

# The Role of Government Management In the Development of Basic Education in Sigi Regency Central Sulawesi Province

**AnasYalitoba**

Doctoral Student of Satyagama University

**Abstract-** Background of this research is the development of basic education in Sigi regency, Central Sulawesi province due to lack of the effective policy of regional autonomy, limited budgets and inadequate infrastructure.

The purpose of this study was to know the role of regional autonomy policy, budget and infrastructure in the development of basic education either partially or jointly.

This research used quantitative approach with regression analysis. The data were collected using the techniques of documentation, literature study, questionnaire and observation. The data were collected using a questionnaire based on Likert scale. Data were analyzed using validity test, reliability test, normality test, linearity, multicollinearity test, heteroscedasticity test, F test and t test, simple and multiple linear regressions. Sampling method in this study was proportionate stratified random sampling with a sample of 364 respondents.

The research proved that the regional autonomy policy played a significant and positive role at 70.1%, the budget played a significant and positive role at 77.8% and infrastructure played a significant and positive role at 76.4% on the development of basic education, partially or jointly.

A recommendation from this research was that the development of basic education in Sigi regency, Central Sulawesi can be achieved through the effective regional autonomy policy, amount of budget and adequate infrastructure. These variables should get attention properly, thereby they could establish the qualified human resources for the benefits of employment.

**Index Terms**— policy, budget, infrastructure and development.

## I. INTRODUCTION

One of the national goals, enshrined in the Preamble of the 1945 Constitution, is to develop nation's intellectual life as part of efforts to improve the quality of Indonesian life. The 1945 Constitution mandates the Government to manage and organize a national education system mentioned in Article 31 of the 1945 Constitution.

Regarding the mandate of the Constitution, it has been issued the Law Number 20 of 2003 on National Education System in order to improve the quality of Indonesian life. In addition, it is also enshrined in the third National Medium Term Development Plan (RPJMN) (2015-2019), saying that efforts to improve the quality of human life Indonesia are implemented through *Program Indonesia Pintar* or Smart Indonesia Program.

As we know that one of the key success factors for the development of a country is the availability of sufficient qualified human resources. Efforts to improve the human resources start from educational development.

In connection with the development of basic education, since the enactment of Law Number 32 Of 2004 on Regional Government, which has been amended by Law Number 23 Of 2014 on Regional Government, the District/City Government is an Autonomy Region based on the principle of decentralization.

There are 32 concurrent government affairs, in which according to Article 12 Paragraph 1 of Mandatory Government Affairs related to Basic Services, one of them is education. For the stakeholders of education, regional autonomy has the meaning as the implementation of autonomy process in the administration of education.

Based on the statement above, the local government in Sigi Regency as one of regencies in Central Sulawesi Province has implemented the policy of regional autonomy by organizing the development of basic education to improve the quality of its human resources.

However, the geographical condition of the area with a lot of mountains and settlements which are generally scattered with poor accessibility may cause the efforts to fulfill the basic rights of people, especially in the field of primary education become a hard challenge that must be answered well. It requires the role of government management to solve and provide solutions as a way out.

