

Research Article

Assessing Public Service Quality in Emerging Autonomous Regions: A Case Study of Basic Education Services in Central Mamuju Regency

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Abstract.

There is a limited amount of research being undertaken on emerging autonomous areas, particularly in the evaluation of local governments capabilities in meeting the demands of autonomy, especially concerning the enhancement of public service delivery. This study seeks to address the existing research gap by evaluating the quality of public services provided by the newly established autonomous region administration, with a specific focus on the basic education sector. This study focuses on the Central Mamuju Regency, a recently established autonomous unit within the West Sulawesi Province. The researcher employed a mixed method approach in their study. Data gathering for quantitative approaches typically involves the administration of surveys, whereas qualitative data is often gathered through Focus Group Discussions (FGD). The survey was administered to a sample of basic education service providers, comprising 116 elementary schools and 37 secondary schools, resulting in a total of 153 participants. The primary objective of this study is to examine the minimal service standards on four key components, specifically facilities and infrastructure, educators and education personnel, curriculum, and education quality assurance. Data analysis methods employ statistical techniques to describe and analyze quantitative data, while utilizing interpretive approaches to analyze qualitative data. The findings of the study indicate that the newly established autonomous government faces challenges in enhancing the provision of basic education services, mostly owing to constraints in infrastructure. Another factor that adds to the deficiency in quality is the insufficient quantity of teachers who possess proper certification as educators.

Keywords: public service, service standard, local government, new autonomy area

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1. Introduction

The emergence of newly established autonomous regional governments in Southeast Asia signifies a notable transformation in governance frameworks and promises substantial potential for regional advancement Shair-Rosenfield, et. al, [1]. These entities are conceptualized as a mechanism to augment economic growth and elevate the standard

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of public services. Nevertheless, notwithstanding the ambitious goals connected with autonomous regions, there is a pressing necessity to do empirical research in order to investigate their effects on both economic progress and the enhancement of public service quality [2]; [3]. This introductory story aims to clarify the significant significance of researching newly established autonomous regional governments within the context of Southeast Asia, with a particular focus on their contribution to promoting economic success and enhancing the provision of public services.

Over the past few decades, there has been a noticeable increase in the establishment of autonomous zones within the diversified geography of Southeast Asian countries [2] The aforementioned regions are endowed with different levels of administrative autonomy, under the assumption that they will utilize their newly acquired abilities to stimulate economic growth and enhance the quality of public services. The concept of regional autonomy is based on the premise that localized government has the capacity to more effectively respond to the distinct requirements and obstacles faced by certain regions, hence enhancing the execution of policies and allocation of resources [4]; [5]

Although the concept of autonomous regions holds considerable appeal, it is imperative to acknowledge that some newly established autonomous areas in Southeast Asia have encountered significant obstacles in their pursuit of economic advancement ([2]. Indonesia has saw the emergence of numerous newly established autonomous areas, each encountering its own unique set of challenges [6] These encompass concerns pertaining to the development of infrastructure, distribution of resources, and the establishment of effective governance structures. The economic growth observed in these regions frequently fails to meet expectations, thereby highlighting the intricate influence of autonomy on economic development [7]

Numerous research studies have elucidated these problems. Research conducted in Indonesia has shed light on the challenges faced by growing autonomous areas in effectively harnessing their economic potential. Notwithstanding the recently acquired administrative capabilities, these regions frequently have limitations pertaining to budgetary resources, human capital, and institutional capacity [7]; [8]. Comparable results are evident in research conducted in many nations within Southeast Asia, wherein self-governing areas contend with challenges such as administrative ineffectiveness and a dearth of deliberate foresight, impeding their advancement in economic terms [9]; [5]).

The creation of autonomous regional governments in Southeast Asia signifies a substantial undertaking with the objective of decentralizing governance and fostering regional development [2]Nevertheless, the rising autonomous regions frequently face significant obstacles that hinder their endeavors to augment economic growth and

better the provision of public services. Several studies have been conducted to examine the primary concerns and restrictions encountered by newly established autonomous regional governments in Southeast Asia [10]; [7]; [11]; [12]). These studies shed light on the limitations stemming from restricted organizational capacities and various other variables. One of the foremost obstacles encountered by nascent autonomous territories in Southeast Asia pertains to their constrained government capacities.

