Implementation of Good Governance in the Management of Social Educational Assistance to Students

Samad Rumalolas, Kismartini, Faizal Madya
Universitas Terbuka
matacinta@gmail.com

Abstract

Educational assistance for students in Fakfak Regency has not yet been implemented effectively. In the implementation of this assistance, the principles of Good Governance have not been implemented properly. The purpose of this study is to analyze the implementation of the principles of good governance and to analyze the supporting and inhibiting factors in the educational assistance program for students in Fakfak Regency. The research method used in this study is a qualitative descriptive approach. Qualitative data analysis was carried out interactively and continuously until completion, so that the data has become saturated. The results of the study revealed that the Educational Assistance Program for Students in Fakfak Regency has not been implemented in accordance with the principles of good governance, including: (a) Participation, space for the public to express aspirations is still not available, (b) Law enforcement, the form of case resolution is resolved with external intervention, (c) Transparency, the Fakfak Regency Government has not been open in this educational assistance program, (d) Responsiveness, the government's response or attention in educational assistance for students is very lacking, (e) Effectiveness and efficiency, the realization of the educational assistance program for students is below 100%, (f) Accountability, the practice of corruption, collusion and nepotism for this educational assistance is growing very well. The conclusion of the study is that the implementation of good governance in the student education assistance program should provide ample space for community participation. Recommendations for the future are:The Fakfak Regency Government needs to provide ample space for the public to participate in providing information. If legal violations occur in the management of student educational assistance, the government must take legal action. The Fakfak Regency Government must also be responsive to all aspirations or complaints by opening an online complaint/aspiration platform. The Fakfak Regency Government needs to have Standard Operating Procedures (SOPs). Planning is needed, starting from the village level to the district level.

Keywords: *Good Governance,* Public Administration, Public Management, Governance, Participation, Law Enforcement,

I. INTRODUCTION

Law Number 22 of 1999 was amended by Law Number 32 of 2004 and Law Number 23 of 2014 concerning Regional Government. To strengthen the implementation of the aforementioned Laws concerning Regional Government, the government also issued Law Number 30 of 2014 concerning Government Administration. All of these laws were created with the aim of enabling the government to provide good public services to the community. The government's actions are in line with the spirit of Good Governance. Governance is not limited to the government, but also involves other aspects, namely the private sector and civil society. The government, the private sector, and society are the main actors in good governance, therefore all three must work in harmony or alignment. Understanding governance means understanding how the government (bureaucracy), the private sector, and civil society integrate. The government must create a conducive economic, political, socio-cultural, legal, and security environment. The private sector plays a positive role in developing economic activities

that will expand employment opportunities and increase incomes, while civil society must be able to actively interact with various economic, social, and political activities, including how to control the course of these activities.

The report of the BPK Representative of West Papua Number: 25.A/LHP/XIX-MAN/06/2019 dated June 28, 2019 concerning the Audit Report on the Financial Statements of the Fakfak Regency Government for the 2018 Fiscal Year in Fakfak stated that "The Management of Social Assistance Activities in the Form of Educational Assistance for 1000 Students Did Not Run Effectively and the Remaining Scholarship Funds Could Not Be Distributed in the Amount of Rp.639,757,860.00. The Fakfak Regency Government for the 2018 Fiscal Year budgeted social assistance expenditures amounting to Rp21,184,420,144.00 and Rp11,638,951,200.00 or 54.94% has been realized. This social assistance consists of educational assistance to community members and social assistance to the community. For educational assistance to community members, the government created a 1000 Student Educational Assistance program with a realization of Rp. Rp4,980,301,200.00. The realization consists of social assistance for education programs for 1,000 male students from Fakfak Regency worth Rp3,792,000,000.00 and social assistance for education programs for 1,000 non-male students from Fakfak Regency worth Rp1,188,301,200.00.The report above shows that some student assistance remains ineffective. While human resource development in Papua is crucial to catching up on the country's developmental lag, some funds allocated for the 1,000 Student Education Assistance program are not being fully utilized. In the context of good governance, effectiveness is key, but this is not the case with the 1,000 Student Education Assistance program, as some funds cannot be disbursed and returned to the regional treasury.

One important principle is strategic vision. This strategic vision has not yet been formulated by the Fakfak Regency Education, Youth, and Sports Office. In 2021, this strategic vision was proposed to the Fakfak Regency DPRD for enactment as a Regional Regulation. Strategic vision is a performance, a future feature that requires small, long-term steps and continuous technical engineering to realize. Without a clear strategic vision, we lack guidance and lose direction in developing programs that become the soul of the program or activity. The strategic vision also allows us to measure the level of success of programs implemented by the Fakfak Regency Education, Youth, and Sports Office. Thus, in program development, the involvement of the three main actors in good governance can be maximized, and the programs developed can be implemented transparently, efficiently, and effectively, and will also receive a positive response from the wider community.

Audit Report on the Financial Statements of the Fakfak Regency Government for the 2019 Fiscal Year by the West Papua Representative Audit Agency in Manokwari Number: 24.A / LHP / XIX.MAN / 06/2020 dated June 29, 2020, one of the aspects of the findings is that the Permanent Recording of Buildings and Structures in educational facilities is not in line with the number of educational facilities. Based on the results of the asset recording database review, it is known that the Fakfak Regency Government has 78 elementary schools and 13 junior high schools. Of the 78 elementary schools, 27 elementary schools have been recorded and 51 have not been recorded. Meanwhile, for junior high schools, out of 13 facilities, only 7 have been recorded and 6 are still not recorded. Here it can be seen that one aspect of Good Governance that is still not running well in the Regency Education, Youth and Sports Office is the occurrence of inefficiency. Therefore, the efficiency aspect in Good Governance is very important.

Audit Report on the Financial Report of the Fakfak Regency Regional Government for the 2019 Fiscal Year by the West Papua Representative Audit Agency in Manokwari Number: 24.A/LHP/XIX.MAN/06/2020 dated June 29, 2020, other aspects of the findings are:

a.   Distribution of Social Assistance for 1000 Students Education Assistance through the 2019 Fiscal Year amounting to Rp. 2,932,328,542.00

b.   Social Assistance Funds for Education Assistance for 1000 Students Amounting to Rp.845,606,748.00 Not Disbursed.

c.

The findings above indicate a lack of participation from various stakeholders in the student data collection, including students, parents, and student association leaders in each city. This data collection

also lacks transparency, resulting in some students receiving multiple scholarships and others who are ineligible. The data collection also lacks responsiveness, as students do not respond to inquiries about whether those receiving the assistance are eligible. Accountability is also lacking in the data collection, with both the data collection officers and those providing the data being irresponsible regarding the data received and provided. Furthermore, the data collection lacks transparency (interconnectedness). If this data collection were conducted openly and involving various stakeholders, valid data would be obtained, which would help students, who are indeed members of the Fakfak community who truly need this assistance.

Findings from the Supreme Audit Agency (BPK) revealed serious negligence in the distribution of scholarships for the 1,000 Student Program in Fakfak Regency. Of the Rp 513,066,068 allocated, the student status of 117 recipients could not be verified. This fact emerged due to a lack of data validation by the Education, Youth, and Sports Agency (Disdikpora).

From the news above, it can be seen that in the distribution of student scholarship assistance for the 1,000 (one thousand) student program, as many as 117 students were not confirmed as to their student status, this indicates that the assistance was misdirected. In relation to Good Governance, this resulted in inefficiency in the distribution of the scholarships.

Audit Result Report Number: 21.A/LHP/XIX.MAN/05/2022 concerning the Audit Result Report on the Financial Statements of the Fakfak Regency Regional Government for the 2021 Fiscal Year In Fakfak states "Management of Social Assistance Funds for 1,000 Student Scholarships Does Not Comply with Provisions One of the social assistance programs of the Fakfak Regency Government is a 1,000 student scholarship, the realization of the program is guided by the Decree of the Regent of Fakfak Number 900-133 of 2021 concerning Recipients of 1000 (One Thousand) Student/Female Scholarships in Fakfak Regency for the 2021 Fiscal Year, as amended by the Decree of the Regent of Fakfak Number 900-311 of 2021. The activity is disbursed through the Treasurer's LS mechanism, then withdrawn in cash and deposited into the bank of each recipient. If there are recipients of assistance with inactive bank accounts, the funds that have not been distributed are stored in the PPTK safe. Based on the audit A review of the list of social assistance fund realizations managed by the Social Assistance PPTK at the Regional Secretariat shows that there were remaining social assistance funds as of April 8, 2022, that had not been distributed by the PPTK to social assistance recipients, amounting to Rp. 375,500,000.00. For these undisbursed funds, the PPTK and the Regional Secretariat's Expenditure Treasurer re-deposited them into the regional treasury on April 21, 2022.

