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RESEARCH ARTICLE

Education in the Special Autonomy Era

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ARTICLE INFO	ABSTRACT
	This study employs a qualitative approach using role theory, conducted at SMK Negeri 2 Jayapura, aiming to describe the role of local government in supporting education and the challenges faced during the Special Autonomy Era. Data were collected through interviews, observations, and documentation, using an interactive data analysis technique by Miles, Huberman, and Saldana. The study's findings indicate that the local government's role in supporting education at SMK Negeri 2 includes: 1) Graduate competency standards, where students have developed faith-based behavior and productive skills. 2) Financing standards still face challenges, but management is conducted through the planning of the School Activity and Budget Plan involving the school principal, teachers, and the school committee. 3) Educator standards show that teachers possess pedagogical competence and most are certified, although administrative staff have not yet met the standards. The challenges include limited infrastructure, insufficient professional development programs for teachers, and the irregular and misdirected disbursement of Special Autonomy funds.

1. INTRODUCTION AND STUDY CONTEXT

Education is something that is very important and absolutely necessary for mankind, because education is one of the efforts to improve the quality of life and the dignity of human beings themselves. Education aims to prepare students to become people who believe and are devoted to God Almighty, have noble character, are resilient, creative, independent, democratic and responsible (Law Number 20 of 2003 concerning the National Education System). To achieve strong and credible principal leadership, without quality education management and credible principal leadership, efforts to create pious, noble, resilient and creative people will be difficult to achieve. The principal's leadership can be seen from his performance while leading the school.

The current condition of educational institutions (schools) still has several classic problems, namely the lack of school facilities and infrastructure, the condition of the building is damaged, the quality of educators does not meet the competency and policies are less productive. On the other hand, it is very encouraging that public awareness is increasing about the importance of quality education. With the spirit of educational decentralization that is getting stronger, schools are free to move to manage existing resources so that quality can be improved. Moreover, with the implementation of an alternative model of school management with school-based management, competition between schools will be increasingly apparent. So that the leadership of the principal and also the quality of education in an institution (school) is needed.

Educational reform is a response to evolving global demands, aiming to create an adaptable education system capable of developing human resources to meet the needs of a dynamic era. Through such reform, education aspires to uphold human rights, fostering individuals to reach their fullest potential and future achievements, enhancing well-being. Education should equip each individual to thrive in their era. Broadly, advancements in education reflect improvements in learning quality within schools, visible in students' and communities' ability and readiness to embrace informatization and technological advances. The rapid informatization brought about by

extensive technological progress expands and, at the same time, narrows the world's horizons. This trend implies that many of humanity's challenges are now global or heavily influenced by political, economic, and social developments in distant regions. Interaction between humans can occur in various aspects of life in the hemisphere, both in the fields of education, economics, social, political culture, and so on. Interaction in the field of education can be realized through interaction between students, students with teachers, students with the community, between teachers, teachers with the community around their environment. The interactions that occur in learning at school need to be highlighted to be developed and improved in quality. The assumption is that students really learn and meaningfully when there is interaction in learning. The quality student interaction process can be optimized and is part of the learning process.

The centralized system in the world of education in Indonesia ended along with the end of the New Order Era. This signifies how education cannot be separated from the world of politics. The Reformation Era opened a new chapter in the management of education in Indonesia. In this era, we know the decentralized education system. This system reduces the authority of the central government in managing education, and gives greater authority to local governments and educational institutions to determine the future of their children.

This system transition was initially greeted with enthusiasm, because in addition to being real evidence of the seriousness of the post-New Order government to manage the country together by sharing authority, it was also seen as providing opportunities for educational authorities at various levels to be creative and innovate according to environmental conditions. The regional education office, which used to be the Regional Office of the Department of Education, has greater authority to regulate educational institutions in its region in various aspects. Likewise, educational institutions have greater authority to determine what should be taught in their schools.