The aforementioned regions frequently experience deficiencies in terms of administrative infrastructure, human resources, and technological skills, which hinder their ability to efficiently manage and rule their respective territory. Consequently, individuals encounter difficulties in devising and executing cohesive policies and strategies aimed at fostering economic growth and enhancing public service provision [13] Furthermore, the presence of bureaucratic inefficiency poses a persistent challenge for numerous autonomous entities in Southeast Asia. The efficient delivery of public services can be impeded by intricate administrative processes, bureaucratic procedures, and instances of corruption [14]; [15] The presence of inefficiency can act as a deterrent to investment and impede economic progress, while also undermining public confidence in the government's capacity to deliver vital services.

Furthermore, the presence of infrastructure deficiencies presents a substantial obstacle to both the advancement of economic growth and the enhancement of public service quality within emerging autonomous areas ([16]; [2]. Insufficient transport infrastructure, unstable electricity provision, and restricted availability of clean water and sanitary amenities can impede investment and have adverse effects on the citizens' quality of life [5]. Furthermore, the significance of capacity building and training for government officials and civil servants cannot be overstated in the context of governance within recently established autonomous regions [17]. Insufficient training and development opportunities for government staff can potentially hinder their ability to proficiently oversee public resources, execute policies, and deliver high-quality public services. Furthermore, the success of newly established autonomous regions relies heavily on the crucial aspects of effective coordination and collaboration with neighboring regions and central government entities [18]; [2] The presence of obstacles in attaining amicable relationships and resolving intergovernmental conflicts might impede endeavors aimed at economic development and the enhancement of public services.

Therefore, the emerging autonomous regional governments in Southeast Asia, specifically in Indonesia, encounter a range of complex obstacles that impede their capacity to promote economic growth and enhance the quality of public services [2]; [7]The

advancement of the organization is hindered by various factors, including limited organizational capacities, fiscal restrictions, political instability, bureaucratic inefficiencies, infrastructure gaps, capacity building needs, and coordination challenges. To tackle these difficulties, a comprehensive solution encompassing capacity development, efficient governance, and enhanced financial administration is necessary [1]; [17]. In addition, it is imperative to promote the establishment of collaborative relationships between autonomous regions and central government agencies in Southeast Asia in order to attain sustainable economic growth and enhance the provision of public services.

Although there has been considerable research conducted on the economic difficulties faced by rising autonomous regions, there is a discernible deficiency in empirical investigations pertaining to the enhancement of public service quality within these territories (Such as: [19]; [20]; [4]). Public services have a foundational role in the realm of governance, and its augmentation holds significant importance in promoting the welfare and contentment of individuals within a society [20]. Nevertheless, the degree to which autonomy has a positive impact on the quality of public services has not been deeply investigated.

Given the existing study deficit, it is crucial to do thorough investigations that specifically address the enhancement of public services under growing autonomous regency administrations in Southeast Asia. This research has the potential to offer significant contributions to the understanding of how localized governance may effectively improve the delivery of public services. Furthermore, this analysis can provide insights into the particular domains within public services where autonomy exerts the most influence.

In order to fill the existing research void, the present study proposes the following research inquiry: “To what degree has the Government of Central Mamuju, as a new autonomous region, provided core public services, specifically in the domain of basic education services?”

The research topic presented herein serves as the fundamental basis of our study, providing guidance for our inquiry into the influence of autonomy on the quality of public services. In this analysis, we focus on core public service sectors, like as education, in order to evaluate the degree to which rising autonomous regency governments have achieved success in enhancing the caliber of services offered to their constituents.

Accordingly, the establishment of autonomous regional governments offers a significant prospect for fostering economic growth and improving the quality of public services [20]. Although prior research has shed light on the obstacles encountered by these geographical areas in attaining economic advancement, there exists a noticeable deficiency of empirical investigations pertaining to the enhancement of public

services. The primary objective of this study is to address the existing knowledge gap by investigating the influence of autonomy on the quality of public services in rising autonomous regency governments. Through this endeavor, our aim is to make a valuable contribution towards enhancing comprehension of the intricate dynamics involved in regional government, as well as the subsequent implications it holds for the welfare of individuals within society.