The BPK report above shows that the management of student assistance remains ineffective, as much of the budget remains unutilized, while many students still do not receive student assistance. If managed properly, it could help those in greater need. In the context of good governance, one indicator, effectiveness, is not working.

PThe implementation of regional government in the current era of autonomy should pay attention to the principles of Good Governance, including democracy, empowerment, service, responsiveness, transparency, accountability, participation, partnership, decentralization, policy consistency, and legal certainty. (Desmayani, 2019). At least the requirements for creating good governance in the implementation of government, development, and public services today, as stated by Santoso (2009), are transparency, responsiveness, effectiveness, efficiency, and accountability.

Seeing the above phenomenon, is the management of educational assistance for students in Fakfak Regency guided by the principles of Good Governance?

II.   LITERATURE REVIEW AND FRAMEWORK
A. Literature review
1. Public Administration

The concept of public administration in Indonesia is not fundamentally new; it has existed for a long time. Experts have simply replaced the term "public administration" with "state administration." Similarly, foreign books titled "Public Administration" have replaced it with "State Administration." (Harbani Pasolong, 2020:8).

Marshall E. Dimock, Gladys O. Dimock and Louis W. Koenig (1960), said that public administration is the government's activity in exercising its political power. Jhon. M. Pfifner and Robert V. Presthus

(1960:4), define public administration as (1) including the implementation of government policies that have been determined by political representative bodies, (2) Coordinating the efforts of individuals and groups to implement government policies. This includes the daily work of government. (3) A process concerned with the implementation of government policies, directing countless skills and techniques, giving direction and purpose to the efforts of a number of people.

Chandler & Plano in Keban (2004:3), said that Public Administration is a process where public resources and personnel are organized and coordinated to formulate, implement and manage decisions in public policy. Chandler & Plano explained that administration is an art and science aimed at managing public affairs and carrying out various specified tasks. Public Administration. Public Administration as a scientific discipline aims to solve public problems through improvements especially in the areas of organization, human resources and finance.

Nicholas Henry (1988), defines public administration as a complex combination of theory and practice, with the aim of promoting an understanding of government in its relationship with the governed society, and also encouraging public policy to be more responsive to social needs. Public administration seeks to institutionalize management practices to be in accordance with the values of effectiveness, efficiency and better fulfillment of the needs of society.

Dwight Waldo (1971), defines public administration as the management and organization of people and equipment to achieve government goals.

Felix A. Nigro and L. Loyd G. Nigro (1970:21) define public administration as (1) a group collaboration within the government environment, (2) Covering three branches of government: executive, legislative and the relationship between them, (3) Having an important role in formulating government policy, and therefore is part of the political process, (4) Very closely related to various private groups and individuals in providing services to the community. (5) In several respects differing in the placement of the meaning with individual administration.

According to Kuhn (1970) in Keban (2014:31), the development of a scientific discipline can be traced from changes in its paradigm. A paradigm is a perspective, values, methods, basic principles, or way of solving a problem adopted by a scientific community at a certain time. If a particular perspective is challenged from outside and experiences a crisis or anomalies, then the trust and authority of that perspective fades or decreases. People begin to look for a more appropriate perspective, or in other words, a new paradigm emerges.

Nicholas Henry, revealed that there have been 5 (five) paradigms in state administration as follows:

The First Paradigm (1900-1926), the Political and Administrative Paradigm. Politics should focus on policy or the expression of the will of the people, while administration focuses on the implementation of that policy or will. The separation between politics and administration is manifested by the separation between the legislative body, which is tasked with expressing the will of the people, and the executive body, which is tasked with implementing that will. The judiciary, in this case, functions to assist the legislative body in determining objectives and formulating policies. The implication of this paradigm is that administration should be seen as part of something value-free, and directed toward achieving the efficiency and economic values of government bureaucracy. This paradigm emphasizes the "locus" aspect alone, namely government bureaucracy, but the focus or methods that should be developed in public administration are less clearly and in detail.

The Second Paradigm (1927-1937), the Principles of Administration Paradigm. The focus of public administration is administrative principles. These principles are outlined in what is called POSCORB (Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting), which is an administrative focus that can be applied anywhere. Meanwhile, the focus of public administration is never clearly stated. Thus, in this paradigm, focus is emphasized more than locus.

The Third Paradigm (1950-1970), the Paradigm of Public Administration as Political Science. Morstein-Marx, editor of the 1946 book "Elements of Public Administration," questioned the separation of politics and administration as impossible or unrealistic, while Herbert Simon directed his criticism at the inconsistency of administrative principles, arguing that these principles were not universally applicable. Public administration is not value-free or applicable anywhere, but is always

influenced by certain values. Here, there is a conflict between the assumption of value-free administration on the one hand and the assumption of value-laden politics on the other. In practice, the second assumption prevails, which is why John Gaus firmly stated that public administration theory is actually political theory. As a result, a new paradigm emerged that views public administration as a political science whose locus is government bureaucracy, while the focus is blurred because the principles of public administration contain many weaknesses.

The Fourth Paradigm (1956-1970), Public Administration as Administrative Science. In this paradigm, previously popular management principles were scientifically and in-depth developed. Organizational behavior, systems analysis, operations research, and so on, were the focus of this paradigm. Two directions of development occurred within this paradigm: one oriented toward the development of pure administrative science supported by the discipline of social psychology, and one oriented toward public policy. All focuses developed here were assumed to be applicable not only to the business world but also to public administration. Therefore, their locus became unclear.

The fifth paradigm (1970-present) is Public Administration as Public Administration. This paradigm has a clear focus and locus. The focus of public administration in this paradigm is organizational theory, management theory, and public policy, while the locus is public problems and interests.

Research as part of the Public Administration Paradigm as Public Administration, where the focus is on government organizations that make policies related to student educational assistance while the locus is students as recipients of assistance, the need for educational assistance is a problem and also a public interest.

Pasolong (2019:39) The Reinventing Government paradigm, also known as New Public Management (NPM), became popular when the principle of "Good Governance" was implemented. The NPM paradigm recognizes that previous management paradigms are ineffective in solving problems in providing public services. The primary objective of New Public Management includes utilizing market mechanisms and terminology in the public sector. Customers are understood to be the same as the transactional relationships they conduct in the market. By transforming market performance in this way, in other words, it will replace or change public sector habits from a tradition based on rules and processes that rely on official authority to a market-oriented one that is driven by healthy competition.

Pasolong, in Denhardt (2019:42), suggests abandoning the principles of classical administration and Reinventing Government or New Public Management and shifting to the principles of New Public Service. The introduction states that New Public Service is more geared toward democracy, pride, and citizenship than market, competition, and customer service. "They deliver democracy." Therefore, the values of democracy, citizenship, and service for the public interest are fundamental norms in the field of public administration.

Based on the above paradigm, the focus of this research is on public service issues, which is closely related to the New Public Service Paradigm. In carrying out these functions, it is essential to listen to and serve the public's needs.

2. Public Management

Essentially, public management is the management of government agencies. Public management is about managing the interests of the public or the masses. According to Overman in Keban (2004:85), public management is not scientific management, although it is heavily influenced by scientific management. Public management is not policy analysis, nor is it public administration, reflecting the tensions between a rational-instrumental orientation on the one hand and a political-policy orientation on the other. Public management is an interdisciplinary study of the general aspects of organizations, combining management functions such as planning, organizing, and controlling on the one hand with human resources, finance, physical resources, information, and politics on the other.

Pasolong (2020:83) translates public management as "government agency management." Although this definition has a very general meaning, its essence touches on how to manage a government institution.

Satibi, Iwan (2012:15) Public Management can be translated as the management of public sectors carried out by public institutions (government), both related to aspects of planning, organizing, controlling, strategy and evaluation of human resources, budget, facilities and infrastructure, technology and other resources that are directed to achieve predetermined goals.

Public management is a new specialty, but it is rooted in a normative approach. Woodrow Wilson, author of "The Study of Administration" in 1887, as cited in Shafritz & Hyde (1997), was a visionary. The school of thought discussed was truly public management. Wilson urged that public administration immediately focus on the orientation adopted by the business world, improving the quality of government personnel, organizational aspects, and governance methods. The focus of this teaching was to improve executive functions within government, as they were deemed to have gone beyond reasonable limits due to the widespread symptoms of corruption, collusion, and nepotism (KKN), by adopting business management principles. Wilson laid down 4 (four) basic principles for the study of public administration which have colored management to this day, namely: (1) government as the main setting of the organization, (2) executive function as the main focus, (3) Searching for more effective management principles and techniques as the key to developing administrative potential, (4) comparative method as a method of studying the development of the field of public administration.