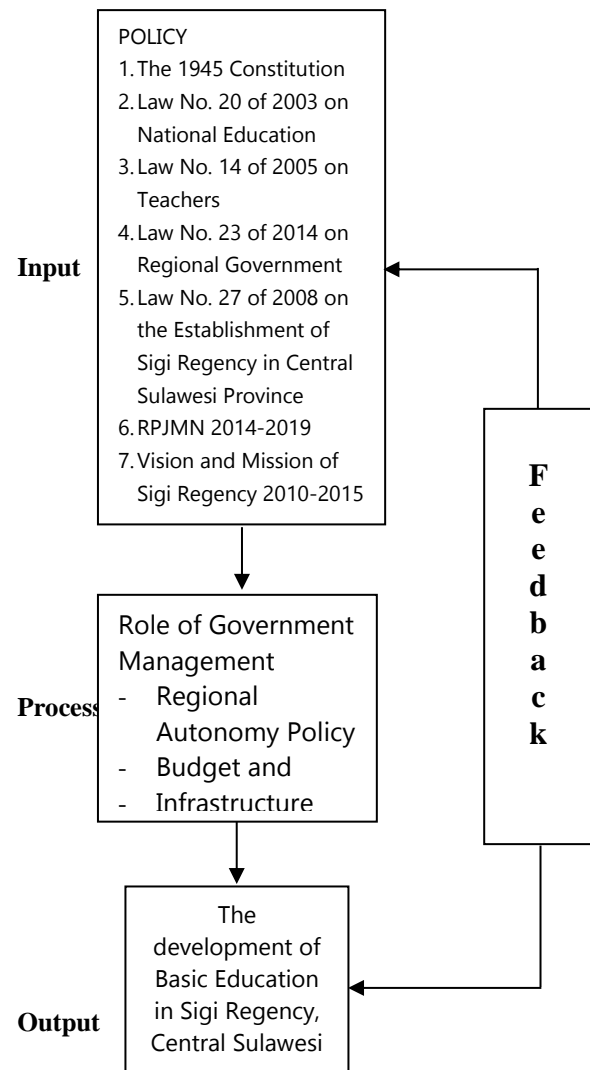
Implementation of the education development in Sigi Regency still has a few problems, including related to Management of Government from Aspects of regional autonomy policy, the budget and the infrastructure. Moreover, the perspective or way of thinking on some rural communities in Sigi about the importance of education itself is still lack. The economic condition of its community is also one limiting factor for developments of education and educational facilities that are mostly very limited.

The importance of basic education development is worth to be studied, because education is important for a nation as the foundation of nation building. Education is not just the affairs of sending children to school. Education is the most appropriate way to eradicate poverty. Hence, the human development in the field of primary and secondary education in Sigi Regency aims to eradicate poverty and build its community.

For that reason, an improvement the development quality in the field of basic education must be supported by the role of effective regional autonomy policy and budgets that support community interests, as well as adequate infrastructures, which in turn have an impact on productivity in the development of its area.

Based on the background above, the identification of research problems can be formulated as follows:

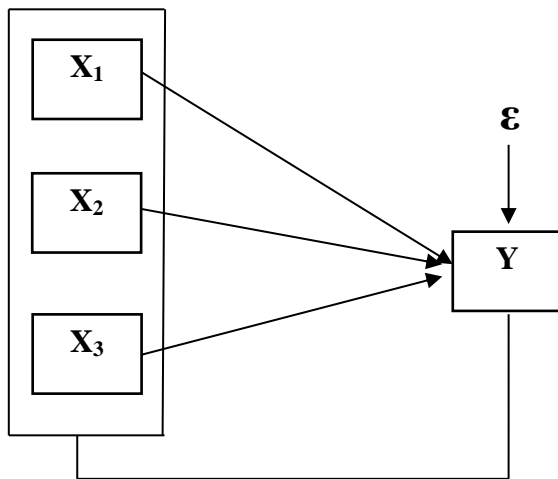
1. The policy is a matter of Local Government, that there are still some government policies that reduce regional autonomy, so they make basic education in Sigi is not qualified yet. The first policy is the involvement of principals and teachers as implementers of physical development of the school. The second policy is that Government enters personnel expenditure (salaries/wages) in the component of education budget of 20%. This condition can reduce the authority of the regional autonomy policy.
2. Public participations in the establishment and implementation of the regional autonomy policy in the field of education are not involved and empowered, and have not been significantly mobilized.
3. The economic conditions of Sigi community are still below average standards.
4. Provision of the budget for education remains low for the implementation of physical and other nonphysical programs, and geographical circumstances make the unit price become high due to the mobilization in transport of material, thus minimizing the volume of capital expenditure for basic education.
5. The geographical condition of many mountain areas, that makes it difficult for equitable development to the fullest.
6. The condition of educational infrastructure such as schools and other supporting infrastructure, many are not feasible.
7. There is still a lack of public transportation and other supporting transportation especially for education services
8. The perspective or way of thinking that is found in some rural communities in Sigi on the importance of education itself is still lack.



