

THE ROLE OF BUDGET POLICY IN THE EDUCATION SECTOR IMPROVING THE HUMAN DEVELOPMENT INDEX IN WEST LOMBOK DISTRICT

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ABSTRACT: This study aims to determine the role of budget politics in achieving the Human Development Index (HDI) in West Lombok Regency, especially in the education sector, and to determine the budget allocation for education in increasing HDI in the education sector in West Lombok Regency. The research that will be conducted is a form of qualitative descriptive research focusing on political budget policies in the education sector in increasing HDI with indicators of Average Years of Schooling (AYS) and Expected Years of Schooling (EYS). Data was collected using interviews, documentation, and literature studies. The results of his research show that the West Lombok district government has allocated an education budget by the regulatory mandate of 20 percent of the total APBD but has not yet been able to leverage the growth of Average Years of Schooling, or growth is still slow. The increase in the education budget allocation did not significantly impact the growth in the average length of schooling in the district of West Lombok.

KEYWORDS: *Budget Politics, Human Development Index, Expectation of Length of School, Average Length of School*

I. INTRODUCTION

1.1. Background

Every local Government essentially aspires for its people to achieve prosperity. The achievement of community welfare can be pursued through policies that are oriented toward human development. With a prosperous society, it is hoped that they will no longer be shackled in conditions of poverty (Sulistiyan, 2004: 32), hunger, and ignorance. However, all these shackles cannot be separated from the partiality of the Regional Revenue and Expenditure Budget (APBD) to the community. The local Government's alignment with the community can be realized through allocation, distribution, and stabilization functions.

Education decentralization can be used as a benchmark for the extent of concern and commitment of the regional Government and the Regional People's Representative Council (DPRD) to the world of education in their region. Suppose the central Government and the House of Representatives of the Republic of Indonesia (DPR-RI) have not been able to provide an adequate portion for the education sector. What about the regions, whether the education sector is improving or vice versa. Local government policies themselves can only answer this.

Politically, the Government's determination to build education services for all the people looks quite big. The central Government is very aware of the importance of the education sector in Indonesia's human development, so the Government issued a policy in the form of Law Number 20 of 2003 concerning the National Education System (Sisdiknas), which instructs that the value of the education deposit development budget is at least 20 percent of the total APBN/APBD. The euphoria of decentralization of education has not yet become a reality. The role of education in development is significant in the context of efforts to prepare quality human resources, able to compete in the global order of life and face competition in the future.

The current target of the direction of world economic development refers to the Sustainable Development Goals (SDGs), where there are 17 sustainable development goals. The prepared framework becomes an essential reference for Indonesia's development in preparing the Medium Term Development Plan (RPMD) and the implementation stage. Attention to the quality of development today is a must without neglecting the results of economic development in the form of economic growth rate and per capita income. Some targets must be

achieved poverty reduction, primary education for all, and better access to health (especially for mothers and children).

Efforts to analyze the comparative status of socio-economic development systematically and comprehensively have been carried out by the United Nations Development Program (UNDP) since 1990. Two indicators are expected to measure development between various social, economic, and political factors and indicators that measure development in terms of quality of life. Based on the combined use of these indicators, the Human Development Index (HDI) is produced or identical to the Human Development Index (HDI) (Todaro, 1998).

HDI is the latest indicator for measuring the success of whole human development. The index compiled by UNDP combines social and economic data to be a broader measure of development performance. Efforts to achieve HDI scores at a higher level have become the focus of economic and social policies implemented by several regions/countries. The HDI indicator in regional development is handy because the success of aggregate (national) development is highly dependent on the success of local (regional) development. Until now, West Lombok Regency has consistently used the Human Development Index as one of the leading indicators of development success.

Higher education has a vital role in shaping future generations to overcome various problems in development (FadaeeKhorasgani, 2008). (Li and Liang, 2010) suggest that policymakers invest more in education because their research in East Asia states that investment in education has a significant effect on economic growth, but the nominal amount is still smaller than investment in health. The magnitude of the influence of education on economic growth is very dependent on the education budget provided by the State (KuhlTeles and Andrade, 2008).

In general, based on the development performance indicators contained in the RPJMD of West Lombok Regency for 2014-2019, there are 35 (thirty-five) performance indicators listed in order to achieve the Vision of West Lombok Regency, namely "The Realization of a Superior, Independent, Prosperous and Dignified West Lombok Community Based on Values."PatutPatuhPatju" through every implementation of programs and activities in Regional Apparatus Organizations (OPD). They initiate a causal relationship between government spending and national income (Loizides and Vamvoukas, 2005). An increase in national income through an increase in the allocation of government expenditures ultimately improves the community's economic welfare through per capita income. The targets and programs are described again in priority programs, with each indicator being measured quantitatively. The fifth mission of the Government of West Lombok Regency, namely Healthy and Smart Lobar, is aimed at improving the quality of life and community independence.

Departing from these performance indicators, the author, in this case, will focus on how the target is to increase the quality of education through policy directions to increase school year expectations, increase the average length of schooling and increase graduation rates. This can be achieved through various priority programs in the OPD of the Education and Culture Office that are directly related to achieving the intended target. In line with the achievement targets in the 2014-2019 RPJMD, 3 (three) indicators were not achieved, one of which was the average length of schooling. From the set target of 6.38 years, it was only achieved at 6.15 years. This indicator cannot be pushed in a relatively short time. However, it takes a relatively long time because it concerns changes in mindsets and perspectives regarding the socio-cultural life of the local community (LKPJ Regent of West Lombok 2019).

The achievement of HDI above 70 is as expected by the Government of West Lombok Regency, so it requires serious efforts and policies to achieve it. As an illustration, the allocation of spending in the education sector, as stated in the West Lombok Regency APBD document in the last 5 (five) years, has fluctuated. In 2014 it was 467.23 billion Rupiah or 38.68%, in 2015, it was 552.16 billion Rupiah. or 37.82%, in 2016, it was 558.25 billion Rupiah or 33.85%; in 2017, it was 435.70 billion Rupiah or 26.93%, and in 2018 it was 492.01 billion Rupiah or 28.24 %. From the Government's allocation, 20% has been fulfilled. However, the achievement in fulfilling the indicators that have been set has not been achieved, especially in the indicator of the average length of schooling.

The explanation above illustrates that the Government of West Lombok Regency continues to increase its budget to increase the HDI. However, this effort has not been seen optimally. This is indicated by the low HDI achievement of the West Lombok district. Based on the above phenomenon, it becomes the basis for researchers to analyze more deeply the role of political budget policies in the education sector in increasing HDI in the West Lombok Regency.

1.2. Problem Formulation

Based on the background above, it can be concluded that the formulation of the problem from this research is:

1. What is the role of budget policy in the education sector in increasing the Human Development Index (HDI) in the West LombokRegency?

2. How is the budget support for the education sector in increasing the Human Development Index (HDI) in West Lombok Regency?