What Wilson conveyed actually greatly influenced efforts to develop public management until now. The development of his paradigm also followed the development of public administration (Henry, 1995), such as the administrative-political dichotomy (First Paradigm, period 1900-1926), administrative principles (second paradigm, period 1927-1937), political science (third paradigm, period 1950-1970), administrative science (fourth paradigm, period 1956-1970).

3. Governance

The term and concept of governance was introduced in the context of doubts among a number of parties regarding the effectiveness of government and state institutions in dealing with various abuses committed by themselves, especially in the matter of corruption or misappropriation of development funds (Riza Noer Arfani: 2005).

Governance, regional government, which implements the principle of decentralization, is considered to be helpful in creating governance. This is evident in the opinions of many experts, as quoted by Campos and Hellman (2005 in The World Bank, 2005:237), who argue that decentralization will make regional officials more accountable to their constituents regarding their performance.

Governance itself is a new concept developed by the World Bank in 1991. Starting from the World Bank's report in 1989 regarding the Crisis of governance in countries in Sub-Saharan Africa that are heading towards destruction. Necrophilia occurs which shows signs of being a failed state. is a concept that originated from the World Bank in 1991. The World Bank report stated that to escape the crisis and move towards a modern state (from crisis to sustainable growth) it is necessary to reform state administration by implementing the concept of good governance. (Renukumar, 2010). This concept then became popular in 1996 as the ethics of clean governance (Dwiyanto, 2003).

According to the Canadian International Development Agency (CIDA), (1996), that:

"Governance is the way in which the governance regulates economic and social resources. Good governance is an effective, honest, fair, transparent and accountable implementation of all levels of government." Governance is the way in which economic and social resources are

managed. Good governance is the effective, honest, fair, transparent, and accountable implementation of all levels of government.

According to Davis and Keating in Teguh Yuwono, "governance as a governing process that is covering not only government, but also other important actors, such as the private sector and civil society actors. The scope of governance is broader than government. Governance as a government process that is covering not only government, but also other important actors, such as the private sector and civil society actors. The scope of governance is broader than government.

According to Chhotray and Stocker (2009:3) in Teguh Yuwono, "Governance is about the rules of collective decision making in settings where there are a plurality of actors or organizations and where no formal control system can dictate the term of the relationship between these actors and organizations." Governance is about the rules of collective decision making in setting where there are a plurality of actors or organizations and where there is no formal control system that can determine the term of the relationship between these actors and organizations.

Ganie Rochman in Harbani Pasolong (2019:244) Governance is a mechanism for managing economic and social resources that involves the influence of the state and government sectors in a collective activity. Pinto in Widodo (2006:107), Governance is the practice of exercising power and authority by the government in managing government affairs in general and economic development in particular. LAN (2000:1), says that Governance is a process of organizing in implementing the provision of public goods and services.

Bintoro Tjokroamidjojo (2000:34) in the book New Paradigm of Development Management, Governance means to govern, control, manage, administer.

public administration which is called good governance.

4. Good Governance

Along with the desire to realize good governance, the implementation of regional government in the current era of autonomy should pay attention to the principles of democracy, empowerment, service, responsiveness, transparency, accountability, participation, partnership, decentralization, consistency of policy and legal certainty. (Desmayani, 2019). At least the requirements for the creation of good governance in the implementation of government, development and public services today as stated by Santoso (2009) are transparency, responsiveness, effectiveness and efficiency as well as accountability.

and good public governance in governance. Government is the governing body, namely the apparatus responsible for administering the country by carrying out the will of the people. Governance is a series of decision-making/policy-making processes and the entire series of processes by which those decisions are implemented or not implemented (Bapenas, 2007, Kertati, 2012).

Good Governance is good governance, good government management, and can also be expressed as good governance, good state administration or good, clean, democratic and effective state administration, values to regulate the relationship pattern between the government, the private business world and society (Bappenas, 2007, Kertati, 2021).

The community can be involved in good governance. Among other things (Kertati, 2012);

1) by supervising the public and private sectors, and also providing constructive input to the government and private sector for the sake of continuing good services for the wider community, and

2) directly involved in development processes that concern themselves and the community. Community members, for example, can form local associations or join NGOs that actively participate in development in their local areas.

According to the World Bank (1991:2) it states that:

"Good governance is epitomized by predictable, open and enlightened policy making (that transparent processes); a bureaucracy imbued with a professional ethos; an executive arm of government accountable for its actions; and strong civil society participating in public affairs and all behaving under the rule of law" World Bank, 1994:vii). Good Governance is predictable, open and transparent policy-making; a bureaucracy imbued with a professional ethos; a government that is accountable for its actions; a strong civil society that participates in public affairs and all behave under the rule of law.

According to the United Nations International Development Agency, (2005),:

"Good governance is management that is democratic, transparent, diverse, accountable, and representative where the community participates in adopting the rules; focused on five things: strengthening legislative procedures, decentralization and democracy in local government, anti-corruption, public relations with war, and the development of the rule application." Good governance is democratic, transparent, diverse, accountable, and representative management where citizens participate in adopting rules; it focuses on five areas: strengthening legislative procedures, decentralization and democracy of local government, anti-corruption, public relations, and the application of the rule of law.

According to Domarkas (2005), "Good governance has characteristics such as large community participation, transparency, subsidization, accountability, diversity, impartiality (equality), easy access, cooperation, and efficiency. Good governance has characteristics such as large community participation, transparency, accountability, diversity, impartiality (equality), easy access, cooperation, and efficiency.

According to Kaufmann Kray, Matsruzzi, (2005), "Can be measured by dimensions such as the right to choose, accountable to the external, political stability, no violence, crime, tourists, efficiency management, legal rules, corruption control". Good Governance can be measured by dimensions such as the right to choose, accountable to the external, political stability, no violence, crime, tourists, efficiency management, rule of law, corruption control.

According to the International Monetary Fund (2005), "Good governance is legal certainty; development of effectiveness and accountability in the public sector in fighting corruption." Good governance is legal certainty; development of effectiveness and accountability in the public sector in fighting corruption.

According to Barcevicius, (2008), "Good governance is the exchange of information both inside and outside the organization; cooperation is carried out when coordinating rules making; citizens are encouraged to participate in the government process". Good governance is the exchange of information both inside and outside the organization; cooperation is carried out when coordinating rules making; citizens are encouraged to participate in the government process.

5. Factors Influencing the Implementation of Good Governance

According to Al Putri Abral et al (2022), factors that hinder the Procurement Process of Goods/Services based on the principles of good governance are: (1) Network, the network does not always run smoothly because it is a system created by the center and controlled by the center. If they are upgrading data or repairing servers and of course do not know about it, it will certainly be an obstacle in its implementation, (2) Human Resources, resources that have procurement certification (3) Budget, based on the available budget, must see the priorities determined based on effectiveness

and efficiency (4) Socialization, Socialization regarding regulations is very necessary because the regulations contain documents and standardization or criteria of what is needed (5) Distance, this distance is related to the response of participants, (6) Time, it takes time for each activity so that the activity is not rushed. Every time an activity is delayed or accidentally delayed will certainly extend the time for implementing the activity.

According to Lati Praja Delmana, (2019) concluded that:

The principles of good governance cannot be completely adapted from a Western perspective; they must be adapted to local wisdom. Local wisdom in the implementation of good governance requires adaptation to local culture.In addition to the use of good governance principles, there must also be other factors that support the procurement of electronic goods and services to be free from corruption, namely increasing internal supervision, law enforcement, improving the quality of providers, improving facilities and infrastructure, infrastructure and human resources, and building local cultural ethics that are ashamed to commit KKN (corruption, collusion, nepotism), increasing supervision and auditing of e-purchasing periodically and consistently in every activity by changing the work culture through government procurement of goods and services.

Referring to the opinions above, the author concludes that several factors that influence the implementation of good governance are Human Resources Factors, System Factors and Organizational Culture.

a. Human Resources Factors

According to Andini et al., (2024) the definition of Human Resources can be divided into two parts, namely the micro definition and the macro definition. The micro definition of Human Resources includes people who work in and become members of a company or institution, which are usually called employees, workers, clerks, unskilled workers and others. Meanwhile, the macro definition of Human Resources is the number of a country's population entering the labor market, both unemployed and employed. Hasibuan (2003) defines human resources as the total capacity resulting from people's mental and physical abilities. This ability requires motivation to work.

According to Rubi Babullah (2024), human resources are one of the resources within an organization, encompassing all the people who carry out activities for that organization. Simply put, human resources are the activities and procedures for managing, organizing, and administering human resources themselves.

b. System Factors

The word system comes from the Greek, system, which means a collection of parts or elements that are interconnected in a regular manner to achieve a goal, connected in a regular manner to achieve a common goal.