2. Methods

This study used the quantitative approach and applied survey methods to collect data. The survey was conducted in 19 sub-districts, 8 sub-districts, and 254 villages in Central Mamuju Regency. Based on data from the Mamuju Tengah Education and Culture Office (2023), the number of elementary schools is 116 school units, and junior high schools are 37 school units. Thus, the total population (elementary and junior high schools) amounts to 153 school units. To determine the number of research samples, the research team used a technique to determine the number of samples with census techniques. Furthermore, the number of samples in this survey was determined to be 153 school units divided into two types of samples, namely elementary schools of 116 school units and junior high schools as many as 37 school units selected entirely in Central Mamuju Regency.

The study used descriptive statistical methods to analyze quantitative data. On qualitative research, researchers use interpretive analysis methods including data condensation, data presentation, presentation and analysis (drawing), and verification and drawing conclusions .

3. Results and Discussion

Regarding the implementation of the Basic Education Minimum Service Standards policy, there are five keywords that need to be developed, namely aspects of facilities and infrastructure, educators and education personnel, curriculum, education quality assurance, and school management. Furthermore, for the development of Basic Education Minimum Service Standards includes two main responsibilities, namely the responsibility of local governments consisting of 14 indicators, and the responsibility of education unit units (elementary and junior high schools) which includes 13 indicators.

Indicators of Fulfillment of Minimum Service Standards for basic education are as follows. First, facilities and infrastructure component are measured based on four indicators, namely: (1) the availability of education units within an affordable distance on foot, which is a maximum of 3 km for elementary schools and 6 km for junior high schools from permanent settlement groups in remote areas; (2) The number of students in each study group for elementary schools does not exceed 32 people, and for junior high schools does not exceed 36 people. For each study group, there is 1 (one) classroom equipped with enough tables and chairs for students and teachers, as well as a blackboard; (3) In each junior high school and MTs there is a science laboratory room equipped with tables and chairs sufficient for 36 students and at least one set of science practice equipment for student demonstrations and experiments; (4) each elementary and junior high school there is one teacher's room equipped with tables and chairs for each teacher, principal and other educational staff; and in each junior high school there is a principal's room separate from the teacher's room.

Second, the component of teachers and educational administration personnel is measured by nine indicators as follows: (1) In each elementary school there is 1 (one) teacher for every 32 students and 6 (six) teachers for each education unit, and for special areas 4 (four) teachers per education unit.; (2) In each junior high school there is 1 (one) teacher for each subject, and for special areas there is one teacher for each subject family. (3) In each elementary school, there are 2 (two) teachers who meet the academic qualifications of S1 or DIV and 2 (two) teachers who already have an educator certificate. (4) In each junior high school, there are teachers with S1 or DIV academic qualifications as much as 70% and half of them (35% of all teachers) already have an educator certificate, for special areas as much as 40% and 20% respectively; (5) In each junior high school, there are teachers with S1 or DIV academic qualifications and already have one educator certificate each for the subjects of Mathematics, Science, Indonesian, and English. (6) In each district/city, all elementary school principals have S1 or DIV academic qualifications and already have an educator certificate. (7) In each district/city, all junior high school principals have S1 or DIV academic qualifications and already have an educator certificate. (8) In each district/city, all school and madrasah supervisors have S1 or DIV academic qualifications and have an educator certificate.

Third, the curriculum component is measured by only one indicator, namely the District / City Government has plans and implements activities to assist education units in developing effective curriculum and learning processes. Fourth, likewise, the Education Quality Assurance component is measured by one indicator, namely supervisory visits

to education units are carried out once every month and each visit is carried out for 3 hours to supervise and instructor.