1.3. Research Objectives

Based on the background and problem formulation above, the objectives of this study are to:

1. To find out the role of budget politics in achieving the Human Development Index (HDI) in the West Lombok Regency, especially in the education sector.
2. To find out the budget allocation for education in increasing the Human Development Index (HDI) in the education sector in West Lombok Regency.

II. LITERATURE REVIEW

2.1 Policy

Policy is often translated into politics, rules, and programs. Decisions, laws, Rules, regulations, agreements, Conventions and strategic plans. The diversity of views on the term policy (Ball, 2012) states that policy as text and discourse is interesting to elaborate on. For example, the use of the term in various countries in the UK means policy; Latin politics means politics; In Greek, polis means State. Sanskrit. Pur means city; (Imron, 1996).

The policy definition in the Revision Team of the Big Indonesian Dictionary (2008) is that policy is interpreted as intelligence, skill, and wisdom. It is also seen as a series of concepts and principles that form the basis and basis of plans in carrying out work, leadership, and ways of acting by governments, organizations, and institutions. etc., as a statement of ideals, goals, principles, or intentions as a guideline for management in achieving goals. The grouping of policy terms also has various uses, including 1) policy as a label for a field of activity, 2) policy as an expression of general-purpose or desired State of affairs, 3) policy as specific proposals, 4) policy as a decision of Government, 5) policy as formal authorization, 6) policy as a program, 7) policy as output, 8) policy as an outcome, 9) policy as a theory or model, 10) policy as a process (Hogwood and Gunn, 1986:13-9).

The diversity of understanding and meaning of the above policies is also supported by the differences in the origin of the word policy in countries worldwide. The implications are also on the various articulations and concepts of policy. Some say "policy" in terms of wisdom, even though the meaning is very different from policy. The term wisdom is the wisdom possessed by a person, while the policy is a written rule resulting from a formal decision of the organization. Examples of policies are defined as 1) Laws, 2) Government Regulations, 3) Presidential Decrees, 4) Ministerial Decrees, 5) Regional Regulations, 6) Regent's Decrees, and 7) Director's Decrees and others. This policy document is binding and must be implemented by the policy object. The same thing explained that policy is a general government decision that applies to all members of society (Abidin, 2006).

Other policy experts are part of planning that prepares a set of decisions both related to funds, energy, and time to achieve goals carried out by several actors (officials, groups, government agencies) or a series of actors in a particular field of activity (Wahab, 1997). Likewise (Lindblom, 1968) the policy is closely related to the process of making a decision. Because both choose between the available options. The same thing was expressed (Maskuri, 2017). The policy is a principle or method used to be chosen in the decision-making process. Still related to the outcome of the decision, Nurcholis ((Tahir, 2011): 44-45) also defines policy as a decision of an organization that is intended to achieve specific goals, containing provisions that can be used as behavioral guidelines by; 1) the target group or organizational unit implementing the policy, 2) determined both about the implementing organization (unit) and with the target group which contains principles to direct the way of acting that is made in a planned and consistent manner in achieving specific goals (Suharto, 2008)

The policy is often also interpreted as social engineering (social engineering), then the policy is formulated by the Government. Additionally, the policy is generally interpreted as a series of actions taken or not carried out by individuals or groups (Sudiyono, 2007). The action in question consists of several actions to achieve the goal of changing people's behavior through social engineering. Policies as guidelines for action can be very simple or complex, general or specific, qualitative or quantitative, public or private. Policy, in this sense, maybe a declaration of a basis or guidelines for action, a particular course of action, a program regarding specific activities, or a plan (Charles O Jones, 1984 (Arif, 2009)).

From the many understandings of policy from experts and management figures above, it can be concluded that the common thread of policy is a written rule which is a formal decision of the organization, which is binding and regulates people's behavior to create new values in society. Policies will be the primary reference for organizations or community members in behaving. Policies are problem-solving and proactive; in contrast to laws and regulations, policies are more adaptive and interpretative, even though policies regulate what is allowed and what is not. Policies are also expected to be general but do not eliminate specific local characteristics. Policies must provide opportunities for interpretation according to the specific conditions that exist. Assumptions about policy have a special status in the rational model as an element that relatively survives

the test of consistency. Thus, we can talk about foreign policy, social policy, marketing policy, and educational policy, whereas if the term denotes a local policy of a universal theme, a way of manipulating the external environment of an organization and using specific, purposeful actions.

2.2 Politics Budget

The Government own a policy instrument to describe a comprehensive statement of state priorities. The budget is the estimated performance achieved during a specific period stated in financial measures (Farhan, 2008).

The budgeting stage is critical because an ineffective and not performance-oriented budget can thwart the plans that have been prepared. So that budget policymakers, namely, must understand the purpose of budgeting, the budget must be based on performance and as much as possible for the community's prosperity. Performance-based means that the budget prepared must be measurable and fulfill the elements of input (input), output (output), outcome (results), benefits (benefits), and impact (impact). Thus, every expenditure budget issued by the regional Government must be accountable for its performance, so every expenditure must be based on efforts to achieve regional government goals.

Politics can be involved in all state affairs, including public financial affairs, in the planning, implementation to evaluation stages. An excellent political theory of state finances is relatively dependent on a country's ideology, meaning that a good political theory of state finance for one country is not necessarily good for another. Political activity in state finances depends on the degree of democracy, which gives a country freedom/freedom of political activity (Utoyo, 2013).

Two influential groups distinguish political activity in state finances:

- 1) A country with an autocratic system is a form of Government in which political power is held by one person or a small group (oligarchy). Namely, a state in the form of a monarchy, socialist, theocracy, and so on, where the state authorities fully control all state activities. Political activity is minimal, although there are usually underground movements.
- 2) A country with a democratic system, which is a form of political Government whose government power comes from the people, either directly (direct democracy) or through representatives (representative democracy). Political activity is substantial, including managing state finances, as countries adhere to liberalism, globalism, capitalism, and the ideology of Pancasila as a characteristic of Indonesia (Utoyo, 2013).

The Government as a public institution in Government, development, and community activities requires sources of funds or capital to finance government expenditures (government expenditure) on public goods and services. This task is closely related to the Government's budget policy which includes revenues and expenditures. The Government in implementing broad regional autonomy requires sufficient funds and continues to increase to the increasing demands of the community, government activities, and development. These funds are obtained from the ability to explore their financial sources supported by a balance of central and regional finance as a source of financing. Therefore, regional finance is a benchmark for determining capacity in carrying out autonomy tasks, in addition to other benchmarks such as the ability of natural resources, demographic conditions, regional potential, and community participation (Sufiansyah, 2012).

To fulfill the implementation of programs/activities in conditions of fiscal constraints, both at the central and local governments, the Central Government takes a money-to-follow program that emphasizes the need for a budgeting approach based on the weight of programs/activities by the objectives set by the Government, where programs/activities said to have a high weight if it provides excellent benefits to the people. The program's aim is more oriented towards benefits for the people and priorities for achieving national development goals. This principle is also stated in Government Regulation 17 of 2017 concerning Synchronization of the National Development Planning and Budgeting Process. The objectives of the money follow program include:

1. Ensuring the synergy of the main development targets and the direction of development policies contained in the RPJMN becomes a priority in the relevant RPJMD;
2. Harmonization of central-regional and inter-regional relations in the context of efforts to achieve the main targets of national development;
3. Optimizing the use of resources in an efficient, effective, equitable, and sustainable manner;
4. Adjustment of central and regional development budget allocations;
5. Optimization of regional potential and diversity.