According to Susanto (2017), a system is a collection or group of subsystems/parts/components or anything, whether physical or non-physical, that are interconnected with each other and can work together to achieve a particular goal.

According to Sutarman (2009), a system is a collection of elements that interact with each other in a unity to carry out a process of achieving a goal.

According to Mulyadi (2010), a system is a network of procedures created according to an integrated pattern or pattern to carry out the main activities of a company or organization, while a procedure is a clerical sequence, generally involving people in one or more departments, which is created in such a way as to ensure uniform handling of company transactions that occur repeatedly.

The opinions above can be concluded that a system is a collection of components that are interconnected with each other to achieve goals.

c. Cultural Factors

Culture is a pattern of basic assumptions discovered and developed by a given group as it learns and masters its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (Edgar Schein, 1997).

Geert Hofstede stated that culture consists of shared mental programs that dictate individual responses to their environment. This definition implies that we observe culture in everyday behavior, but it is controlled by deeply embedded mental programs. Culture is not just surface behavior, but deeply embedded within each of us (David C. Thomas and Kerr Inkson, 2004:22).

Webster's New Collegiate Dictionary defines culture as an integrated pattern of human behavior including thoughts, speech, actions and artifacts and depends on the capacity of people to listen and pass on knowledge to future generations (Terrence E. Deal and Allan A. Kennedy, 2000:4).

In Jeff Cartwight's view (1999:11), culture is a powerful determinant of people's beliefs, attitudes and behavior, and its influence can be measured through how people are motivated to respond to their cultural environment.

The opinions above can be concluded that culture is a pattern of human activities that is systematically passed down from generation to generation through various learning processes to create a certain way of life that is most suited to the environment.

d. Organizational Culture Factors

Edgar Schein in Wibowo (2011:16) states that organizational culture is the philosophy that underlies organizational policies, rules of play for socializing, and the feelings or climate brought about by the physical preparation of the organization.

Organizational culture is a pattern of basic assumptions that has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think and feel in relation to those problems (James L. Gibson et al., 2000:30).

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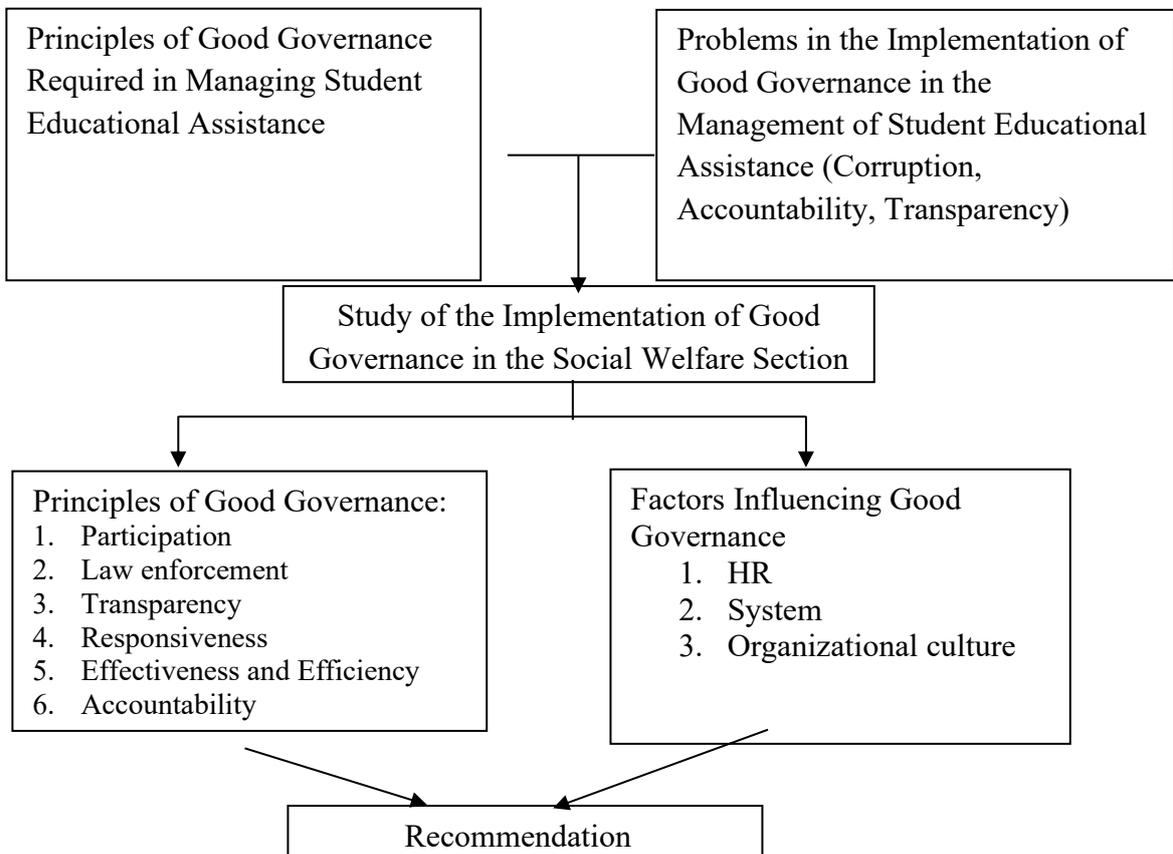
II.RESEARCH METHODS

Research Design

The focus of this research is on the implementation of good governance, namely how to implement good governance.in the Community Welfare Section of the Fakfak Regency Regional Secretariat. The research design is descriptive qualitative.

According to M. Mochtar (2000:126) states that: "In this descriptive design or method, researchers want to get an accurate picture or explanation (description) of the situation, symptoms, phenomena, characteristics, both of the individual or certain group being studied as they are."

Taliziduhu Ndraha (1987:39), stated that:

Descriptive research can also work with just one variable, similar to exploratory and case studies. The difference is that descriptive research aims to examine and discover as much information as possible about the variable in question, while exploratory and case studies aim to identify the research problem. Descriptive research does not aim to identify relationships between variables.

So descriptive research, in general, is a situation experienced, or relationships, activities, views, attitudes that appear, or about an ongoing process, influences that are working, abnormalities that are emerging, apparent tendencies, sharpening conflicts and so on. In other words, with a descriptive design in this research, a systematic, factual and accurate picture or painting will be obtained regarding the facts, characteristics and relationships of the phenomena being investigated so that the research objectives can be achieved. In relation to this, Winarno Surachmat (1978:131) descriptive research design has the following characteristics:

1) Satisfy yourself with solving problems that exist in the present.
2) The data collected is first compiled, explained and then analyzed.

According to Margono (2003:39) with a qualitative descriptive approach, the analysis of the data obtained (in the form of words, pictures or behavior) is not expressed in the form of numbers or statistical figures, but rather by providing an explanation or description of the situation or condition being studied in the form of a narrative description.

According to Amirul, Hadi and Haryono (2005:13) qualitative research is often also called ethnographic method, phenomenological method, or impressionistic method, and other similar terms.

According to Lexy, J. Moleong (2014:6) Qualitative research is research that aims to understand the phenomena of what is experienced by research subjects, for example behavior, perception, motivation, actions, etc., holistically, and by means of description in the form of words and language, in a specific natural context and by utilizing various natural methods.

According to Nasution (1996:9), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from observed people and behavior. In this research, efforts are made to collect as much descriptive data as possible, which will be presented in the form of reports and descriptions.

Thus, research using a qualitative descriptive research design will merely describe/illustrate the phenomena highlighted in the study as they exist. Similarly, this research will outline various aspects related to the Implementation of Good Governance in the Management of Student Educational Assistance in Fakfak Regency.

Research Instruments

In qualitative research, the instrument or research tool is the researcher themselves. Therefore, the researcher as an instrument must also be "validated" to what extent qualitative researchers are ready to conduct research and then go into the field. Validation of the researcher as an instrument includes validation of their understanding of qualitative research methods, mastery of insight into the field being studied, and the researcher's readiness to enter the research object, both academically and logistically. The validation is carried out by the researcher themselves, through self-evaluation of their understanding of qualitative methods, mastery of theory and insight into the field being studied, and their readiness and provisions for entering the field.

1. In research using quantitative tests or questionnaires, responses that can be quantified and analyzed statistically are prioritized, while deviations are ignored. With humans as instruments, odd and deviant responses are given attention. Outstanding, even contradictory, responses are used to increase trust and understanding of the researched aspect.

Data collection

Data collection techniques in qualitative research can include observation, interviews and documentation.

To obtain the data needed in this research, the following techniques were used:

1. Observation, simply means observing or looking closely at something, activity and certain circumstances. Observation is carried out by humans in their lives driven by the desire to know something through their sense of sight. From observing or observing a certain thing, a person will obtain a number of data that will become his knowledge about it. Observation here will be carried out by observing the Department of Education, Youth and Sports of Fakfak Regency and the Welfare Section of the Regional Secretariat of Fakfak Regency related to the planning, implementation and supervision mechanisms of the management of educational assistance for students in Fakfak Regency.