Within the framework of regional autonomy, the limitations of a centralized national education system have become apparent, as it has not effectively supported the democratization or decentralization of educational practices. A centralized system struggles to accommodate the unique needs of diverse regions, schools, and students, often diminishing community involvement in the educational development process (Hasbullah, 2009). According to Mulyasa (2013), decentralization means the delegation of power by the center to educational management apparatus in the regions at the level of education in the regions at the provincial and local levels, as an extension of the central apparatus to increase work efficiency in managing education in the regions.

Autonomy in educational management provides schools with the opportunity to enhance staff performance, encourage active participation from relevant stakeholders, and deepen public awareness of educational processes within schools. There are four types of educational decisions that can be decentralized, namely concerning the organization and learning process, teacher management, planning and structure, and resources. The aim of educational decentralization is to elevate the quality of education, encompassing both the teaching and learning process and its outcomes. Therefore, educational decentralization primarily targets improvements and reforms in the teaching and learning experience. Participation and even a sense of responsibility of parents in educational activities are also one of the most determining factors.

However, recently there has been a sense of skepticism about the success of education management with this decentralized pattern. Various problems have emerged as a result of the granting of great authority to local governments to manage education in their regions. The implementation of educational autonomy that has been going on for more than five years has often experienced many obstacles and problems, which have the potential to disrupt the effectiveness, efficiency, and professionalism of education management. The implementation of educational autonomy brings a number of serious problems that need to be a shared concern.

The realization of autonomy in education is given to the organizer of education, namely schools. Schools are a system that has various devices and elements that are interrelated with each other, so that the authority to organize autonomy in the field of education lies with schools. Thus, schools are educational organizations that are directly related to stakeholders. Schools are more aware of the strengths, weaknesses, opportunities and threats they face. Thus, policy formulation and decision making must involve schools as education organizers.

School management autonomy means that schools are given the freedom to manage their resources according to the priority needs of the school together with the community. In this case, the community plays a role in helping and controlling the implementation of education within the framework of national policy. Granting autonomy to schools is an effort to show school independence through empowering all available potentials to improve the quality of education.

In general, the condition of education in Papua Province, especially Jayapura City, cannot be said to be ineffective. This can be seen from the process and results, the education process, especially in SMK Negeri 2 Jayapura City, has not been carried out optimally. Many buildings and learning facilities do not meet quality and quantity standards. Many teachers have not met the educational qualification standards when reviewed with PP 19 of 2005. One of the standards that is assessed directly related to the quality of graduates indicated by graduate competencies is the educator and education personnel standards. To achieve the desired quality of graduates, the quality of educators (teachers) and education personnel (Principals, librarians, operators and school guards) needs to be improved. In this case, educators must be able to become leaders who are able to guide, are trusted, have personality, and become role models and are liked by their students. In terms of output, the results of the National Final Examination (UAN) scores for education at SMK Negeri 2 Kota Jayapura have not been satisfactory. This improvement must start from school management in order to improve the process and quality as a whole. Therefore, looking at Government Regulation No. 19 of 2005, this study focuses on financing standards, graduate competency standards and educator and education personnel standards.

Two main factors contribute to why efforts to enhance education quality have often fallen short of expectations. Firstly, the prevailing educational development strategy has been largely input-focused, operating on the assumption that meeting all necessary educational inputs, such as supplying textbooks, learning tools, facilities, and training for teachers and staff, would automatically lead to the desired quality of outcomes in schools. However, this input-output approach, rooted in the theory of the education production function, does not fully apply to educational institutions, proving more effective within economic and industrial contexts than in schools (Umaedi, 1999). Secondly, education management has largely been macro-oriented, governed by central-level bureaucracy. Consequently, many strategies and policies designed at the macro level do not translate effectively to the micro (school) level. In short, the complexities of educational challenges are often too nuanced for central bureaucracies to fully and accurately address, resulting in gaps between central intentions and on-the-ground realities in schools.

The inclusion of education as one of the areas whose management is decentralized means that the central government has a strong desire to delegate some of its authority to regional governments, especially in efforts to improve the quality of national education. In addition, for each region, this regulation demands a maximum role in thinking about, planning, and managing the education sector independently and professionally.