Furthermore, the minimum service standard indicator that is the direct responsibility of elementary or junior high school is measured by as many as 13 indicators. This indicator covers several types of services, namely: (1) Infrastructure, (2) Educators and Education Personnel, (3) Curriculum, (4) Education Assessment, (5) Education Quality Assurance, and (6) School Management. In full, these indicators are as follows. First, the Infrastructure component is measured by five indicators as follows. (1) Each elementary school provides textbooks that have been determined by the Government covering subjects Indonesian, Mathematics, Science, Social Studies with a ratio of one set for each student. (2) Each junior high school shall provide textbooks that have been determined by the Government to cover all subjects in a ratio of one set for each learner. (3) Each elementary school provides a set of science models and materials consisting of human skeleton models, human body models, globes, samples of optical equipment, science kits for basic experiments, and science posters/charts. (4) Each elementary school has 100 titles of enrichment books and 10 reference books, and each junior high school has 200 titles of enrichment books and 20 reference books. (5) Each teacher shall continue to work 37.5 hours per week in the education unit, including planning lessons, carrying out lessons, assessing learning outcomes, guiding or training students, and carrying out additional tasks.

Second, the component of teachers and educational administration personnel is measured by one indicator, namely the education unit organizes a learning process for 34 weeks per year with face-to-face activities as follows: Class I – II: 18 hours per week; Class III: 24 hours per week; Class IV-VI: 37.5 hours per week; or Class VII-IX: 37.5 hours per week. Third, the Curriculum component is measured by two indicators, namely (1) the Education Unit implements the Education Unit Level Curriculum (KTSP) or the 2013 Curriculum in accordance with applicable regulations; (2) Each teacher applies a Learning Implementation Plan (RPP) prepared based on the syllabus for each subject he teaches.

Fourth, the Education Assessment component is measured by one indicator, namely Each teacher develops and implements assessment programs to help improve the learning ability of learners.

Fifth, the Education Quality Assurance component is measured by three indicators, namely: (1) The principal supervises the class and provides feedback to teachers twice in each semester; (2) Each teacher shall submit a report on the results of subject evaluation and the results of each student's assessment to the Principal at the end of the semester

in the form of a report on the results of student achievement. (3) The Principal or Madrasah shall submit a report on the results of the Final Semester Test (UAS) and Class Upgrade Test (UKK) and Final Examination (US/UN) to the parents of students and submit the recapitulation to the District/City Education Office at the end of each semester. The last component is school management which is measured by one indicator, namely: Each education unit applies the principles of School Based Management (SBM).

Table 1 shows the overall characteristics of each education level in Central Mamuju district. The teacher/student ratio was different between elementary school and junior high school.

TABLE 1: Characteristic of school in Central Mamuju District.

Characteristics of schools	Elementary school (SD) N= 116	Junior high school (SMP) N= 37
Number of students	123.4 ± 94.4	115.3 ± 83.7
Number of teachers (permanent)	5.4 ± 3.2	9.2 ± 5.5
Number of teachers (contract)	3.8 ± 2.3	6.0 ± 3.9
Administration staff	1.0 ± 1.4	2.2 ± 1.7
Teacher education degree Bachelor's degree Master's degree	0.7 ± 2.0 8.3 ± 4.6 0.2 ± 0.3	0.9 ± 3.3 14.2 ± 6.7 0.6 ± 0.7

In the next section, the study will elaborate on the achievement of minimum service standards for basic education in Central Mamuju Regency based on two categories of education levels, namely the basic education level and the secondary education level.

Achievement of Minimum Service Standards for Elementary School (SD)

This section identifies primary school-level educational attainment based on minimum service standards of primary education as shown in table 2 below. This study shows that the fulfillment of facilities and infrastructure has not been maximized in providing educational services to residents.

In the Table 2 above, it can be seen that the minimum basic services at the basic education level in Central Mamuju Regency have not been implemented optimally. In the basic service component of facilities and infrastructure, there are still two indicators that have low values. This study shows that there are still 35% of 116 elementary schools do not have the availability of teacher rooms with complete facilities for all teachers and education administration personnel. This study also shows that there are still 30% of schools that have not met the standard availability of elementary school facilities at a maximum distance of 3 km on foot in remote areas in central Mamuju Regency.

TABLE 2: Indicators of Fulfillment of Minimum Service Standards for Basic Education.

