizing the vision and mission Regional objectives are increasing the quality of human resources through quality and affordable education indicators. The theoretical and conceptual framework in question is primarily related to innovation in the context of the theory of education administration, decentralization, local government, the concept of regional government innovation, and the concept of innovation capacity in regional governance developed by Muthalib and Ali Khan [20], Rondinelli and Cheema [21], Rogers [12], Smith BC. [22], Turner and Hulme [23], Grindle MS. [18], Wood, et al [24], Farazmand A. [4], Vigoda-Gadot [25], Rosenbloom and Kravchuk [26], Kim, et al [19], Borins [27], Eggers and Singh [11], Hoesein [28], Muluk [29] and Evans M. [30], as well as normative provisions, especially laws governing regional government such as Law No. 32 of 2004 and Law No. 23 of 2014 concerning Regional Government and other related laws and regulations. Recommendation model that can be used as an alternative model for regional government in encouraging the emergence of innovative, sustainable and valuable programs (value of improvement) in education services in the regions, namely the development of regional government innovation programs that are not only supported by high leadership commitment but must also take place effective, efficient and professional.

It is also recommended to optimize the availability of both regulating and regulatory regulations to manage the development of innovation programs. In order to better understand the recommendation model of this study, the following is presented in Figure 6 about the recommendation model for developing regional government innovations in education affairs.

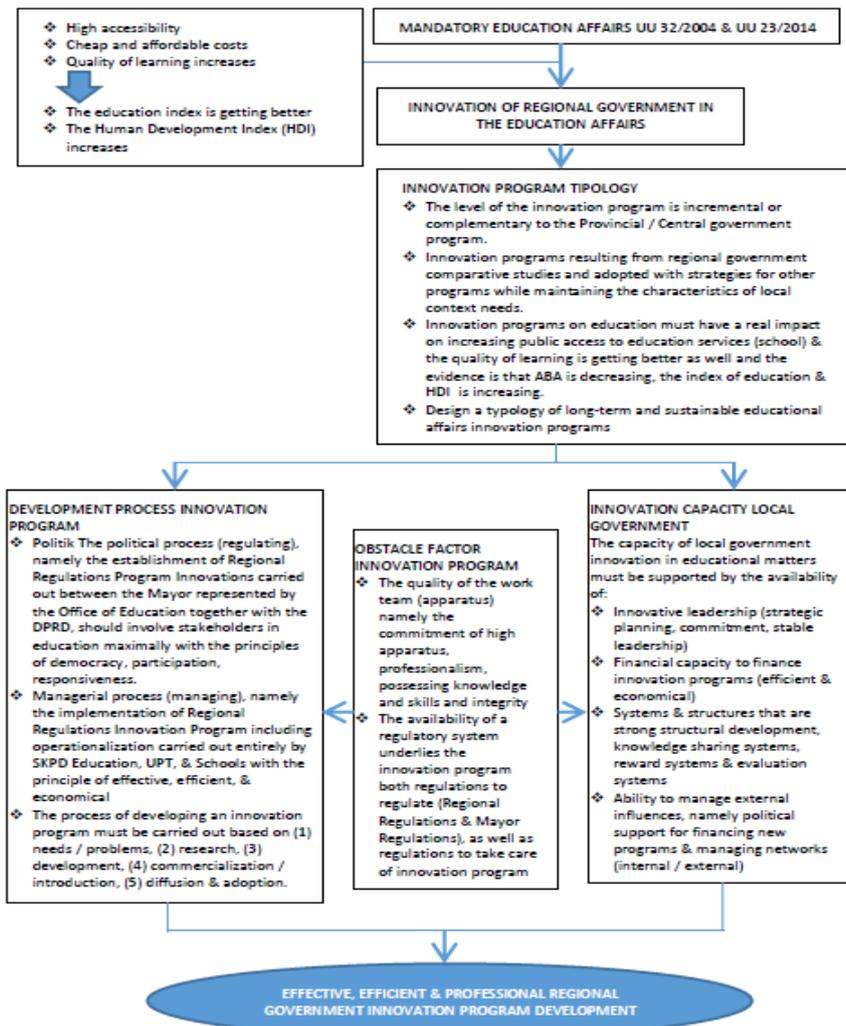


Fig. 6. Recommendation model for development of regional government innovation in educational affairs.

IV. CONCLUSION

From the results and discussion of the research, several conclusions were formulated, including: The focus of the study analyzed about (1) the process of developing creative programs and innovations; (2) typology of innovation programs developed; (3) innovation capacity of regional government heads; and (4) building a model of innovation in educational matters. The capacity of innovation owned by regional government in the development of innovative educational affairs programs can be explained that there are 5 (five) elements of capacity of Regional Government which are sub-focused on the development of innovative educational matters. The five elements of regional government innovation capacity are (1) the leadership capacity of regional head; (2) capacity of program implementing apparatus; (3) budget capacity; (4) capacity of government innovation networks both internal and external government organizations; (5) regulatory capacity regarding innovation programs on education.

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