The concept of a money-follow program emphasizes the need for a budgeting approach based on the weight of the program/activity by the objectives set by the Government. The Money Follow Program concept also confirms that there is a phase for the programs that will be proposed. Programs that provide significant benefits to the people will receive top priority in budget allocation, followed by budget allocation for programs with lower (lower) weights. On the other hand, if there is an efficiency (saving) of

the budget, then programs with a weight that provides lower benefits to the people must be saved (cut) first. In principle, not all government functions are funded. If they do not provide more significant benefits to the people, then they do not need to be funded. Budgeting Money follows program also supports approaches in planning that are holistic (specific), thematic (focused), integrated (integrated), and spatial (precise location).

2.3 The Nature of Local Government Expenditures in the Education Sector

According to (Baswir, 1999), quoted by Budi D. Sinulingga, in general, the government budget can be interpreted as a financial plan that reflects policy choices for a period in the future. The budget structure describes grouping budget components based on a specific framework.

Based on the current budget structure, the local government budget is called the selected budget. The government budget structure in Indonesia's budget system has two kinds of government expenditures: routine and development. Routine expenditures are expenditures for government operations as well as for payment of employee salaries and others.

Development expenditures are expenditures that are categorized as expenditures for government investment, including investment in the education and health (public) sectors. According to (Halim, 2007), regional financial management is the overall activity that includes planning, implementation, administration, reporting, accountability, and supervision of regional finances. Based on Law No. 33 of 2004 Article 66 paragraph 1, regional finance must be managed orderly, obeying the laws and regulations, efficient, economical, effective, transparent, and responsible about justice, propriety, and benefits for the community. Therefore, regional financial management is carried out with an output-oriented performance approach using the value of value for money and the principles of good governance. Budget management is an act of balancing various needs.

The needs in the fields of education, social, and health are the responsibility of the Regional Government. To meet the public sector's financing needs, the Government optimizes its regional revenue sources. So that with regional autonomy, local governments will be able to meet their development needs.

2.4 Human Development

Since 1990, the United Nations Development Program (UNDP) has published an annual report as a Human Development Report (HDR). In the HDR, each country's annual report on the Human Development Index (HDI) is issued. The index was developed in 1990 by Indian Nobel Prize laureate Amartya Sen and Pakistani economist Mahabul Haq, assisted by Gustav Ranis of Yale University and Lord Meghnad Desai of the London School of Economics. Sen stated that HDI is a relatively crude measure of the human index (vulgar measure) because there are still many limitations. However, HDI applies measures to aspects of human quality development more comprehensively than just per capita income, as has been done so far in determining or indicating whether a country is a developed, developing, or undeveloped country. HDI is also one of the study materials or topics of discussion for researchers to examine measures of human quality in a broad and diverse country.

The Human Development Report (UNESCO, 2007) explains that the Human Development Index (HDI) is a measurement construction based on the concept of a rights-based approach to human development. HDI measures the average achievement of each country regarding the three basic dimensions of developing human quality. This measurement is carried out by establishing several basic assumptions that quality humans are: Humans who can live a healthy and long life, as measured by life expectancy at birth; Humans who have the skills and education necessary for their lives, as measured by the adult literacy rate indicator with an assessment weight of two-thirds, and the combined gross enrollment rate (GER) indicator for primary, secondary and higher education with an assessment weight of one-third. From the calculation of the education index, Humans can achieve a decent standard of living, as measured by the logarithm of gross domestic product (GDP) per capita using the purchasing power parity (PPP) indicator, which is calculated in US dollars.

Human development in HDI is not the same as human resource development which is usually meant in economic theory. Human resources refer to humans as one of the factors of production, namely as workers whose productivity must be increased. In this case, humans are only a tool (input) to achieve the goal of increasing the output of goods and services. Meanwhile, humans in the HDI are more defined as development goals whose final orientation is to improve welfare.

According to UNDP (1990), human development is a process of enlarging people's choices. The premise of human development is that the Population is the center of attention (1), supported by four pillars, namely productivity, equity, and sustainability (2), which are fundamental in setting goals and analyzing options to achieve them.

The various options to be achieved are:

1. Humans can live long and healthy.
2. Have Knowledge.
3. Have access to the resources needed to live a decent life.

Human development looks at all societal issues: economic growth, trade, employment, political freedom, or cultural values from a human point of view. The concept of human development, according to UNDP, is 1. The realization of people's welfare, 2. Improving the quality of life, and 3. The achievement of basic needs.

The concept of human development in the international context can be formulated as follows:

1. Indonesia is committed to implementing the goal of development
2. Halve the proportion of people whose income level is below US\$1 per day between 1990-2015
3. Halve the proportion of people suffering from hunger between 1990-2015
4. Ensure that by 2015 all children, boys and girls alike, can complete primary education.
5. Eliminate gender inequality at the primary and secondary education levels in 2005 and all levels of education no later than 2015.
6. Reducing the under-five mortality rate by two-thirds between 1990-2015
7. Reduce maternal mortality by three quarters between 1990-2015

III. RESEARCH METHODS

The research that will be conducted is a form of qualitative descriptive research with a focus on research on political budget policies in the education sector to increase HDI. According to Sugiono, qualitative research is research in which the researcher is placed as a small instrument. Data collection techniques are combined, and data analysis is individual (Sugiyono, 2010). According to (Poerwandari, 2007), qualitative research produces and processes descriptive data, such as interview transcriptions and observations. This research was conducted in West Lombok Regency, West Nusa Tenggara Province. The primary reason for choosing this research location is to see the increasing size of the available education budget. However, the problem of education encouraging an increase in HDI is still not resolved. Data was collected using interviews, documentation, and literature studies. In this study, the informants we will interview are the Head of Bappeda of West Lombok Regency, Head of the Education and Culture Office, Central Statistics Agency of West Lombok Regency, Head of Early Childhood Development and Non-Formal Education Department of Education and Culture of West Lombok Regency, Head of SosbudBappeda of West Lombok Regency, Head of Subdivision Program/Functional Planner of the Education and Culture Office of West Lombok Regency. Data analysis in this qualitative research was carried out at the time of data collection and after completion within a certain period. (Miles and Huberman, 1984), suggests that activities in qualitative data analysis are carried out interactively—activities in data analysis, namely data reduction, data display, and conclusion drawing/verifications. (Sugiyono, 2010). Meanwhile, the validity of the data in this study included tests of internal validity (credibility), external validity (transferability), reliability (dependability), and objectivity (confirmability). This is by the opinion (Sugiyono, 2009), which states that the validity of the data in qualitative research includes internal validity tests (credibility), external validity (transferability), reliability (dependability), and objectivity (confirmability). However, in this study, the authors only use the Internal Validity Test (credibility).