Providing a very big opportunity for schools to be able to develop school potential within the framework of school autonomy is a big challenge for school stakeholders. Their contribution to school autonomy in the current era will be at stake. How far they are able and will contribute to the implementation of school autonomy and how far their contribution has an influence on the success of school autonomy is still a big question.

With the new paradigm shift, namely in the form of educational decentralization, schools are expected to be able to carry out the authority that has been given by the local government to schools. So it is expected to be able to implement educational decentralization correctly. The implementation of decentralization in schools has been quite good but not optimal, because there are still obstacles faced such as curriculum problems, funding/financing problems, HR problems, and facilities and infrastructure problems, as well as in the school where the author conducted the research, namely at State Vocational High School 2, Jayapura City, Papua Province, the implementation of decentralization in the school is good but not optimal because there are still obstacles.

MATERIALS AND METHODS

Research Approach

The research approach in this dissertation uses qualitative research, qualitative research is a type of study where findings are derived without the use of quantification, statistical analysis, or other numerical measurement methods. The primary goal of qualitative research is to gain a deep understanding of the subject being examined (Rukajat, 2018).

Research Focus

The focus of the research is a limitation of the research in terms of problem assessment. Based on the formulation of the research problem that has been explained in the formulation of the problem, the focus of this research consists of the role of local government in supporting education consisting of financing standards, graduate competency standards and educator/education personnel standards as well as the obstacles faced by local government in supporting education which include policy objectives/targets, communication and guidelines/rules applicable at SMK Negeri 2 Business and Management Jayapura City Papua in the special autonomy era.

Data Analysis Techniques

The data analysis model used in this research is the interactive data analysis technique developed by Miles et al. (2014), namely data collection, data presentation, data reduction, data extraction/verification and data conclusions.

RESULTS AND DISCUSSION

The Role of Local Government in Supporting Education Based on Government Regulation Number 19 of 2005 at State Vocational High School 2 Business and Management in Jayapura City, Papua in the Special Autonomy Era

According to Government Regulation of the Republic of Indonesia No. 19 of 2005, the National Education Standards define the minimum requirements for the educational system across Indonesia. Additionally, this regulation emphasizes the need to enhance community education, aiming to improve knowledge, skills, abilities, and instill attitudes and morals. This effort seeks to uplift societal standards and support the success of the National Education Standards program. The overarching goal is to foster an educated society, cultivating a dignified national character and culture.

Government regulations on National Education Standards aim to ensure the delivery of high-quality education. However, current conditions reveal that educational quality remains low across various levels and institutions. To enhance the quality of education at SMK Negeri 2 Business and Management Jayapura, active involvement from stakeholders in implementing policies aligned with these standards is essential. As an accredited "B" school, SMK Negeri 2 Business and Management Jayapura particularly needs to focus on improving standards in graduate competencies, financing, and education personnel. With the recent updates to government regulations on National Education Standards, there is an expectation that educational quality will see substantial improvement.

Graduate Competency Standards

Graduate competency standards that include the dimensions of attitude, knowledge and skills are interrelated and inseparable. Graduate competency standards are formulated comprehensively in one complete ability by integrating the dimensions of attitude, knowledge and skills based on competency gradation in the education program. This integration is carried out because the three dimensions are not separate components but complement each other. Competency gradation is expected to provide space and opportunity for the development of graduate competencies optimally by considering the student's environment, the function of the education unit, continuity, scope and depth of material, and stages of student psychological development.

Competence refers to an individual's consistent ability to behave, think, and act as a reflection of their knowledge, values, and skills in performing tasks. Graduate Competency Standards (SKL) outline the minimum set of competencies that students must attain to be considered graduates at a specific educational level (Zahro, 2019). Graduation standards represent the essential criteria that students must fulfill during the learning process to successfully complete their education. According to Harris

(2012), Graduate Competency Standards (SKL) of Educational Units define the qualifications of graduate abilities, encompassing knowledge, skills, and attitudes. These standards serve as assessment guidelines for determining students' eligibility for graduation from educational units.