2. Interviews, namely conducting direct interviews to obtain information on phenomena related to the research object. The number of informants was 15 people, consisting of:
   a. Head of the Welfare Section of the Fakfak Regency Regional Secretariat.
   b. Head of the Education, Youth and Sports Office of Fakfak Regency,
   c. Head of the Program Division of the Education, Youth and Sports Service of Fakfak Regency,
   d. Officer in the Program Section,
   e. There are 3 journalists,
   f. Entrepreneur as many as 1 person
   g. A community of 3 people.
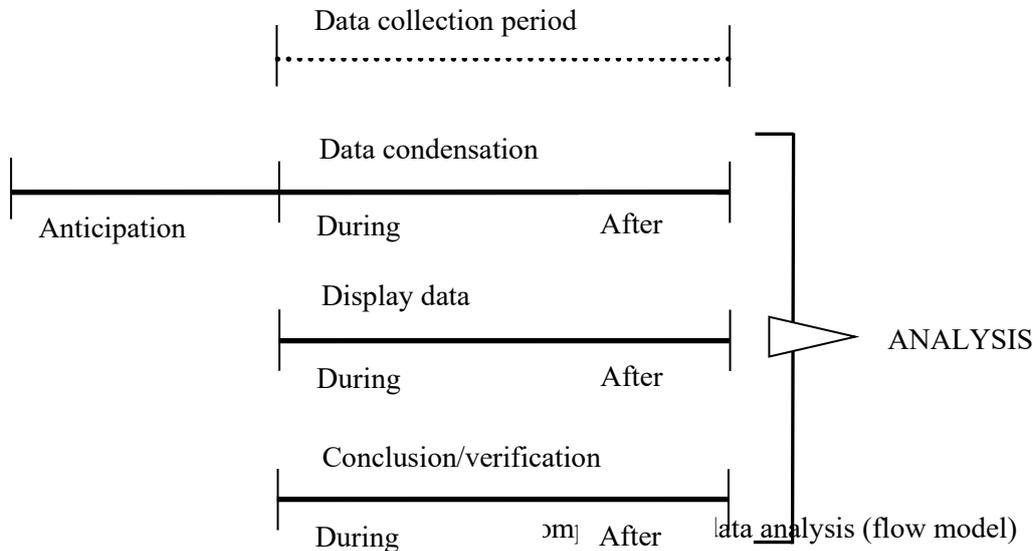
3. Documentation

   DocumentationDocumentation is a way to obtain data and information in the form of photos, videos, films, books and so on that can be used as supporting information materials and as data sources (Bogdan and Biklen in Ghony & Almanshui, 2012:243). Documentation here, researchers will take the necessary documents, for example the number of students receiving scholarships, and also accountability for the student's assistance.

Data analysis

This research uses a qualitative research approach, namely a study that aims to describe or illustrate the implementation of good governance in the Management of Educational Assistance for Students in Fakfak Regency.

According to Sugiyono (2023:132), data analysis in qualitative research is carried out during data collection and after data collection has been completed within a certain period. During the interview, the researcher has analyzed the interviewee's answers. If the interviewee's answers after analysis are not satisfactory, the researcher will continue the questioning, until a certain stage is obtained, data that is considered credible. Miles and Huberman (1984) state that activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated. Activities in data analysis are data reduction, data display, and conclusion drawing/verification.

The analysis steps are shown in Figure 3.1 below:

Data collection period

Data condensation

Anticipation   During   After

Display data

During   After

ANALYSIS

Conclusion/verification

During   After

data analysis (flow model)

Based on Figure 3.1, it can be seen that, after the researcher collected the data, the researcher carried out anticipatory steps before condensing the data.

III.   RESULTS AND DISCUSSION
Overview of Research Object

Implementation of Good Governance in the Management of Educational Assistance for Students in Fakfak Regency

Participation
The government's participation opportunities are less than optimal, as not everyone is aware of the educational assistance program for students in Fakfak Regency. According to information we obtained from the Head of the Community Welfare Section of the Fakfak Regency Regional Secretariat, the following statement was made:
"This notification is delivered by the Regent or Government officials when visiting villages or districts or also to schools or campuses."
However, information from another source, namely the Chairperson of STIA Asy-Syafi'iyah Fakfak, stated that:
"The campus was never informed about any educational assistance for students in Fakfak Regency."
This is also reinforced by the results of an interview with the source, the Chairman of the Mbaham Mata Traditional Council, who stated that:
"The Mbaham Mata Fakfak Traditional Council has never been informed that there is educational assistance for students in Fakfak Regency."

The Fakfak Regency Government's Development Planning Conference (Musrembang) is a tool used to plan and accommodate student aspirations related to educational assistance, and it is also not optimal. Furthermore, the Fakfak Regency Government also collaborates with several student associations outside Fakfak. The data provided by the Fakfak Student Association is also less valid, as data on some students who are no longer attending college is still provided by the Fakfak Student

Association. This was conveyed by the Head of the Fakfak Regency Community Welfare Section, who stated that:

"In supervising educational assistance for students in Fakfak Regency, the government only coordinates with the Fakfak Student Association in the cities where students study. The relevant agencies have not carried out proper supervision in the last few years."

Because the space created by the Fakfak Regency Government is not optimal, so that community participation in utilizing the space is not optimal, there are still students who cannot pay education fees because they do not have the funds.

This was also stated by the Speaker, Chairman of the Mbaham Mata Traditional Council, who stated that:

"There are several students who have said that we did not receive educational assistance, and there are also those who said that the student assistance provided is not enough in amount."

Student Status Data of STIA Asy-Syafi'iyah Fakfak

ACADEMIC YEAR	STUDENT STATUS		
	PUBLIC ADMINISTRATION		
	REGISTERED	ACTIVE	NON-ACTIVE
2024/2025-1	1242	723	459
2023/2024-2	999	581	417
2023/2024-1	1126	633	365
2022/2023-2	879	550	315
2022/2023-1	932	581	296
2021/2022-2	823	615	260
2021/2022-1	821	556	250

Data Source: Processed from PDDikti.

From the data, the number of NON-ACTIVE students has increased from the 2021/2022-1 Academic Year, amounting to 250 (Two Hundred and Five), 2021/2022-2 NON-ACTIVE Students as many as 260 (Two Hundred and Sixty), 2022/2023-1 Academic Year as many as 296 (Two Hundred and Ninety Six), 2022/2023-2 Academic Year as many as 315 (Three Hundred and Fifteen) Students, 2023/2024-1 Academic Year as many as 365 (Three Hundred and Sixty Five), 2023/2024-2 Academic Year as many as 417 (Four Hundred and Seventeen), 2024/2025-1 Academic Year as many as 456 (Four Hundred and Five) Students Twenty Six).

STIA Asy-Syafi'iyah Fakfak is not only popular among Fakfak residents, but also attracts students from several areas in Maluku who have completed their studies there. Students from Fakfak can be categorized into several groups:

Students from underprivileged parents, because most parents who can afford it, will choose education outside Fakfak rather than in Fakfak.

Students who can no longer get scholarships such as from the ADIK Program.

Most of those who are in arrears with their payments are students from the Fakfak area.

1. **Law enforcement.**
Cancellation of Graduation

In terms of law enforcement, the most common cases of student assistance in Fakfak Regency involve prospective students who were declared to have passed a university exam, but were ultimately revoked by Fakfak Regency Government officials, who then enrolled their children. This was conveyed by Juniati Heremba, a parent resource person, who stated:

"The child has been informed by the Campus that they PASSED the selection, but there was another notification stating that the child DID NOT PASS."

This incident didn't just happen to one student, but to several others. This was reported by one of the students' parents, Anton Tanggahma. Anton Tanggahma said:

In communication with the campus, the campus said that his child passed, but after the test results were announced by the Regional Government, his child did not pass.

This issue eventually went viral after one of the children reported the matter on their TikTok account. The official's family eventually intimidated the family and child who had failed the selection process. They went to the child's home and threatened to delete their TikTok accounts and report them to the police. The child who failed the selection process said they were free to report the matter, as they had all the evidence.

Ultimately, the official's family reported the matter to the Fakfak Police Resort, who then conducted an investigation on the child who failed. The investigation, according to the parents' statement, confirmed the child's claims were true, and the alleged charges related to hoax news and defamation were unfounded. However, the police have not yet released the results of the investigation.