IV. RESULTS AND DISCUSSION

The Role of Political Budget Policy in the Education Sector in HDI Improvement in West Lombok Regency.

The education sector is one of the sectors whose budget allocation is regulated in the constitution, which is 20% of the budget of the central, provincial, and district/city governments, by Law Number 20 of 2003 concerning the National Education System. This shows the high priority of this sector in achieving state goals. Good education is believed to be able to improve the quality of development outputs, both from an economic perspective such as Gross Regional Domestic Product (GRDP) and socially as measured through several indicators of the Sustainable Development Goals (TPB) or Sustainable Development Goals (SDGs).

In the Minister of Home Affairs Regulation Number 27 of 2021 concerning Guidelines for Preparation of Regional Revenue and Expenditure Budgets for the Fiscal Year 2022, in other exceptional cases, it mandates that in the context of improving education services, Regional Governments must consistently and continuously allocate a budget for the education function of at least 20% (twenty percent) of regional expenditures as mandated in the provisions of laws and regulations.

4.1. Political Budget Policies in the Education Sector

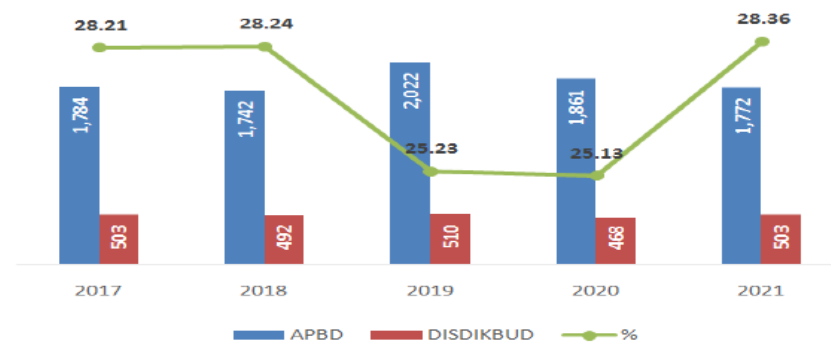
Efforts to realize the Vision and Mission of the West Lombok Regency RPJMD for 2019-2024 require strategies and policy directions; policy directions provide guidelines for annual priorities and primary targets. Determining the direction of development policies emphasizes development issues prioritized to achieve

development goals gradually and sustainably. Each strategy's regional development programs are formulated to obtain priority programs and budget allocations.

In realizing the 4th (fourth) Mission of the West Lombok Regency RPJMD for 2019-2024, it is namely Improve and Consolidating the Quality of Healthy, Intelligent, Cultural, and Competitive Human Resources. To realize this mission, the goal is to improve the community's quality of life with 3 (three) targets, namely increasing the degree of public health, increasing the quality and education, and increasing women's empowerment and child protection.

The education budget allocation policy at the Education and Culture Office in West Lombok Regency is directed at implementing effective teaching and learning activities and the quality and quantity of adequate educational support facilities and infrastructure. As the basis of the objectives, the following targets are determined; Increasing the Quality and Quality of Equality Education through indicators; increasing the equal participation rate of the Population aged 25 years and over, and the equal participation rate of the Population aged 7-18 years; Increasing the Quality and Quality of Early Childhood Education (PAUD) and Basic Education with indicators of increasing the Pure/Gross Participation Rate for SD/MI, SMP/MTs, TK/PAUD, reducing the dropout rate for elementary and junior high schools, and increasing the graduation rate for elementary and junior high schools. The development of APBD and education budget allocations for the last 5 (five) years can be seen in the graph below.

Figure 4. 1.
Development of APBD Allocation and Education Budget for 2017-2021 (Billion)



Source: Education and Culture Office of West Lombok Regency

From the graph above, it can be seen that the Regional Budget of West Lombok Regency has fluctuated in development. West Lombok Regency APBD in 2017 amounted to 1,784 billion Rupiah with an education budget allocation of 503 Billion Rupiah or 28.21%. In 2018, West Lombok Regency APBD experienced a decrease of 41 Billion Rupiah with an education budget allocation of 492 Billion Rupiah also experienced a decrease of 11 billion Rupiah. However, the percentage has increased by 28.24%. In 2019 the West Lombok Regency APBD increased by 280 billion Rupiah to 2,022 billion Rupiah, and the education budget allocation increased by 18 Billion Rupiah to 510 Billion Rupiah the percentage decreased by 25.23%. In 2020 the West Lombok District Budget again decreased by 161 billion Rupiah to 1,861 billion Rupiah, with the education budget allocation also decreased to 468 billion Rupiah so that the percentage was 25.13%. In 2021 the West Lombok Regency APBD continued to decline to 1,772 billion Rupiah with an increase in the education budget allocation of 503 Billion Rupiah so that the percentage becomes 28.36%.

Figure 4. 2.
of the Education and Culture Office for the Year 2017-2021 (Billion)

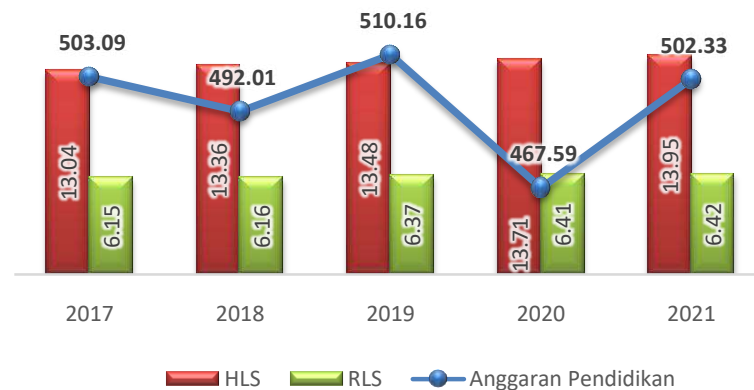


Targets in 2017, the total expenditure of the Department of Education and Culture was 503.09 billion, the allocation for personnel expenditure was 363.61 billion or 72.28%, while the allocation for KPI expenditure was 126.16 billion or 25.08%. In 2018 the total expenditure of the Department of Education and Culture decreased by 492.01 billion, while the allocation for personnel expenditure was 357.22 billion or 72.60%, while the allocation for KPI expenditure was 124.53 billion or 25.31%. In 2019 the total expenditure of the Education and Culture Office again increased by 510.16 billion. The increase was due to the policy direction of improving educational facilities and infrastructure due to natural disasters. At the same time, the allocation of personnel expenditure was 361.42 billion or 70.85 %, while the KPI expenditure allocation was 131.24 billion or 25.73%. In 2020 the total expenditure of the Education and Culture Office experienced a decline again, far from the conditions in 2018, which was 467.59 billion. This condition was caused by the Covid-19 pandemic that hit the world, so the budget allocation from central transfers experienced much reduction. In contrast, for the expenditure allocation, employees amounted to 341.99 billion or 73.14%. In comparison, the allocation of KPI spending was 113.40 billion or 24.25%. In 2021, the total expenditure of the Education and Culture Office decreased again, increasing by 502.33 billion, while the allocation for personnel expenditure is 344.09 billion or 73.14%, while the allocation of KPI spending is 137.85 billion or 27.44%.