The attitude dimension encompasses behaviors that reflect a person's faithfulness, noble character, knowledge, confidence, and responsibility. This dimension enables individuals to interact effectively within social and natural environments, representing their nation positively in a global context. This dimension is considered important in the strategy of improving school quality in the Graduate Competency Standards at SMK Negeri 2 Business and Management Jayapura because this dimension can reflect some of the results of knowledge, thoughts, and responses of students to various things they receive and are expressed in the form of behavior.

Improvement in Graduate Competency Standards at SMK Negeri 2 Business and Management Jayapura in the knowledge dimension is factual, conceptual, procedural, and metacognitive knowledge that is in accordance with the standard procedures for school quality report cards for each program or activity to be implemented. The knowledge dimension includes factual, conceptual, procedural, and metacognitive knowledge at a basic technical and specific level across fields such as science, technology, arts and culture, and humanities. It involves the ability to connect this knowledge within the contexts of self, family, school, society, the natural environment, the nation, and the broader regional and international community. The knowledge dimension is considered important in the strategy for improving school quality in Graduate Competency Standards at SMK Negeri 2 Business and Management Jayapura because knowledge is something from various kinds of information that is given daily by teachers to students as provisions in the world of work, both provisions of knowledge for oneself and socially in addition to providing expertise (practice) so that both can mutually support learning outcomes at school.

The study results, obtained through interviews, reveal that students at SMK Negeri 2 Business and Management Jayapura generally exhibit behaviors reflecting faithfulness, noble character, knowledge, confidence, and responsibility in interacting effectively with their social and natural environments, aligned with their educational level. However, some students still demonstrate behaviors that fall short of these ideals, lacking the qualities of faithfulness, noble character, knowledge, confidence, and responsibility needed for effective interaction within their social and natural contexts at their education level.

The interview results also revealed that students at SMK Negeri 2 Business and Management Jayapura possess factual, conceptual, procedural, and metacognitive knowledge in areas such as science, technology, art, and culture, with insights into humanity, nationality, statehood, and civilization, as relevant to their education level. However, some students still lack factual, conceptual, procedural, and metacognitive knowledge in these areas, limiting their understanding of related phenomena and events within the scope of their educational level.

Then, the results of interviews conducted by researchers at SMK Negeri 2 Business and Management Jayapura showed that most students have productive and creative thinking and acting abilities in the abstract and concrete domains as expected at each level of education.

Overall, the research findings indicate that achieving graduate competency standards involves three core competencies: first, demonstrating behavior that reflects faith, noble character, knowledge, confidence, and responsibility in effective interactions with the social and natural environment relevant to the educational level; second, possessing factual, conceptual, procedural, and metacognitive knowledge in science, technology, art, and culture, with insights into humanity, nationality, statehood, and civilization as they relate to various phenomena and events; and third, the ability to think and act productively and creatively in both abstract and concrete contexts, aligned with the expectations for each educational level.

The behavioral dimensions that reflect the attitudes of people who are faithful, have noble character, are confident, knowledgeable, and responsible in interacting effectively with the social and natural environment according to the scope of the level of education include: routinely reading prayers before and after learning, and worship activities according to the beliefs held. While the instillation of social attitudes is more about mutual cooperation, discipline, and honesty of students. Then the dimensions of factual, conceptual and/or procedural knowledge and metacognitive about science,

technology, art and culture in the insight of humanity, nationality, statehood and civilization related to phenomena and events according to the scope of the level of education and productive thinking and acting abilities are more about practical learning activities that are usually carried out in each existing study program, as well as intracurricular activities such as ceremonies on Mondays and national holidays, in addition to extracurricular activities such as scouts, flag raising, and art institutions which are carried out once or twice a month, and co-curricular activities such as Student Orientation Period (MOS) which is carried out every time a new school year begins.