Because this incident involved many prospective students, the Fakfak Regency House of Representatives (DPR) held a public hearing (RDP) with the families and children of those who failed the selection process, along with the Fakfak Regency Education, Youth, and Sports Office. The hearing resulted in the Chairperson of the Fakfak Regency DPR (Siti Rahma Hegemur) requesting the Fakfak Police Department to drop the case. Another impact of this case is that the parent of the prospective student who went viral, a civil servant, was transferred to Bomberai District. Previously, the parent worked at the Education, Youth, and Sports Agency. As conveyed by the student's parent, Juniati Heremba, the following statement was made:

"Mr. Arka was transferred to Bomberai District because Arka made a TikTok that went viral on social media."

Aid Not Disbursed

Another case that has attracted public attention is the non-disbursement of aid by the Fakfak Regency Education, Youth and Sports Office.

Several parents struggling to cover their children's college tuition fees have approached the Regent and requested assistance. The Regent has issued a directive allowing the Fakfak Regency Government to provide assistance to these students within the allocated budget. However, the families approached the Education, Youth, and Sports Office, but the assistance was not disbursed, leading to a commotion at the Fakfak Regency Education, Youth, and Sports Office.

The commotion erupted on several social media platforms, including WhatsApp groups. Ultimately, the Regent intervened to expedite the payment process.

This was conveyed by the resource person, Anton Tanggahma, who stated that:

"Parents have received a disposition from the Regent for the disbursement of educational assistance for students, but the disposition was submitted to the Education Office, and the Education Office has not yet disbursed or distributed the assistance."

Transparency

Regarding transparency, it can be seen from how the Fakfak Regency Government provides extensive information to prospective recipients of educational assistance for students and public access to obtain information related to educational assistance for students in Fakfak Regency.

Regarding the Fakfak Regency Government's transparency in managing educational assistance for students, according to the Head of the Public Welfare Division, this is done through the existence of Standard Operating Procedures (SOPs) created by the Fakfak Regency Government. However, in an interview with another source, he stated that "The Fakfak Regency Government is not transparent in managing educational assistance funds for students."

This was conveyed by a resource person from the Chair of the PWI Fakfak, namely Rico Letsoin, who stated that:

"The Fakfak Regency Government is not transparent in providing information to the public and is also not transparent in managing educational assistance for students. Therefore, journalists are unaware of the assistance. The problem is only discovered after it arises, and only later does the media or journalists learn about it."

The results of the interview with the Head of the People's Welfare Section stated that the Socialization of Notification of Student Assistance was carried out at Universities in Fakfak Regency, however, after an interview with the Chairperson of STIA Asy-Syafi'iyah Fakfak, he said that:

"The Fakfak Regency Government has never conducted outreach regarding educational assistance for students in Fakfak Regency to the STIA Asy-Syafi'iyah Fakfak Campus."

Regarding public access to information regarding educational assistance for students in Fakfak Regency, based on interviews we obtained, this educational assistance is only for families of Fakfak Regency Government employees. This is evident in the large number of children of officials who receive this assistance, while lower-income communities receive less educational assistance for these students. Even if some do receive this assistance, they must resort to violence, meaning they must first argue with the Public Welfare Department before they can receive it. This was conveyed by one of the informants, a parent of a student, Mohammad Heremba, who stated:

"When I was processing assistance for my child, the staff in the social welfare department gave me lots of excuses, until I argued before they asked for the account number to transfer to my child."

Responsiveness

Regarding responsiveness, this is seen from the complaints/aspirations conveyed, the types of complaints/aspirations, the government's response to complaints/aspirations and the influence of media coverage on the Fakfak Regency Government regarding the Education Assistance Program for students.

Regarding complaints and aspirations from the public, they are frequently expressed. Some of these concerns include students not receiving student assistance, late disbursement of assistance, insufficient assistance, and inappropriate assistance.

Results of an interview with the Head of the People's Welfare Section "Regarding the time of receipt, some received it earlier, some have not received it yet."

The amount of assistance that must be received is divided into several qualifications, namely:

For students outside Fakfak, the amount for OAP is IDR 6,000,000 (six million rupiah).

Non OAP Rp. 4,000,000 (four million rupiah).

Students studying in Fakfak, for final studies amounting to Rp. 3,000,000 (three million rupiah)

Students studying in Fakfak (OAP) for ongoing studies receive Rp. 2,500,000 (two million five hundred thousand rupiah).

Students studying in Fakfak (NON OAP) Rp. 2,000,000 (two million rupiah).

Students studying in Fakfak (OAP) receive a final study of Rp. 2,500,000 (two million five hundred thousand rupiah), and for ongoing studies it is Rp. 2,000,000 (two million rupiah).

Regarding this amount, the government's response is to divide the amount, namely the OAP of Rp. 6,000,000, - divided for OAP of Rp. 3,700,000, - (three million seven hundred thousand rupiah) and NON OAP of Rp. 2,300,000 (two million three hundred thousand rupiah).

Media interviews revealed that "the government's response to complaints is rarely disclosed, whether they are resolved directly with the students involved or how the process is carried out. The government's response is slow, as evidenced by an interview with the Traditional Council, which stated that "the government is slow to respond to community aspirations."

The influence of news coverage in the mass media is very large, because all aspirations/complaints will receive a response after being reported in the mass media, whether local media or social media.

Effectiveness and Efficiency*

In relation to effectiveness and efficiency, it is measured by the level of success in realizing the educational assistance program for students, the time required for providing educational assistance services for students, and the costs required for administering educational assistance for students.

The educational assistance program for students in Fakfak Regency has not been fully implemented. Of the targeted 1,500 students, only around 1,350 received the assistance. The remainder could not be accounted for and was returned to the regional treasury. Meanwhile, many students still did not receive the assistance.

In practice, some aid is not properly targeted, for example, some students who received it are no longer enrolled. This is both inefficient and ineffective. It could have been distributed to other students in greater need or those who haven't received it. This occurs because the data used is often outdated and not updated.

The Audit Report of the Financial Audit Agency found that 15 recipients of social education assistance did not meet the requirements stipulated in the SOP. In the SOP, it states that the required documents required by the Social Welfare Section are the Application Proposal, a photocopy of the Fakfak Regency ID card, a photocopy of the Fakfak Regency family card, a study plan card (KRS), a study result card (KHS)/transcript, a certificate of active study, a photocopy of a bank book and a photocopy of a high school diploma or equivalent. The results of an interview with the Head of the Community Welfare Section of the Fakfak Regency Regional Secretariat stated that:

"In the SOP, it states that the required documents required by the Social Welfare Section are the Application Proposal, a photocopy of the Fakfak Regency ID card, a photocopy of the Fakfak Regency family card, a study plan card (KRS), a study result card (KHS)/transcript, a certificate of active study, a photocopy of a bank book and a photocopy of a high school diploma or equivalent."

The Audit Board's 2023 Audit Results Report Number: 38.B/LHP/XIX.MAN/08/2024 also found that there were 2 (two) Student Education Social Assistance Recipients who received assistance more than once in the 2023 budget year.

The results of the interview with the Assistant Treasurer of Expenditure for the Public Welfare Section showed that the Assistant Treasurer did not know that the recipient received social assistance from another SKPD other than the Public Welfare Section. The Assistant Treasurer processed the disbursement of the social assistance based on the name listed in the Decree of the Regent of Fakfak Number: 900.1.3.4-312 of 2023 dated September 5, 2023 concerning Recipients of Educational Social Assistance for Students from Fakfak Regency, Phase One without checking/verifying the recipient.

The time required to obtain services related to educational assistance for students is divided into three stages, and the time required to receive the educational assistance for students is three months from the date of the APBD determination. If the determination is in January, students can receive it in March.

There are no fees for this student's educational assistance application. The only fees are for administrative matters, such as the application proposal, a copy of the Fakfak Regency ID card (KTP), a copy of the Fakfak Regency family card (Kartu Keluarga), a study plan card (KRS), a study result card (KHS)/transcript, a certificate of active study, a copy of the bank account book, and a copy of the high school diploma or equivalent.

Accountability

In terms of accountability, it is measured by the practice of corruption, collusion and nepotism, efforts to eradicate corruption, money politics practices and the participation of lower agencies in discussions on educational assistance programs for students.

This educational assistance program for students is rife with corruption, collusion, and nepotism, particularly nepotism. Many children of regional officials receive this assistance, while non-officials or members of the lower classes do not.

The Fakfak Regency Government has made no efforts to eradicate corruption, collusion, and nepotism (KKN) within the student education assistance program. There is no evidence of money politics in the

administration of student education assistance. Discussions on the student education assistance program do not involve subordinate agencies; they are handled solely by the Public Welfare Division. *The Audit Report of the Financial Audit Agency for 2023 Number: 38.B/LHP/XIX.MAN/08/2024 found that 15 recipients of social education assistance did not comply with the requirements stipulated by the SOP. In the SOP, it states that the required documents required by the Social Welfare Section are Application Proposal, photocopy of Fakfak Regency ID card, photocopy of Fakfak Regency family card, study plan card (KRS), study result card (KHS)/transcript, certificate of active study, photocopy of bank book and photocopy of diploma/high school and equivalent.