**Figure 1**  
**Research Framework**

## II. RESEARCH METHODS

This study was an explanatory research with quantitative approach, which gives an explanation of why and how a relationship can happen in a situation through hypothesis testing. The study consisted of four variables, namely the three independent variables, which are Policy (X1), Budget (X2), Infrastructure (X3) and the dependent variable is Development (Y).



**Figure 2**  
**Research Design**

The population was derived from the stakeholders and Sigi community. The population of this research consisted of Regent, Vice Regent, head of Development Planning Agency at Sub-National Level (Bappeda), Department of Education, Parliament, kindergarten teacher, elementary school teacher, junior high school teacher, senior high school teacher, Religious Leaders, Youth, Customary/Culture Leaders, People in Sigi, amounting to 3,289 people.

Data collection techniques in this study used documentary studies, literature study, questionnaire and observation. While techniques of data analysis in this research are done through some stages, as the followings:

1. Descriptive Statistics
2. Frequency Statistics
3. Test of Data Instruments
  - a. Validity Test
  - b. Reliability Test
4. Test of Basic Assumptions
  - a. Normality test
  - b. Linearity test
5. Classical Assumption Test
  - a. Multicollinearity Test
  - b. Heteroscedasity Test
6. Hypothesis test (t test and F test)
7. Simple and Multiple Linear Regression
8. Analysis of the coefficient of determination

### III. DISCUSSION AND RESULTS

Before the findings of the study are discussed, the following section highlights the result of the tests to examine the data.

#### Reliability Test

To see the coefficient reliability to the questioners, Cronbach's alpha was calculated by using SPSS and the results of reliability test for all variables were significant. Policy of Regional Autonomy ( $X_1$ ) has  $\alpha = 0.760$ , Budget ( $X_2$ ) has  $\alpha = 0.762$  and Infrastructure ( $X_3$ ) has  $\alpha = 0.761$  and the dependent variable Human Development ( $Y$ ) has  $\alpha = 0.763$ . From the results, it can be seen that the questionnaires used for each

variable are reliable, because all Reviews their coefficient of reliability is higher than 0.6.

#### Validity Test

The validity of each point in the questionnaires was calculated by using "product moment" correlation technique. Of 15 questionnaires responded by 364 subjects ( $n=364$ ),  $\alpha$  value was 0,05. If we compare this value of  $r_{table}$  which is 0,113, it can be concluded that each point in the instrument of all variables were valid (0,300-0,976). Regional Autonomy Policy ( $X_1$ ) has value of (0,300-0,904), Budget ( $X_2$ ) has value of (0,322-0,837), and Infrastructure ( $X_3$ ) has value of (0,337-0,976), while dependent variable of Development ( $Y$ ) has value of (0,368-0,910).

#### Hypothesis Test

Based on the result of hypothesis testing using SPSS 20 for Windows, the obtained calculation results of the five hypothesis testing are as follow:

- $\hat{Y}_1 = 1,274 + 0,465X_1$
- $\hat{Y}_2 = 1,173 + 0,456X_2$
- $\hat{Y}_3 = 1,366 + 0,343X_3$
- $\hat{Y} = 1,298 + 0,419X_1 + 0,190X_2 + 0,151X_3$

#### Discussion

The research results showed that all the hypotheses of this study were significant. Of the three independent variables studied, Budget variable ( $X_2$ ) was the most influential on the Basic Education Development in Sigi Regency, Central Sulawesi Province, and then followed by Infrastructure ( $X_3$ ) and Regional Autonomy Policy ( $X_1$ ).

#### The role of Regional Autonomy Policy on Basic Education Development

Role of Regional Autonomy Policy ( $X_1$ ) provides a significant and positive effect amounting to 70.1% of the Basic Education Development in Sigi Regency, Central Sulawesi Province.

Based on the findings of the research results, it can be known that the indicators in the regional autonomy which plays an important role affecting the weakness of education to basic education development in Sigi, Central Sulawesi Province is the Policy of Central Government using implementers as a subject of activity management and the Policy entering educators' salary in the component of the budget 20% for the education budget.