This aligns with the graduate competency standards outlined in Government Regulation Number 19 of 2005, which addresses Graduate Competency Standards for Early Childhood, elementary, and secondary education levels. According to the Ministry of Education and Culture regulation, these graduate competency standards define the expected qualifications and abilities that students should attain upon completing their studies in elementary and secondary educational institutions. Its achievement is carried out through monitoring and evaluation activities that must be carried out periodically, the results of which will be input in improving the next graduate competency standards. In the graduate competency standard component, there are four dimensions, namely spiritual attitudes, social attitudes, knowledge, and skills, these four dimensions form a complete unity in students.

Research conducted by Qadriansyah (2021) about efforts to achieve graduate competency standards including core competencies of spiritual attitudes, core competencies of social attitudes, core competencies of knowledge, and core competencies of skills indicate that core competencies of spiritual attitudes so that there are changes in spiritual behavior that occur in students, these efforts are in the form of students being encouraged to read prayers before and after subjects, core competencies of social attitudes in schools have been achieved so that there are changes in social behavior in the school environment, graduate competencies through knowledge achievement programs at this research location are in the form of providing lessons from the beginning of entry to graduation and there are also several activities outside school to improve student knowledge and core competencies of skills at this school in the form of improving student competencies through student activeness in participating in student organizations to improve skill competencies.

Financing Standards

The cost of education is not only in the form of money but also in the form of teaching staff. According to Supriyadi (2011) confirms that education costs are all types of expenses related to the management of education in the form of money, goods or teaching staff. Meanwhile, according to Sagala (2007)(Sagala, 2007) Education costs come from the government, the community and parents and are used to run schools through direct and indirect funds.

As outlined in Chapter IX: Financing Standards, Article 62 of Government Regulation Number 19 of 2005 concerning Education Standards, education costs are categorized into three types: 1) Operational costs, 2) Investment costs, and 3) Personal costs. 2) Investment costs, as mentioned in paragraph (1), include various expenses, such as those for providing facilities and infrastructure, developing human resources, and fixed working capital. 3) Personal costs, according to paragraph (1), refer to expenses incurred by students to ensure their continuous and regular participation in the teaching and learning process. 4) Operational costs for educational units, as detailed in paragraph (1), encompass: a) Salaries for educators and education personnel, along with associated allowances; b) Consumable equipment and materials; and c) Indirect operational expenses, which include costs for water, services, telecommunications, facility repairs, taxes, and insurance.

Financing is one of the educational needs that can support all educational activities, both formal and informal. Financing is a component of education that plays an important role in the learning process. The implementation of education supported by adequate financing will result in maximum learning. It can be concluded that in every effort to achieve goals, costs have a determining role. Cost determination plays a crucial role in influencing the efficiency and effectiveness of activities within an organization aimed at achieving specific goals. When activities are conducted at a low cost while still yielding high-quality results, they can be deemed both effective and efficient.

Education costs represent a critical component of instrumental input in the organization of schooling. In the pursuit of educational objectives, whether quantitative or qualitative, these costs play a pivotal

role. It is nearly impossible for any educational initiative to overlook the significance of costs in achieving its goals (Supriyadi, 2011).

In the implementation of education, educational financing is something that plays a role in determining whether education runs smoothly according to its objectives. Therefore, educational financing is an economic sacrifice incurred by an educational institution, be it formal, informal, or non-formal education to achieve educational goals, in order to provide benefits in the future for students. All educational activities require costs. Bray stated in Nurochim's book that educational financing concerns sources of costs from both the government and the community, and allocation of spending for salaries and various services in each type of school. In other words, educational financing concerns sources and allocation of funds for the implementation of education (Nurochim, 2006).

The school provides maximum service by utilizing all available sources of assistance, whether in the form of money or goods that have been received, used according to the needs of the school, in implementing programs to improve the quality of human resources.