From the explanation above, it can be seen that the percentage of budget allocations for the last 5 (five) years has fluctuated. This condition dramatically influences conditions that occur, such as in 2018, an earthquake occurred, and in 2020 there was a Covid-19 pandemic which had an impact on all sectors, including education. The budget allocation for achieving the performance indicators of the Education and Culture Office of West Lombok Regency is much smaller than the personnel expenditure.

The education budget allocation that has been given for the implementation of educational affairs above 20% has not significantly affected the increase in HDI in West Lombok Regency, especially in the education sector. This can be seen in the graph below.

Figure 4. 3.
Comparison of Education Budget with HDI Development of Education Sector in West Lombok Regency in 2017-2021 (Billion)



Source: Education and Culture Office of West Lombok Regency

From the graph above, it can be seen that in 2018 the budget at the Education and Culture Office decreased while the achievement of EYS figures increased by 0.32 years and AYS increased by 0.01 years. In 2019 there was an increase of 18 billion or the highest budget allocation in the last 5 (five) years, EYS achievements only increased by 0.12 years, and AYS experienced an increase of 0.21 years or the highest in the last 5 (five) years. Analysis of the political budget policy factors will be described in the following sub-themes:

4.1.1. Policy Directions for Budget Politics

In order to know the role of political and budgetary policies, it is necessary to know what policies are taken in the process of increasing the Human Development Index in the education sector.

Head of Bappeda:

"Education is one of the development priorities. The political budget policy taken by the Regional Government together with the DPRD in determining the APBD is to provide a more significant portion of the budget to improve and strengthen the quality of human resources that are healthy, intelligent and cultured, and competitive, such as contained in the 4th (fourth) mission in the RPJMD"

Head of the Education and Culture Office:

"To realize the 4th (fourth) mission in the RPJMD, the budget policy given to the Education and Culture Office in carrying out programs and activities is by regional priorities, namely realizing quality education.

NGO GAGAS:

"In general, the policies taken by the West Lombok Regency Government to improve the quality of education are by the implementation of education in West Lombok Regency."

From the answers of the three informants, we know that for education matters as one of the development priorities, the budget allocation contained in the APBD provides a more significant proportion in carrying out programs and activities to realize the 4th (fourth) mission in the West Lombok Regency RPJMD, and Efforts to improve the quality of education in West Lombok Regency are appropriate.

4.1.2. Budget Portion for Education Sector

To see how significant the share of the education budget is for achieving the leading performance indicators of the Education and Culture Office.

Head of Bappeda:

"According to the mandate of Law 20 of 2003 that the allocation for the education sector is at least 20%, the West Lombok Regency Government has allocated a portion of the budget allocation to the Education and Culture Office to exceed 20%, which is 28.36% of the total APBD in 2021.

Head of the Department of Education and Culture:

"The budget for education provided is 28.36%, the portion is still limited to fulfilling employee expenses. This condition can be seen in the portion of personnel expenditure which is still significant, namely 68.5% of the total budget allocation of the Department of Education and Culture, while the budget portion for achieving key performance indicators is only 27.44%."

From the answers of the two informants, we know that the portion of the budget in the education sector has met 20% according to the mandate of Law 20 of 2003. However, from the budget portion of 28.36% of the total APBD of West Lombok Regency in 2021, the percentage of the use of the budget for the Department of Education and Culture is still high on personnel expenditures than the fulfillment of spending on the fulfillment of key performance indicators.

4.1.3. High Employee Spending

To see the high portion of employee spending at the Education and Culture Office of West Lombok Regency.

Head of the Education and Culture Office:

"The high personnel expenditure at the Education and Culture Office is caused by a large number of employees including teachers throughout West Lombok Regency, as well as the allocation of teacher certification which reaches more than 150 billion as additional income for teachers."

Functional Planning Officer of the Education and Culture Office:

"In 2020, the percentage of personnel expenditures has increased. The allocation of personnel expenditures has decreased quite significantly by more than 19 billion. At the same time, expenditures for achieving KPI have also decreased by more than 17 billion, so the percentage for personnel expenditures can be seen. increase"

From the answers of the two informants, the large proportion of personnel expenditures is caused by many employees in the Education and Culture Office, including teachers, and the fulfillment of teacher certification, which reaches more than 150 billion. However, it can be seen from the last five years that support for spending on achieving key performance indicators is getting bigger. This is shown in graph 4.5, where in 2017, the allocation was 25.08%, while in 2021, it reached 27.44%.

4.1.4. Comparison of Education Budget with Increased HDI

To see whether the higher education budget can affect the increase in HDI.

Head of the Education and Culture Office:

"The increase in the allocation of education spending cannot be felt directly for at least two years, and the impact will be seen. In human development, there is no instant bias. Forming human character requires a long process and takes time.

Functions of BPS:

"When we talk about human development, what we should look at is how fast it is and the gaps that can be imitated, it is different when we talk about the economy. We can install horses that sometimes can run fast or run slowly. This means that the allocations given to programs that support the achievement of the HDI cannot be seen directly, in contrast to the economy, which can be seen directly by typing the budget allocation to support the community's economic improvement program."

Functional Planning Officer of the Education and Culture Office:

"In 2020, it is seen that the budget allocation for education has decreased, but the HDI growth has increased. This is due to the results of program support for increasing the HDI from the previous year, which results are visible a few years later."

From the informant above, the increase or decrease in the allocation of spending on education can affect the increase in HDI but cannot be seen directly, it is different in the increase in the economy, which can be seen the impact directly. The impact of the Covid-19 pandemic caused a decrease in budget allocations in 2020, however, there has been an increase in HDI achievement both in the Average Length of School indicator and the Expectation of Length of Schooling due to the results of support for the program to improve the quality of education in the previous year.

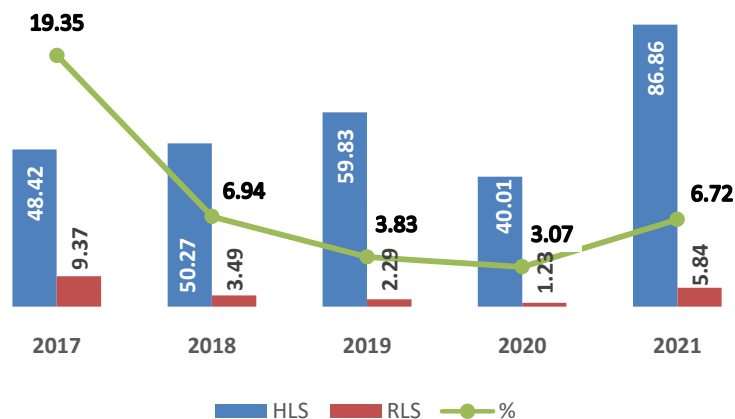
4.2. Focus of the Education Sector Budget

Budget for the education office is focused on achieving the goals, targets, and performance indicators of the Regional Apparatus that have been set in the Strategic Plan (Rienstra) of the Education and Culture Office. The leading performance indicators of the Department of Education and Culture by the affairs of the education sector as set out in the Strategic Plan are Average Years of Schooling (AYS) and Expected Years of Schooling (EYS).