Broadly drawn that the regional autonomy policy will increase the flow of funds from the Center to the Regions and increase local revenue and is expected to be able to improve the performance of regional development including the development of education. Thus, with the existence of regional autonomy, the government policies will be well targeted, because local governments tend to well understand the circumstances and situation of its regions, as well as the local potentials rather than central government. The implementation of regional autonomy is at least able to give lessons to the public generally to manage themselves better.

The condition above is in line with the limits cited by W. Dunn (2003:132), that public policy is a complex pattern of dependence of collective choices that are interdependent, including decisions not to act that are created by the agencies or government office.

### **The Role of Budget on Basic Education Development**

The role of the Budget ( $X_2$ ) gave a significant and positive effect amounting to 77,8% on the Basic Education Development in Sigi Regency, Central Sulawesi Province. Based on the findings of the research results, it was known that the indicators in the budget which have important role in the development of basic education in Sigi Regency, Central Sulawesi Province are effective, efficient and accountable.

One of the important factors in implementing educational policy in the regions is the availability of sufficient budgetary resources for the implementation of educational programs. Sigi Regency, as one of the regions which has enough attention to the education sector, tries to implement the mandate of the 1945 Constitution to 20% of the portion of educational budget. Since 2009 until now (2015) Sigi Government is still trying to increase the educational budget in the Local Budget (APBD) although it may meet limitations. Therefore, one of the indicators that affects the provision of basic education in Sigi Regency is still limited budget.

Educational budget for Sigi Regency is still very low even though it meets the appropriate provisions of the 1945 Constitution amounted to 20%. The budget of 20% is still affected by the amount of personnel expenditure, so that it has not been significant yet in achieving the improved quality of basic education in Sigi.

Those problems are still experienced by all regions in Indonesia, so that it needs to solve the problem in order to be a solution to the implementation of basic education in Indonesia. Although some areas no longer rely on the General Allocation Grant and Special Allocation Funds in local governance, there are some approaches to do, which are (1) Optimizing local revenue, through extensive income sources, (2) Reviewing of the government's policy especially the policy of technical ministries on the implementation of budget amounted of 20%, (3) Giving reward to areas which can improve Human Development Index every year by compensation on the development of basic services budget.

According to Munandar (2001:1), the budget is a plan drawn up systematically covering all activities of the organization which is expressed in monetary units and prevail for a certain period of future time.

### **The Role of Infrastructure on Development of Basic Education**

The role of Infrastructure ( $X_3$ ) provided a significant and positive effect amounting to 76.4% of the Basic Education Development in Sigi Regency, Central Sulawesi Province.

Sigi Government is one of the regions that has very low infrastructure caused by different characteristics from other regions, in which Sigi does not have a coastline, but it has approximately 80% of the mountain region. Approximately 42% of mountains are conservation forests. Therefore, the construction of infrastructure especially roads, bridges and school buildings has its own problems, which needs high expense.

School building, such as Elementary School building, has an important role in improving the quality of human resources. Elementary School is a school with the highest number because it is a place of education for children over six years. The school buildings decent and well maintained will support the implementation of teaching and learning process.

As we know that most of the elementary schools in Sigi can be said less feasible and do not meet the standards of a decent school building as a place of learning and teaching activities. Most of elementary school buildings in Sigi have construction materials from wood. The use of wood in buildings is generally used for the roof structure, lisplank, door/window frames, walls, and even floor and strengthening the use on other parts of the buildings. Hence, the importance of a proper school building is an effort to improve the quality of human resources of Sigi community. Geographical conditions are lack of supporting, the budget is still limited and low infrastructure is a challenge for local governments of Sigi Regency to overcome the problems of existing school buildings, so that the good infrastructure of existing school buildings, especially elementary schools, may raise the motivation to learn for children by the adequate teaching staff as well.

Therefore, the Sigi government needs to find solutions as a precaution in overcoming these problems in order to give contribution to poverty reduction and to improve the quality of the implementation of education, especially basic education. There are some steps to take by stakeholders, which are (1) Synergy of development planning with other sectors, especially with educational sector, the agricultural sector and Micro, Small, Medium Enterprise (SME) and Tourism sector (2) Establishment of activity programs based on need analysis.