When providing social educational assistance to students, the Social Welfare Division does not verify the completeness of the required documents submitted by recipients. The Head of the Community Welfare Division stated the following:

"The Community Welfare Section of the Regional Secretariat did not verify the validity of the completeness of the required documents submitted by the aid recipients."

This was reaffirmed by the Head of the Welfare Sub-Section and BPP of the Social Welfare Section, it is known that "the verification carried out by the Social Welfare Section is only limited to checking the completeness of the required documents submitted by the aid recipient for the disbursement process."

*Disbursement of Social Assistance for Education Cannot be Distributed to Recipients of Social Assistance, this was revealed by the Assistant Treasurer of Expenditures who stated that: there was a disbursement of Social Assistance for Education Expenditure that could not be distributed to recipients of social assistance. The value that could not be distributed was Rp. 65,500,000,- consisting of 5 recipients out of 112 recipients of phase 1 assistance with a value of Rp. 26,000,000.0 and 10 recipients out of 242 recipients of phase 2 amounting to Rp. 39,500,000,-. The reason it could not be distributed to recipients of social assistance was because it failed to be deposited into the relevant account by the Bank due to an error in the account number of the student social assistance recipient.

The results of the interview with the Assistant Expenditure Treasurer showed that the Assistant Expenditure Treasurer attempted to contact the person concerned but received no response from the recipient of the social assistance. The Assistant Expenditure Treasurer has deposited the refund of the remaining payment of the failed transfer assistance to the Regional General Cash Account with proof of Deposit Receipt (STS) Number 900/85/STS-LS/BANTUAN SOSIAL/SET-KESRA/SDA-OTSUS/2023 dated December 29, 2023 for student education assistance worth Rp65,494,200.00.

Audit Report of the Audit Board of IndonesiaNumber: 38.B/LHP/XIX.MAN/08/2024It is known that there is Social Assistance for Education that has not been completed with an accountability report. Furthermore, based on the SOP of the People's Welfare Section Article 16 concerning Reporting and Accountability of Social Assistance Recipients in the form of money, it is known that Social Assistance Recipients submit an accountability report in the form of benefits and realization of fund use, name/title of activity, budget realization and activity documentation. In addition, the SOP stipulates that transaction evidence (payment notes, receipts and other evidence) is not included in the report but is kept by the social assistance recipient as an object of examination. The incomplete accountability report is worth Rp1,180,541,200.00.

The results of the interview with the BPP Kesra Section stated that "efforts have been made to request accountability reports from recipients of Social Education Assistance, however, because most of the recipients of social assistance are still outside Fakfak because they are still undergoing education, the process of requesting accountability is hampered."

The statement from the Social Welfare Division of the BPP differs from the confirmation received from two students who received social assistance from the Division. The confirmation revealed that the recipients were not notified by the Division regarding the submission of accountability reports, and therefore were unaware of the requirement.

Supporting Dimensions and Dimensions Inhibiting the Implementation of Good Governance in the Management of Educational Assistance for Students in Fakfak Regency

Supporting Dimensions

Several dimensions that support the implementation of Good Governance in the Management of Educational Assistance for students in Fakfak Regency consist of the Development Planning Deliberation (Musrenbang), Mutual Cooperation, Communication, and Culture.

Development Planning Conference

The development planning meeting (Musrenbang) serves as a means of coordination between various stakeholders involved in educational assistance for students. The village head, who knows about students attending college, submits this information to the district, which then forwards it to the regency. The regency then allocates the budget based on the number of students and their location.

Mutual cooperation

The community is accustomed to a culture of mutual cooperation (gotong royong), which can be used as a platform for mutual cooperation to help students cover educational costs. One example is the culture of community cooperation in community service, or working together to raise money for a family wedding, known in the local Iha language as Tombor Magh. We have been invited to attend the Magh School on several occasions.

Communication

Currently, communication facilities and infrastructure have reached all areas in Fakfak Regency, making it easier for the public to communicate with the government. Therefore, if these communication facilities and infrastructure are utilized optimally, all government programs can be communicated to the public.

Culture

Another supporting factor is culture, there is a culture here that makes it easier for the government to always be able to convey its programs to the community, for example Tahlilan events, pengajian or other activities that make it easier for the Regional Government to communicate various government programs in these activities.

Inhibiting Factors

Inhibiting factors in the implementation of good governance in Fakfak Regency are Human Resources (HR) Factors, System Factors, and Organizational Culture Factors.

Human Resources

Human resources in Fakfak are still lacking, particularly in transparency, communication, and law enforcement. This educational assistance program for students should be communicated to the wider public so they are aware of its existence. However, there has been no public outreach regarding this program between 2022 and 2024.
This was conveyed by several sources, such as the Chairman of the Mbaham Mata Fakfak Traditional Council, who stated that:

"The reason the public is unaware of the Student Education Assistance Program is because officials don't understand its duties, principles, and functions. Every program designed to meet the needs of the public must be communicated to the wider community to receive criticism, input, and suggestions for improvement. However, this program has never been socialized."

System

In relation to the system here, there is input-process-output-and will return as input, and so on when we talk about the system. In the context of Educational Assistance for Students in Fakfak Regency, it does not run according to the principles of the system, because the formulation of the aid policy is carried out without involving outside parties in the process. This is intended only for the children or relatives of government officials, because they are the ones who compile and know about it, the public does not know and is deliberately hiding this information.

This was conveyed by one of the parent sources, namely Husen Heremba, who stated that:
"The obstacle in the Student Education Assistance Program is a systemic obstacle, where the government system is not running optimally, because every government program that should be known to the public, this is not being realized."

Organizational culture

One of the factors that hinders the implementation of the Fakfak Regency Student Education Assistance Program is Organizational Culture. According to Stephen Robbins in Wibowo (2010:17), organizational culture is a common perception held by members of an organization, a system of shared meaning. This common perception is the absence of a system for sharing useful information with others. This information is held only by those in charge or the officials who make decisions.

Discussion

Implementation of Good Governance Principles in the Management of Student Education Assistance Funds in Fakfak Regency.

Participation

Participation Space.

The Fakfak Regency Government has not yet provided a proper space for public participation in managing educational assistance for students in the Regency. Information about this assistance is only available to students studying outside the Regency, while students within the Regency are unaware of it.

The results of previous research stated that the professional and neutral bureaucratic model is characterized by bureaucratic arrangements that broadly support the creation of scope for public participation, empowerment and increased community creativity.

Referring to previous research findings, it can be concluded that the bureaucracy is not yet professional and neutral. Therefore, it needs to be reorganized to ensure professionalism and neutrality in managing educational assistance for students. A professional bureaucracy will create space for public participation, empowerment, and increased community creativity.

Means Used.

The lack of resources to promote educational assistance for students in Fakfak Regency is one of the reasons why students and the wider community are unaware of it.

Previous research has shown that the implementation of good governance principles needs to be adapted to local culture. This can be achieved by using culture as a means to convey information about educational assistance for students, its procedures, and stages. This will ensure that the wider community is aware of the assistance.

Law Enforcement

Law enforcement remains suboptimal. Many cases of misappropriation in student educational assistance are not resolved through legal channels. In some cases, the public prefers compromise, allowing practices of collusion, corruption, and nepotism (KKN) to persist in the provision of educational assistance to students in Fakfak Regency.

Previous research suggests that one way to be free from corruption is to build a local cultural ethic that denies committing KKN (Corruption, Collusion, and Nepotism). Beyond this culture of shame, the approach employed should not be solely repressive, but also preventive and rehabilitative. Central government officials must also set a good example for regional officials. This rationale is justified by the excesses of central government dominance as the center of power and finance.

Society is generally ashamed of engaging in KKN (corruption, collusion, and nepotism) practices. This needs to be consistently communicated through the involvement of civil society. This is done as a preventative measure against KKN (corruption, collusion, and nepotism).

Central government officials must also set a good example so that regional officials can emulate them. If central government officials themselves set a bad example, regional officials will follow suit.

Transparency

Regarding transparency, it can be seen from how the Fakfak Regency Government provides extensive information to prospective recipients of educational assistance for students and public access to obtain information related to educational assistance for students in Fakfak Regency.

The Fakfak Regency Government has not provided enough information to prospective recipients of educational assistance for students. Only certain groups know about the existence of this educational assistance.

Public access to information related to educational assistance for students in Fakfak Regency is very limited, because it has never been widely published.