The Education and Culture Office of West Lombok Regency has 2 (two) Programs and 5 (five) Activities to support the achievement of the Average Years of Schooling (AYS) and Expected Years of Schooling (EYS) indicators. The table below shows the programs and activities that support the Expectation of School Years and Average Length of Schooling in the West Lombok Regency and their budget allocations from 2017 to 2021.

The graph below illustrates the budget allocated to achieve the leading performance indicators of the Department of Education and Culture for the last five years.

Figure 4.4.
Budget Allocation for Average Years of Schooling (AYS) and Expected Years of Schooling (EYS) for 2017-2021 (Billions)



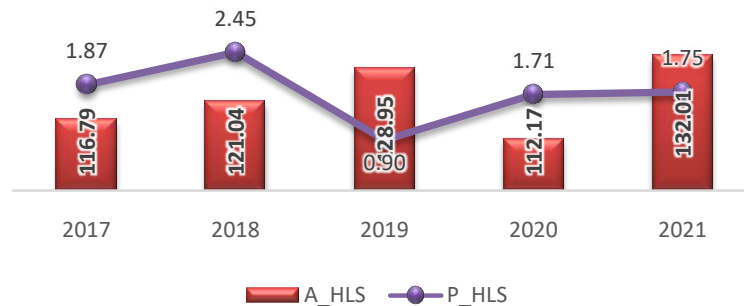
Source: Education and Culture Office of West Lombok Regency

The graph above shows that budget support for the achievement of performance indicators of the Education and Culture Office shows that support for the EYS indicator is higher than for AYS. In 2017 the percentage comparison between EYS and AYS reached 19.35%. In 2018 it decreased until 2020, it reached 3.07%, and in 2021 it increased again to 6.75%, meaning that support in achieving AYS is minimal.

From the explanation above, it can be seen that the budget allocation for the Expectation Length of School indicator is higher than the Average Length of Schooling. This is due to the receipt of central government transfer funds such as DAK, which focuses on improving the quality and quality of Early Childhood Education (PAUD) and primary education. While improving the quality and quality of equality, education is still tiny.

Figure 4.5.

Comparison of the Education Budget with the Achievement of Long-School Expectations (EYS) in 2017-2021 (Billions)

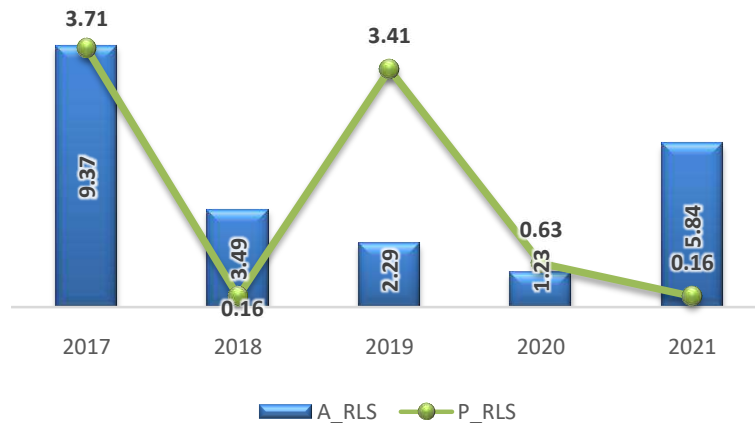


Source: Education and Culture Office and BPS West Lombok

The graph above shows that the highest budget support for achieving Long-School Expectations for the last 5 (five) years was in 2019. This is due to an increase in budget allocations for the rehabilitation of classrooms for schools affected by disasters, while in 2021, the most significant budget allocation is for the fulfillment of practical tools and student visual aids as an increase in the quality of education, as seen in the increase in the growth chart for the Old School Expectations.

Figure 4.6.

Comparison of Education Budget with Achievement of Average Length of Schooling (AYS) in 2017-2021 (Year)



Source: Education and Culture Office and BPS West Lombok

From the graph above, it can be seen that the size of the budget for achieving the Average Length of Schooling in 2017 is due to support from local governments in the implementation of equality education packages A, B, and C.

Analysis of the focal factors of the education budget will be described in the following sub-themes:

4.2.1. Program Budget Support for the Achievement of Key Performance Indicators

To find out the budget support for the program for achieving the Department of Education and Culture's leading performance indicators to increase HDI in the education sector.

Head of Planning for SosbudBappeda:

"The fiscal capacity of West Lombok Regency is very dependent on central transfer funds so that the use of funding sources is based on regional priorities and problems that occur, especially in the education sector, namely the low achievement of Average Length of Schooling."

Functional Planning Officer of the Education and Culture Office:

"The distribution of the budget for each program and activity is not fully based on the achievement of the performance indicators that have been set."

Head of the Education and Culture Office:

"Budget support from central and regional transfer funds is still focused on improving the quality of education or support for Long-School Expectations, while the increase in Average Years of Schooling is still meager through the equivalence/non-formal program."

From the explanation of the informant above, budget support for the program for achieving the leading performance indicators is still focused on improving the quality of education. In contrast, support for equivalence/non-formal education as a support for increasing the average length of schooling is still deficient, this condition is caused by the source of funds received by the Department of Education and Culture from sources DAK, DID, and BOS funds whose utilization and direction have been determined.

4.2.2. Implementation of the Package Pursuit Program

The implementation of the package pursuit contributes to increasing the Average Length of Schooling in the West Lombok Regency.

Head of PKBM Aksara Muda:

"In supporting the achievement of indicators, the Education and Culture Office of PKBM Aksara Muda in 2017 carried out the pursuit program packages A, B, and C with a total of 270 people studying over 25 years, for Package A as many as 120 people, Package B as many as 90 people, and Package C as many as 60. Of the number of learning residents who registered to participate in the learning, as many as 270 people passed as many as 250 people or around 92.59%."

Head of Early Childhood Development and Non-formal Education:

"Participants pursuing packages included in the dapodik list will be educated for one year, for the 2022/2023 school year to pursue package A as many as 875 people and for package B as many as 5,713 people. These students are expected to pass a minimum of 95 people so that they can increase the average length of school next year."

Functional Planning Officer of the Education and Culture Office:

"In 2015-2017, the West Lombok Regency Government has budgeted specifically for funding the Kejar Packages A, B, and C program activities, to support the achievement of AYS. This is very influential on the achievement of AYS in West Lombok Regency, it can be seen from the trend of AYS achievement starting from 2018-2020, which is 6.17-6.37-6.40."