Based on the analysis, it is evident that a partial infrastructure has positively and significantly major role to the development of basic education in Sigi Regency, Central Sulawesi Province. Infrastructure is one of the vital sectors to spur development in Sigi which is basically sectors connecting to various kinds of economic activities, as well as to improve the quality of human resources in the area.

According to Torisi (2009:8), infrastructure is a number of equipment, buildings and networks that serve as transportation, communication, education, health and other aspects of social welfare.

In the context, this study is physical facilities and infrastructure in which a network, that serves the transportation, communications, education, health and social welfare aspects other, is a supporting infrastructure in the development of basic education in Sigi, Central Sulawesi Province, which is basic rights of every people and resident stated in the 1945 Constitutionals right that must be accomplished by the country.

### **The roles of Regional Autonomy Policy, Budget and Infrastructure on Development of Basic Education**

The roles of Regional Autonomy Policy ( $X_1$ ), Budget ( $X_2$ ), and Infrastructure ( $X_3$ ) provide a significant and positive effect amounting to 72.4% of the Basic Education Development ( $Y$ ) in Sigi Regency, Central Sulawesi Province.

Based on the findings of the research results, it can be known that indicators in the development of basic education, which have important role to the development of basic education in Sigi Regency, Central Sulawesi Province, are the financial planning/development budget, planning of development model and supervision.

Indicators of financial planning/development budget have important role in the development of basic education in Sigi Regency, Central Sulawesi Province. The importance of financial planning/development budgets in the development of education is as the implementation of the rights and

obligations, as well as the implementation of the tasks given by the people, in which the Sigi government must have a solid plan in order to achieve a goal aspired. The plans are carefully structured to be used as guidance in every step of the implementation of regional development.

Indicators of planning of development model have important role in the development of basic education in Sigi Regency, Central Sulawesi Province. Development planning is the process of organizing the steps that will be held by local governments in order to meet their needs and to achieve a certain goal.

Suitable development planning models implemented in Sigi are "empowerment development model", in which the task of the government is no longer "to move" but "to stimulate" the development. The limited condition of the government's ability and progress experienced by community encourage enhancing the empowerment concept.

Monitoring indicators have important role in the development of basic education in Sigi Regency, Central Sulawesi Province. According to Government Regulation Number 39 Of 2006 on Procedures for the Control and Evaluation of the Implementation of Development Planning, monitoring is an activity of monitoring progress on implementation of development plans, identifying and anticipating problems that arise and or may arise to take early action.

Based on the discussion of the findings above, the successful development of basic education in Sigi Regency, Central Sulawesi Province depends on several indicators that support and contribute the creation of high quality human resources. Some indicators said that support is an indicator of the development of planning model and supervision. These indicators are the points in what extent Sigi regency is able to provide the basic rights of people, namely education to the community. These Indicators are the points in what extent Sigi regency tries to improve the quality of human resources through education development.

#### IV. CONCLUSION

1. The regional autonomy policy plays a significant and positive role at 70,1 percent on the development of basic education in Sigi Regency, Central Sulawesi Province. The policy of regional autonomy is the main factors and needs to be noted that the development of basic education can achieve the goals of national education as mandated in the 1945 Constitution. In this situation the role of the regional autonomy policy is to build public support and legitimacy that have impact on social and economic for the development of basic education.
2. The budget has a significant and positive role at 77,8 percent on the development of basic education in Sigi Regency, Central Sulawesi Province. The budget as a supporting factors is essential that the development of basic education can achieve the goals of national education as mandated in the 1945 Constitution by counting the effective, efficient and accountable budget, so a systematically arranged plans is to cover all organization activities which are expressed in monetary units (unity) and will make the quality of basic education development better.

3. Infrastructure has a significant and positive role at 76,4 percent on the development of basic education in Sigi Regency, Central Sulawesi Province. The infrastructure is a supporting factor and needs to be noted that the development of basic education can achieve the goals of national education as mandated in the 1945 Constitution by determining the infrastructures of roads, bridges, telecommunications and electricity so that a number of equipment, buildings and the network will make the quality of basic education development higher.
4. The combination of regional autonomy policy, budget and infrastructure has a significant and positive role at 72,4 percent on the development of basic education in Sigi Regency, Central Sulawesi Province, because the progress of the development of basic education depends on financial planning/development budget, planning of development model and supervision supported by regional autonomy policy as a supporting factor, so that it is as the implementation of the Compulsory Basic Education program for 9 years which can answer the needs and challenges.