Even if there are members of the general public who can get it, they have to make a fuss first before they can get the educational assistance.

Previous research has shown that the challenge to implementing good governance stems from a bureaucracy that appears slow to respond to rapid societal changes. While the public is accustomed to a culture of transparency, the bureaucracy fails to implement this principle.

Society is accustomed to deciding problems through deliberation and consensus, while the bureaucracy itself does not do this.

Responsiveness

Regarding responsiveness, this is seen from the complaints/aspirations conveyed, the types of complaints/aspirations, the government's response to complaints/aspirations and the influence

of media coverage on the Fakfak Regency Government regarding the Education Assistance Program for students.

The government's response to public complaints and aspirations tends to be slow, as in some cases, the response is only acknowledged after media coverage. And the results of these responses are rarely published in the media.

Some of the complaints/aspirations conveyed were students who did not receive educational assistance, late disbursement of assistance and assistance that was not on target.

Previous research has shown that the challenge of implementing good governance stems from a bureaucracy that appears slow to respond to rapid societal changes. The public demands a swift response to student educational assistance, but the bureaucracy is slow to respond. As a result, many students are unable to continue their education due to a lack of parental funding.

Effectiveness and Efficiency

In relation to effectiveness and efficiency, it is measured by the level of success in realizing the educational assistance program for students, the time required for providing educational assistance services for students, and the costs required for administering educational assistance for students.

In terms of the success rate of the realization of this student education program, it is still not optimal, seen from the realization in the last 3 (three) years, namely: In 2022, from the target of 1,500 students, 1,455 were distributed, in 2023, from the target of 1,500 students, 1,386 students were distributed, and in 2024, from the target of 1,500 students, 1,345 were distributed.

There's still misdirected aid, where aid is given to students who don't attend college. This leads to inefficient and ineffective budget allocation.

The time required to receive this student education assistance is also quite long, at the earliest three months from the determination of the APBD.

Previous research has shown that consistent application of good governance principles, such as accountability, transparency, and law enforcement, ensures efficient and effective governance and development. Therefore, achieving efficiency and effectiveness requires accountability, transparency, and law enforcement.

However, the reality is not like that, because accountability in the implementation of educational assistance for students is still lacking, as is transparency and law enforcement.

Accountability

In terms of accountability, it is measured by the practice of corruption, collusion and nepotism, efforts to eradicate corruption, money politics practices and the participation of lower agencies in discussions on educational assistance programs for students.

In the context of eradicating corruption, collusion and nepotism, efforts have not been optimal in eradicating corruption, collusion and nepotism, because there are still many corruption practices that are not resolved through legal channels.

Regarding the participation of subordinate agencies in discussions about student education assistance programs, they are rarely involved. The government simply waits for requests to come in. If there are none, the government is not proactive in involving subordinate agencies.

Previous research has shown that the principle of good governance emphasizes a balance between society and the state, as well as between the state and individuals. This means that every public policy must involve various parties, including the government, the public, and the private sector, with clear rules. The hallmark of good governance is that decisions are made democratically, transparently, accountably, and correctly. However, the decision-

making process in this student education assistance program was not carried out democratically, transparently, accountably, and correctly.

Supporting and Inhibiting Factors in the Management of Student Education Assistance in Fakfak Regency

a. Supporting Factors

Several dimensions that support the implementation of Good Governance in the Management of Educational Assistance for students in Fakfak Regency consist of the Development Planning Deliberation (Musrenbang), Mutual Cooperation, Communication, and Culture.

1) Development Planning Conference

The development planning meeting (Musrenbang) serves as a means of coordination between various stakeholders involved in educational assistance for students. Student data is collected from the village head, who knows who is attending college. This information is then submitted to the district, which then forwards it to the regency. The regency then allocates the budget based on the number of students and their location.

2) Mutual cooperation

The community is accustomed to a culture of mutual cooperation (gotong royong), which can be used as a platform for mutual cooperation to help students cover educational costs. One example is the culture of community cooperation in community service, or working together to raise money for a family wedding, known in the local Iha language as Tombor Magh. On several occasions, we have been invited to attend Magh School to raise money for school fees.

3) Communication

Currently, communication facilities and infrastructure have reached all areas in Fakfak Regency, making it easier for the public to communicate with the government. Therefore, if these communication facilities and infrastructure are utilized optimally, all government programs can be communicated to the public.

4) Culture

Another supporting factor is culture, there is a culture here that makes it easier for the government to always be able to convey its programs to the community, for example Tahlilan events, pengajian or other activities that make it easier for the Regional Government to communicate various government programs in these activities.

b. Inhibiting Factors

Inhibiting factors in the implementation of good governance in Fakfak Regency are Human Resources (HR) Factors, System Factors, and Organizational Culture Factors.

Human Resources

A factor hindering the implementation of the educational assistance program for students is a lack of human resources. Human resources in Fakfak are still lacking, particularly in terms of transparency, communication, and law enforcement. This educational assistance program for students must be communicated to the wider public so they are aware of its existence. However, from 2022 to 2024, there has been no outreach regarding this assistance program.

System

In relation to the system here, there is input-process-output-and will return as input, and so on when we talk about the system. In the context of Educational Assistance for Students in Fakfak Regency, it does not run according to the principles of the system, because the formulation of the aid policy is carried out without involving outside parties in the process. This is intended only for the children or relatives of government officials, because they are the ones who compile and know about it, the public does not know and is deliberately hiding this information.

Organizational culture

One of the factors that hinders the implementation of the Fakfak Regency Student Education Assistance Program is Organizational Culture.According to Stephen Robbins in Wibowo (2010:17), organizational culture is a common perception held by members of an organization, a system of shared meaning. This common perception is the absence of a system for sharing useful information with others. This information is held only by those in charge or the officials who make decisions.

A. Conclusion

Based on the research results, the application of the principles of good governance in the management of student education assistance funds in Fakfak Regency can be concluded as follows:

Participatory space in the management of student education assistance funds in Fakfak Regency has not been fully opened. There has been no outreach from the Fakfak Regency Government regarding educational assistance for students in Fakfak Regency. Law enforcement is not optimal, many misappropriations in student education assistance are not resolved through legal channels. The Fakfak Regency Government provides insufficient information to prospective recipients of educational assistance for students, public access to information related to educational assistance is very limited. The Fakfak Regency Government's responsiveness regarding public complaints/aspirations regarding the Management of Student Education Assistance tends to be slow. The Fakfak Regency Government only responds when there is news from the mass media. Some complaints submitted related to the management of this student education assistance include students who did not receive assistance, students who received educational assistance but the disbursement was late and educational assistance was not on target. The success rate of the student education assistance program has not been optimal, the set targets have never been reached, while on the other hand, many students have not received assistance, resulting in delays in their studies. Much student education assistance is not on target, and the distribution of assistance is often late. Accountability in the management of student educational assistance in Fakfak Regency is suboptimal, as no cases have been brought to justice. Sub-district and village agencies, such as the district and village levels, have also been largely ignored.

Supporting and Inhibiting Factors in the Management of Student Education Assistance in Fakfak Regency

1. Supporting Factors

Several factors supporting the implementation of the Student Education Assistance Program in Fakfak Regency are: First, the Development Planning Deliberation (MUSRENBANG) which is held routinely every year and is tiered from the Village to the National Level. Second, Gotong Royong, the community's habit of working together and helping each other. Third, Communication, communication facilities and infrastructure have reached almost all villages in Fakfak Regency. Fourth, Culture, many cultural resources can be used by the government to convey government programs.

2. Inhibiting Factors

Inhibiting factors in the implementation of Student Education Assistance in Fakfak Regency include: First, Human Resources, which are still lacking and low. Second, Systems, which relate to the system, mean that program input still does not accommodate all residents. Third, Organizational Culture, where members of the organization are unwilling to share information related to student education assistance with the wider community.

B. Suggestion

From the conclusions above, the author can suggest the following:

The Fakfak Regency Government needs to provide ample space for the public to participate in providing information, whether from the Fakfak Regency Government, Civil Society, and also interested private parties. Facilities that have become part of the community's culture also need to be optimized, by participating in traditional events and socializing the program. If there are violations of the law in the management of student education assistance, then the government must take legal action, because if allowed to continue, this will continue. The Fakfak Regency Government must also be responsive to every aspiration or complaint. Therefore, with the available communication facilities, the Fakfak Regency Government can open a space for complaints/aspirations online.

The Fakfak Regency Government needs to have a clear schedule or Standard Operating Procedure (SOP), which explains when the government will receive data on student aid recipients and when it will be distributed. A clear plan is needed so that aid can be distributed appropriately. The involvement of lower agencies, such as the District and Village Governments, needs to be involved in this accountability, by including them in development planning discussions that are carried out in stages and routinely every year.

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