Head of SosbudBappeda:

"In 2017, the Regional Government provided a budget allocation of more than 5 billion as support for the implementation of the pursuit package program, this budget support is expected to increase the Average Length of Schooling in West Lombok Regency."

Functional BPS:

"If the government can educate by studying earnestly, the community by pursuing the ABC package will become smarter, from those who cannot speak English to cas cis cus, for example, it will have a long-term effect."

From the statement of the informant above, it is stated that the Regional Government gives the allocation for the implementation of the pursuit package program over 25 years and over in 2017 can increase the Average Length of Schooling although the increase is not significant, it is hoped that the implementation of the pursuit package is not only a formality by providing a certificate as a sign of graduation, but the quality of education of students is not a concern.

4.2.3. Monitoring and Evaluation of the Package Pursuit Program

To determine the quality of students, it is necessary to monitor and evaluate the results of implementing the package pursuit program in the West Lombok Regency.

Functional BPS:

"The implementation of the package chase requires a clear standard operating procedure (SOP) so that students who pass will benefit and make long-term contributions."

Head of PKBM Aksara Muda:

"PKBM Aksara Muda already has an SOP in the implementation of the package pursuit program, in addition to monitoring and evaluation carried out by the relevant agencies and institutions in its implementation three times, during the learning process two times, and during the exam one time."

Head of Early Childhood Development and Non-Formal Education:

"The monitoring and evaluation that we carried out in the implementation of the package chase in each PKBM as the organizer of the activity were three times, during the teaching and learning process two times and during the exam, one time with related parties, from the results of monitoring and the evaluation still has many shortcomings, namely the lack of public awareness of the importance of education, where if there is no transportation or replacement money, the community is less interested in participating in these activities, so that the graduation rate and quality are not optimal."

NGO SOMASI/GAGAS:

"The implementation process still has several problems that can hinder the achievement of targets and objectives of improving the quality of education in West Lombok Regency, as follows:

1. *The fulfillment of educational facilities and infrastructure, starting from the PAUD, SD, and SMP levels, still seems uneven.*
2. *he management of education units, both formal education units and non-formal education units is still not optimal.*
3. *Character education needs to be improved to reduce the negative impact of advances in technology and information.*

The informant's statement above said that standard operating procedures (SOPs) were needed as guidelines to facilitate the implementation of package pursuit activities, as an increase in the quality of education, not just a formality. From the results of monitoring and evaluation, there are still shortcomings and public awareness of the importance of education, so the Department of Education and Culture needs to carry out socialization so that the community participates in the pursuit of the package because of their needs and awareness. Equitable development of facilities and infrastructure is one of the students' interests in learning at school.

4.3. Achievement of the HDI in the Education Sector

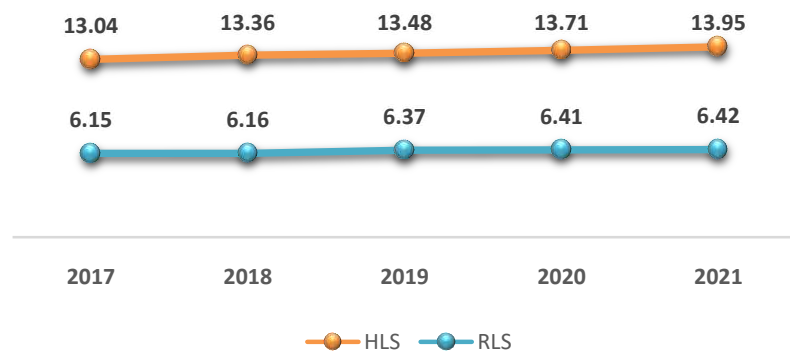
achievement of the Human Development Index in the field of education in the last 5 (five) years has shown a positive trend, meaning that it continues to grow or increase. The Central Statistics Agency released the Expectation of Years of Schooling (EYS) and Average Length of Schooling (AYS) in West Lombok from 2017 to 2021. In that period, Expectations of Years of Schooling in West Lombok have increased by 0.91 years, while the Average Length of Schooling in West Lombok has increased by 0.91 years. Schools increased by 0.27 years.

During the 2017-2021 period, Expectations for Old School grew by an average of 0.91 percent per year. The increase in Long-School Expectations is a positive signal that more and more people are attending school. In 2021, the Expectation for Schooling in Indonesia reached 13.95 years, which means that children aged seven years have the opportunity to finish their education up to D2 or almost continue with D3.

The average length of schooling for residents aged 25 years and over in West Lombok grew 0.27 percent per year during the 2017-2021 period. Although the growth seems very small and slow, this positive growth is essential in building a better quality for the Indonesian people. In 2021, the average Population aged 25 years and over had reached 6.42 years of education or junior high school grade 1. In detail, it can be seen in the graph below:

Figure 4.7.

Achievement Average Length of Schooling (AYS) and Expected Years of Schooling (EYS) 2017-2021 (Year)



Source: BPS Lombok Barat

An analysis of HDI achievements in the education sector will be described in the following sub-themes:

4.3.1. Achievement of Expected Years of Schooling and Average Years of Schooling

To determine the program budget support for achieving the Department of Education and Culture's leading performance indicators to increase HDI in the education sector.

Head of Bappeda:

"Since the change in the method of calculating the HDI in 2014, the HDI of West Lombok Regency is in the fourth position from the previous eighth position, the Expectation of Old Schools which replaces the Literacy Rate has an impact on HDI achievement in West Lombok Regency."

Functional BPS:

"Development has been excellent but seems very slow because what has changed is people who are no longer in school, work orientation, human changes are not in line with changes in the economy which are easily affected. If you compare it with the achievement, it depends on the expected achievement, if the achievement exceeds the province, it requires more effort and time. When we talk about human development, our mindset should be like a snail's race, what we have to look at is how fast it is and the gap that can be imitated. It is different when we talk about the economy, we can put up horses which sometimes can run fast or slow."

From the statement above, the informant said that the HDI achievement of West Lombok Regency was good, from the eighth position to the fourth position in the NTB Province, this achievement still needs efforts to make improvements so that the achievements can be above the Provincial and National. The community's economic condition is certainly very influential on people's interest in improving their education. Data updates are also critical as supporting data in calculating and analyzing by BPS.

4.3.2. Sources of Data on Community Education Status

Existing Analysis of data sources that are still being discussed in calculating the achievement of Expected Years of Schooling and Average Length of Schooling in West Lombok Regency.

Head of Bappeda:

"From the results of a coordination meeting with the Regent, Head of Education and Culture, KadisDukcapil, and BPS that the results of administrative data are used as a reference to see the education status of the community so that it can increase the achievement of Average Length of Schooling in West Lombok Regency."

Functional Planning Officer of the Education and Culture Office:

"The analysis results based on population data show that the average length of schooling in West Lombok has reached 7.17 years. In the administrative data, there are 75 thousand people aged 25 years. Of those who do not go to school, 18 thousand people do not graduate, 138 thousand people graduate from elementary school, 60 thousand people graduate from junior high school, 91 thousand people graduate from high school, and graduate from Diploma 1-3. 7 thousand people, completed Diploma 4 or Strata 1 22 thousand people, and graduated Strata 2 and 3 thousand people. From the administrative data, the Sekotong sub-district has the lowest AYS achievement, 4.64 years, and the highest is in the Labuapi sub-district, 8.42 years."