Basic Service Components	Indicator	Yes N (%)	No N (%)
Facilities and Infrastructure	There are education units within an affordable distance on foot, which is a maximum of 3 km for elementary schools in remote areas.	81 (69,8)	35 (30,2)
	The number of students in each study group for elementary school does not exceed 32 people, For each study group, there is one classroom equipped with enough tables and chairs for students and teachers, as well as a blackboard.	89 (76,7)	27 (23,3)
	In each elementary school there is one teacher's room equipped with tables and chairs for each teacher, principal and other educational staff;	75 (64,7)	41 (35,3)
Teachers and educational administration personnel	In each elementary school there is one teacher for every 32 students and six teachers for each education unit, and for special areas four teachers per education unit.	89 (76,7)	27 (23,3)
	In each elementary school there are two teachers who meet the academic qualifications of Bachelor or Diploma (DIV) and two teachers who already have an educator certificate	97 (83,6)	19 (16,4)
	In each district / city all elementary school heads have Bachelor or Diploma (DIV) academic qualifications and already have an educator certificate.	106 (91,4)	10 (8,6)
	In each district/city all school and madrasah supervisors have Bachelor or Diploma (DIV) academic qualifications and have an educator certificate.	113 (97,4)	3 (2,6)
Curriculum	The district government has plans and implements activities to assist education units in developing effective curricula and learning processes.	115 (99,1)	1 (0,9)
Education Quality Assurance	Supervisory visits to education units are carried out once every month and each visit is carried out for 3 hours to supervise and coach.	100 (86,2)	16 (13,8)

Source: Processed Questionnaire, 2023

In the component of teacher services and population administration personnel, elementary schools in Central Mamuju have met 1 indicator of minimum service standards, namely principals with undergraduate and diploma education and have educator certificates. However, two other indicators, especially the availability of the number and minimum qualifications of teacher education at the elementary school level, have not met the maximum requirements. Furthermore, for the basic service component

of curriculum and quality assurance, elementary school education in Central Mamuju Regency has met all basic service indicators at least

TABLE 3: Minimum Education Services by Education Unit (Elementary School).

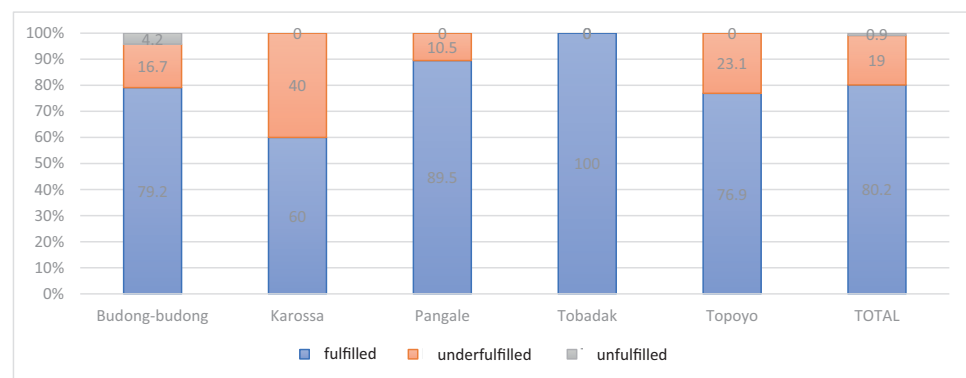
Basic Service Components	Indicator	Yes N (%)	No N (%)
Facilities and Infrastructure	Each elementary school provides textbooks that have been determined by the Government covering Indonesian, Mathematics, Science, Social Studies subjects with a ratio of one set for each student.	106 (91,4)	10 (8,6)
	Each elementary school provides a set of science displays and materials consisting of human skeleton models, human body models, globes, samples of optical equipment, science kits for basic experiments, and science posters/charts.	42 (36,2)	74 (63,8)
	Each elementary school has 100 titles of enrichment books and 10 reference books	86 (74,1)	30 (25,9)
Teachers and educational administration personnel	Each teacher continues to work 37.5 hours per week in the education unit, including planning lessons, carrying out lessons, assessing learning outcomes, guiding or training students, and carrying out additional tasks	112 (96,6)	4 (3,4)
	The education unit organizes the learning process for 34 weeks per year	100 (100)	0 (0)
Curriculum	The Education Unit implements the Education Unit Level Curriculum (KTSP) or the 2013 Curriculum in accordance with applicable regulations	113 (97,4)	3 (2,6)
	Each teacher applies a Learning Implementation Plan (RPP) which is prepared based on the syllabus for each subject they teach	113 (97,4)	3 (2,6)
Educational Assessment	Each teacher develops and implements an assessment program to help improve the learning ability of learners.	114 (98,3)	2 (1,7)
Education Quality Assurance	The principal supervises the class and gives feedback to the teacher twice each semester	114 (98,3)	2 (1,7)
	Each teacher submits a report on the results of subject evaluation and the results of each student's assessment to the Principal at the end of the semester in the form of a report on student learning achievement.	113 (97,4)	3 (2,6)
	The Principal or Madrasah submits a report on the results of the Final Semester Test (UAS) and Class Upgrade Test (UKK) and Final Examination (US / UN) to the parents of students and submits the recapitulation to the District / City Education Office at the end of each semester.	112 (96,6)	4 (3,4)
School Management	Each education unit applies the principles of School Based Management (SBM)	112 (96,6)	4 (3,4)