#### Recommendation

1. Regional Autonomy Policy for basic education of district/city government is given full authority to manage its own region, but in practice there is still a government intervention as a sovereign, so that regional autonomy is still doubtful. It is necessary to reconsider the policies that affect the regional government. Firstly, it should be reconsidering the policies on Technical Guidelines for DAK Management and other budgets, which are to restore the educators to teach, and to restore the authority of structural Employees/Officers at Education Department to be subject or implementers of the activities in built or rehabilitated schools. To prevent corruption of the budget, it should strengthen the supervision system toward local community or certified technical officials from Local Government environment. Second, educators salary expenditures are removed from the components of the educational budget 20%, through revision of the 1945 Constitution Article 31, paragraph (4) which obligates the budget of 20% to 15%, so that the educational budget targets can be achieved in accordance with the state's and region's ability, then education needs can be maximized. Based on need analysis, which eventually can achieve the goals of national education as mandated in the 1945 Constitution, Article 31 paragraph (1) Every person is obliged to follow basic education and the government is obliged to finance it, and Law Number 20 Of 2003 on National Education System and Law Number 15 Of 2005 on Teachers.
2. Development of basic education is fundamental for development, so the increase of education budget should be given each year and maximally used by Sigi Government. This budget can help to organize/arrange basic education for national education goals as mandated in the 1945 Constitution, Article 31 paragraph (2) "Country prioritizes education budget at least 20% of the State Budget

(APBN) and of Regional Budget (APBD) to meet the needs of national implementation. Some approaches to do are (1) Optimizing local revenue, through extensive sources of local revenue, (2) Giving rewards to the area, which annually can improve the Human Development Index (HDI) which the compensation on the increases of incentive budget or activities of basic services.

3. Central government and local government need to synergize programs and activities among sectors, in terms of education infrastructure development such as construction of school buildings, new classrooms, a library and other supporting infrastructures such as road, bridge, telecommunications, health centers, and electricity based on priorities, so it is to realize the Compulsory Basic Education program for 9 years, and to achieve national education goals according to the 1945 Constitution Article 31 paragraph (3) "The government shall manage and organize a national education system, which enhances faith and piety and good character in the context of the intellectual life of the nation, regulated by laws"
4. Participation of the community and stakeholders is essential in assisting local governments for developing basic education. Therefore, we recommend that Sigi Government should form a District Education Council and Sub-District Education Council, so it can help to meet national education goals as mandated in the 1945 Constitution, Article 31, paragraph (3) "The government shall manage and organize a national education system, which enhances faith and piety and good character in the context of the intellectual life of the nation, which is regulated by laws".
5. For realization of good governance, there are three domains that need to function: first Domain Government, second Public Domain, and third Investor Domain/ Entrepreneur of Regional Autonomy. One of the domains to be developed is the Investor Domain/Entrepreneur as an alternative step in efforts to finance the community for education development. It necessarily needs the involvement of private sector and industry through a scholarship program for underprivileged students without ignoring outstanding students who can motivate parents and students to continue their education, so it can meet national education goals as mandated in the 1945 Constitution Article 31 paragraph (1) "Every person has the right to education".
6. The alumni of elementary school in Sigi Regency are approximately 2,000 students each year, who are unable to continue their study at junior high schools. Therefore, Local Government of Sigi regency along with local community should pay attention to education and all stakeholders in order to establish an alternative education in the form of learning community equivalent with Junior High School (SLTP) with specific study programs on local interests or community talent related to the potentials owned by Sigi Regency, so that it meets national education goals as mandated in the 1945 Constitution of Article 31 paragraph (3) "The government shall

manage and organize a national education system, which enhances faith and piety and good character in the context of the intellectual life of the nation, which is regulated by laws"

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