Functional BPS:

"BPS uses data from the Susenas survey conducted in March and September each year for primary data and data from the Ministry of National Education for secondary data. When we compare BPS data with this admin, it is not apple to apple, so it cannot be compared. That is what metadata is for, so we must match Analysis's data sources, methodologies, and concept definitions. If you use AYS based on adminduk, if you compare data series (between time) or between regions, you have to be with the same adminduk data, as well as when we talk about AYS data issued by BPS, comparability in series and regionally, the metadata must be the same and "coincidentally" BPS data are compared. between countries."

From the informant's explanation above, the growth of the average length of school achievement is indeed prolonged due to the measurement taken is the age of the Population 25 years and over, or the Population is not of learning age. Differences in methodologies and concepts cannot be fully used as a reference in measuring the average length of schooling. However, they can be used as supporting data in preparing AYS figures, which is useful when reconsidering the HDI.

4.4. Efforts and Steps That Have Been Done

The West Lombok Regency Government has taken several efforts and steps in improving human development by Mission 4 in the 2019-2024 RPJMD, especially in the education sector, making breakthroughs through innovations that have been proclaimed, such as the Pursuit Movement. Paker (Gardu Jacket) in 2021 by

involving various stakeholders. Stakeholders involved include educators as foster teachers in their areas of learning to provide education to the community 25 years and over, by involving villages to provide scholarships for the poor in their areas, as well as Business Entities through Corporate Social Responsibility (CSR) to provide scholarships to the poor. . As well as a breakthrough program at the education office, namely the Acceleration of Increasing Average Length of Schooling (SELARAS).

4.4.1. The Pursuit of Paker Integrated Movement (Gardu Jacket)

To find out the efforts of the Regional Government in order to increase the Average Length of Schooling in West Lombok Regency through an innovation, namely the Gardu Jacket.

Head of Bappeda:

"Efforts have been made to issue Regent Regulation Number 40 of 2021 concerning Acceleration of HDI Improvement in Education through the KejarPaket Movement (Gardu Jacket). The acceleration strategy includes: 1) Increasing the School Enrollment Rate (APS), 2) Increasing the Continuation Rate (AM), 3) Increasing the Average Length of Schooling and Expectation of Years of Schooling"

Functional BPS:

"The right thing to do is to reduce the dropout rate and increase the student-aged community to continue their education at a higher level."

From the explanation of the informant above, the issuance of Per but Number 40 of 2021 concerning Acceleration of Increasing the HDI in the education sector can increase the HDI in West Lombok Regency. As stated in the Regent's Regulation, the acceleration strategy implemented can increase school participation rates, continue school rates and reduce dropout rates by involving relevant stakeholders such as pioneering educators, Regional Governments, Village Governments, PKBM, and Business Entities.

4.4.2. Acceleration of Increase in Average Length of Schooling (SELARAS)

To see the role of Acceleration of Increase in Average Length of Schooling (SELARAS) in increasing Average Years of Schooling in West Lombok Regency.

Functional Planning Officer of the Department of Education and Culture:

"In 2022, the Education and Culture Office of West Lombok Regency has initiated the implementation of the breakthrough program for the Acceleration of Increasing Average Length of Schooling (SELARAS) by involving the active role of educators at the elementary and junior high school levels with Equity tutors to assist learning residents aged 25 years. To the top. The target for implementation in 2022 is 10,000 people. From this figure, it is hoped that the AYS target from 2022 to 2024 can be achieved."

Head of Early Childhood Development and Non-formal Education:

"The number of students taught in equivalence education in 2022 are Package A: 875 Students and Package B: 5713 Students. It is hoped that graduating in the 2022/2023 academic year will greatly affect the increase in the average length of school for elementary and junior high schools."

Head of Planning for SosbudBappeda:

"Participants pursuing the package will be handled directly by the Department of Education and Culture in collaboration with SKB and schools through the SELARAS Program (Acceleration for Increasing Average Length of Schooling). The SELARAS program is intended for parents of students who have not graduated from school, community members around the target schools, and communities around schools who desire to participate in learning."

From the informant's explanation above, the Selaras innovation program involves elementary and junior high school educators with equivalence tutors to assist people aged 25 years and over. It is expected that from the target of 10,000 people, they will be able to improve the quality of public education and increase the Average Length of Schooling in the West Lombok Regency.

4.4.3. Monitoring and Evaluation

To see the implementation of monitoring and evaluation of breakthrough programs in the context of increasing HDI in the West Lombok Regency.

Head of Planning for SosbudBappeda:

"The local Government's step in seeing the effectiveness of the budget is to verify and identify and even monitor and evaluate the beneficiary communities (prospective students pursuing the package) registered through PKBM. Evaluations have been carried out so far by collecting data on the number of people who have not graduated from school (SD/MI, SMP/MTs, and SMA/MA)."

From the informant's explanation above, the implementation of monitoring and evaluation is critical because, with regional fiscal limitations, it is hoped that -This breakthrough program can increase the expected target by involving educators and the community. The implementation of monitoring and innovation for this breakthrough program is only limited to the preparation stage because the implementation stage has only started this July.

V. CONCLUSION

Based on the results of the research and discussion that has been described in the research results, it can be concluded that:

1. The role of budget politics towards HDI achievement in West Lombok Regency, especially in the education sector, are:
 - a. Education is one of the development priorities described in the 4th (fourth) mission in the RPJMD of West Lombok Regency with a policy direction of improving quality, access to education that is just and affordable, and increasing the capacity of adequate education personnel.
 - b. As a priority matter, the West Lombok Regency Government has allocated an Education budget in 2021 amounting to 28.36% of the total APBD.
 - c. The policies taken by the West Lombok Regency Government to improve the quality of education are by the implementation of education in West Lombok Regency, as seen in the trend of decreasing budget allocations for personnel expenditures and increasing spending on improving the quality of education.
 - d. The issuance of Regent Regulation Number 40 of 2021 concerning Acceleration of HDI Improvement in the Education sector is expected to increase HDI in West Lombok Regency through an acceleration strategy that can increase school participation rates, continue school rates and reduce dropout rates by involving relevant stakeholders such as pioneer educators, the Government Region, Village Government, PKBM and Business Entities.
2. The budget allocation for education in increasing HDI in the education sector in West Lombok Regency is:
 - a. The amount of personnel expenditure allocation of 68.50% of the total education budget compared to the achievement of the leading performance indicators of the Department of Education and Culture, namely Expectation of School Years and Average Length of Schooling of only 27.44% in 2021 has shown an increasingly supportive budget policy in human development.
 - b. The large program budget allocation that supports the Expectation of Years of Schooling rather than the Average Length of Schooling Program is due to budgetary support sourced from central transfer funds such as DAK and BOS according to the technical guidelines for budget use from the central Government.

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