Source: Processed Questionnaire, 2023

In table 3 above, it can be seen that of the six components of basic services in basic education, only one component meets the maximum requirements, namely all schools have carried out the learning process for 34 weeks a year. The service component that has the achievement of the minimum service standards is in facilities and infrastructure,

especially in the availability of sets of science displays and materials. The study showed that 36% of the 116 primary schools in central Mamuju met these service standards. Such is the case with the standard availability of enrichment books and reference books in elementary schools where there are still 26% of schools that do not meet these requirements.

As a new autonomous region, Central Mamuju Regency certainly experiences various challenges in terms of providing basic education services, especially elementary schools, throughout the sub-district. This can be seen in Figure 1 below. It can be seen that only elementary schools in the Tobadak sub-district as the capital of the district are able to meet all basic service standards. However, other sub-districts have not been able to meet these standards. The worst area is Budong-Budong sub-district, there are about 4.2% school which cannot be fulfilled from six elements of basic service components. Likewise, the case of Karossa sub-district which has 40% of elementary schools whose minimum requirements for basic education services have not been met. Both of these sub-districts are located in remote areas which makes some areas still difficult to access properly.



Source: Processed Questionnaire, 2023

Figure 1: Achievement of Minimum Service Standards at the Elementary School by Sub-Districts.

3.1. Achievement of Minimum Service Standards for Junior School (SMP)

In this section, this study will elaborate more deeply on how the Central Mamuju Regency Government as a new autonomous region meets the minimum service standards for basic education, especially at the junior high school level. This study conducted a survey on 37 secondary school units in six sub-districts, central Mamuju Regency.

Based on table 4 below, it can be seen that the fulfillment of the minimum service standards of the Mamuju Tengah District Education Office, only in the curriculum service component is able to meet the maximum requirements. Based on table 4 below, it can be seen that the fulfillment of the minimum service standards of the Mamuju Tengah District Education Office, only in the curriculum service component is able to meet the maximum requirements. While the lowest level of fulfillment of minimum service standards is in the facility and infrastructure service component. Especially in the element of science laboratory facilities where only 40% of 37 schools are able to meet this requirement. Or in other words, the majority of junior high schools in Central Mamuju do not yet have adequate science laboratory facilities.

Another low component of basic services is the qualification of professionally certified teachers where only 56.8% of schools have qualified teachers who have educator certificates. This shows that the quality of teachers in Mamuju Tengah middle school has not been maximized. In addition, the distribution of teachers to handle subjects needs to be carried out based on the principle of competence of the teacher concerned.

Table 5 below shows that in general, Education Services by the Education Unit (Junior High School) in Central Mamuju Regency can be categorized as good, but there are several components of the object of assessment of minimum service standards that have not reached 100%, need to be improved and added, especially facilities and infrastructure including the availability of textbooks in adequate libraries. In addition to the quality of education needs to be improved by the way principals and supervisors conduct monitoring and evaluation in the classroom periodically, the final results of students are conveyed to parents of students, the application of school-based management. If the type of service continues to be improved, the Minimum Service Standard in the field of basic education in Central Mamuju Regency will reach the 100% standard.

Based on graph 2 below, it can be seen that the average achievement level of minimum service standards in basic education at the secondary school level in Central Mamuju is from six basic service components. In contrast to primary school level education, secondary schools in Pangale sub-district are able to meet all components of the minimum service standards of basic services. Meanwhile, the lowest achievement of SPM for junior high schools is Karossa District. Similarly, the other three sub-districts have SPM capaian only 81.8%-87.5%. This condition shows that there is a disparity in the quality of education services at the secondary school level, especially in Karossa and Topoyo sub-districts.

TABLE 4: Indicators of Fulfillment of Minimum Service Standards for Basic Education.

Basic Service Components	Indicator	Yes N (%)	No N (%)
Facilities and Infrastructure	There are education units within an affordable walking distance of 6 km for junior high schools from permanent settlement groups in remote areas.	36 (97,3)	1 (2,7)
	The number of students in each study group for junior high school does not exceed 36 people. For each study group, there is one classroom equipped with enough tables and chairs for students and teachers, as well as blackboards.	33 (89,2)	4 (10,8)
	In each junior high school and MTs there is a science laboratory room equipped with tables and chairs that are enough for 36 students and at least one set of science practice equipment for student demonstrations and experiments.	15 (40,5)	22 (59,5)
	In each junior high school there is one teacher's room equipped with tables and chairs for each teacher, principal and other educational staff; and in each junior high school there is a principal's room separate from the teacher's room.	30 (81,1)	7 (18,9)
Teachers and Educational Administration Personnel	In each junior high school there is one teacher for each subject, and for special areas there is one teacher for each subject family.	28 (75,7)	9 (24,3)
	In each junior high school, there are teachers with Bachelor or Diploma (DIV) academic qualifications as much as 70% and half of them (35% of all teachers) have an educator certificate, for special areas as much as 40% and 20% respectively	27 (73,0)	10 (27,0)
	In each junior high school, there are teachers with Bachelor or Diploma (DIV) academic qualifications and already have one educator certificate each for the subjects of Mathematics, Science, Indonesian, and English.	21 (56,8)	16 (43,2)
	In each district/city, all junior high school principals have Bachelor or Diploma (DIV) academic qualifications and already have an educator certificate.	31 (83,8)	6 (16,2)
	In each district/city, all school and madrasah supervisors have Bachelor or Diploma (DIV) academic qualifications and have an educator certificate.	36 (97,3)	1 (2,7)
Curriculum	The district government has plans and implements activities to assist education units in developing effective curricula and learning processes.	37 (100)	0 (0)
Education Quality Assurance	Supervisory visits to education units are carried out once every month and each visit is carried out for 3 hours to supervise and coach.	34 (91,9)	3 (8,1)

Source: Processed Questionnaire, 2023

4. Conclusion

Decentralization is one of the studies in public administration by looking at the urgency of transferring authority in public services to local governments. In the context of Indonesia with a very large area, decentralization policy is urgent to ensure that all citizens can access quality public services. For this reason, the separation of regions into several new autonomous regions is one of the challenges in decentralized applications

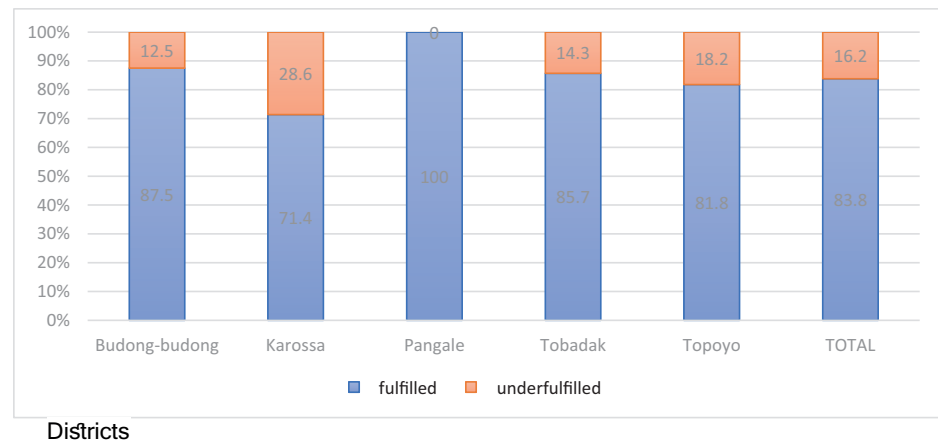
TABLE 5: Minimum Education Services by Education Unit (Elementary School).

Basic Service Components	Indicator	Yes N (%)	No N (%)
Facilities and Infrastructure	Each junior high school provides textbooks that have been determined by the Government to cover all subjects with a ratio of one set for each student.	33 (89,2)	4 (10,8)
	Each teacher continues to work 37.5 hours per week in the education unit, including planning lessons, carrying out lessons, assessing learning outcomes, guiding or training students, and carrying out additional tasks	35 (94,6)	2 (5,4)
Teachers and Educational Administration Personnel	The education unit organizes a learning process for 34 weeks per year with face-to-face activities	37 (100)	0 (0)
Curriculum	The Education Unit implements the Education Unit Level Curriculum (KTSP) or the 2013 Curriculum in accordance with applicable regulations	37 (100)	0 (0)
	Each teacher applies a Learning Implementation Plan (RPP) which is prepared based on the syllabus for each subject they teach	37 (100)	0 (0)
Educational Assessment	Each teacher develops and implements an assessment program to help improve the learning ability of learners.	37 (100)	0 (0)
Education Quality Assurance	The principal supervises the class and gives feedback to the teacher twice each semester	33 (89,2)	4 (10,8)
	Each teacher submits a report on the results of subject evaluation and the results of each student's assessment to the Principal at the end of the semester in the form of a report on student learning achievement.	34 (91,1)	3 (8,1)
	The Principal or Madrasah submits a report on the results of the Final Semester Test (UAS) and Class Upgrade Test (UKK) and Final Examination (US / UN) to the parents of students and submits the recapitulation to the District / City Education Office at the end of each semester.	32 (86,5)	5 (13,5)
School Management	Each education unit applies the principles of School Based Management (SBM)	34 (91,9)	3 (8,1)

Source: Processed Questionnaire, 2023

in Indonesia. This is certain related to the issue of the capacity of the new autonomous government which is considered still very vulnerable in providing quality public services.

This study intends to contribute to filling the research gap on the capacity of the government of the new autonomous region, with the case of Central Mamuju in West



Source: Processed Questionnaire, 2023

Figure 2: Achievement of Minimum Service Standards at the Junior School by Sub-Districts.

Sulawesi. The study analyzed the capacity of the Central Mamuju Government as a new autonomous regional government at the district level in providing public services in the basic education sector. Accordingly, this study analyzes the capacity of the Mamuju District Government in basic education services based on the fulfillment of the components of minimum service standards in basic education services, in elementary and secondary schools.

This study shows how the Central Mamuju District Government has not maximally met the minimum service standards for basic education, both at the elementary and secondary school levels. The main challenge of limitations of basic education service standards is in the service component of facilities and infrastructure. At the elementary school level, for example, some schools do not yet have complete space facilities for teachers and education personnel. In addition, there is still a lack of availability of elementary school facilities that can be reached on foot in some remote areas. In addition, there is a gap in service quality in remote areas with urban areas, especially in remote areas.

Meanwhile, at the secondary school level, this study shows that the Central Mamuju Regency Government is also still experiencing limitations in meeting the minimum service standards for basic education. Similar to elementary school level education, several secondary level schools in Central Mamuju Regency also experience limitations in the service component of facilities and infrastructure. Khusunsya on the availability of science laboratories for secondary schools. In addition, there is also a gap in the capacity of human resources for teachers and education personnel with educator certificates in several areas of Central Mamuju Regency.

This study shows that the government of the new autonomous region is experiencing obstacles in meeting the expectations of decentralization, namely for improving the quality of public services. However, the study also suggests that the challenges of the autonomous region, especially in central Mamuju, are inseparable from extreme geographical conditions.

However, this study experienced limitations in terms of methodology by using self-evaluation instruments by the school which allowed bias to occur by respondents when filling out questionnaires.

For this reason, a more in-depth and comprehensive study is needed to assess the institutional and human resource capacity of the new autonomous Government in achieving the expectations of providing quality accessible and quality public services for all citizens. In addition, comparative studies between new autonomous regions are needed to look at the complex factors affecting the capacity of the new autonomous government.

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