The results of the study showed that there are still obstacles faced in financing education at SMK Negeri 2 Business and Management in Jayapura City, namely: 1) Budget limitations concerning funds allocated for education are often insufficient to meet all operational needs, curriculum development, and maintenance of school facilities; 2) Lack of facilities and infrastructure, still lacking facilities such as laboratories, practical equipment, and the latest technology that are essential to support effective vocational learning; 3) Quality and availability of teachers, budget limitations also often cause difficulties in recruiting and retaining qualified teachers; 4) Low industry participation, the involvement of existing industries in Jayapura City is still low in terms of supporting the provision of practical equipment and the absorption of graduates; 5) Unsupportive regulations, policies and regulations that are less supportive of school development, such as rules that limit assistance for expertise programs that are no longer included in the revitalization program; and 6) Delays in the disbursement of BOS funds.

Management of education funding at SMK Negeri 2 Business and Management, Jayapura City includes: budget planning, preparation of RKAS by identifying needs and spending priorities, sources of funds by identifying sources of funds, including BOS funds, routine funds, and the Committee, financial management and supervision with transparency and accountability and periodic audits. Related to sources of education funding at SMK Negeri 2 Business and Management, Jayapura City comes from several sources, namely BOS funds, routine funds, and the Committee.

Furthermore, the way to overcome students who are in arrears in tuition fees at SMK Negeri 2 Business and Management in Jayapura City is by identifying the causes of inability to pay, assistance policies and programs, flexible payment systems, increasing parental participation, social and emotional approaches and collaboration with industry and making payments in installments so as not to burden students.

The role of the principal of SMK Negeri 2 Business and Management of Jayapura City in managing educational funding is carried out by: Planning and budgeting to set spending priorities based on school needs and educational goals, preparing an annual budget plan that covers all aspects of school operations and development, and ensuring that all needs are covered. Fundraising the principal seeks additional funding sources from the government, private sector, donors, and industry, building partnerships with various parties, including companies to obtain financial support and other resources. Management and use of funds ensure that funds are used efficiently and effectively to achieve educational goals, a transparent and accountable system in the use of funds, including regular reporting and audits.

The parties involved in the preparation of the RKAS at SMK Negeri 2 Jayapura are the Principal, Teachers and Education Personnel, Committee. In addition, financing at SMK Negeri 2 Business and Management of Jayapura City is reported to the Principal, the Education and Culture Office of Jayapura City, the BPKAD of Jayapura City, the Inspectorate of Jayapura City and finally to the BPK representative of Papua.

Based on the results of interviews conducted by researchers, it shows that, with the existence of future education funding at SMK Negeri 2 Business and Management in Jayapura City, it is expected

that there will be: Increased education budget adequate funding for learning activities; Improved quality and access to training. hope that there will be more funds allocated for training programs and professional development, so that teachers can improve their skills and knowledge; Improvement of facilities and infrastructure for decent school facilities including comfortable classrooms, complete laboratories, and adequate teacher rooms. Access to technology, including devices like computers, projectors, and reliable internet, is essential for enhancing the teaching and learning experience. Additionally, transparency and accountability in fund management, along with clear financial reporting, are crucial for maintaining trust and ensuring that resources are used effectively. Hope that there will be transparency in the management of education funds, so that they know how the funds are used. Participation in budget preparation, so that the needs of teachers and students can be accommodated properly.

Supriyadi (2011) explains that education funding sources are influenced by three interconnected factors: the roles of parents, the community, and the government. Parents play a significant role as a source of education funding beyond government contributions. In general, parents are willing to support part of the educational costs, hoping that their children will receive quality educational services. Such attitudes of parents of students can help the government in financing education, considering that the government has many limitations in terms of education funding.

Community participation is to help maintain, grow, improve and develop national education. Forms of community participation in organizing education can be categorized as follows: (a) organization: establishment and management of educational units on the school track (formal education), out-of-school education track (non-formal education) and family track (informal), in all types of schools except civil service schools; (b) provision of educational and teaching staff and guidance personnel, assistance from experts in management; (c) procurement: construction of buildings, classrooms, reading materials and practical materials; (d) provision of financial assistance in the form of donations, loans, scholarships; (e) practice: providing opportunities for students to do work practices, internships, funds or work training; (f) technical assistance: providing ideas and considerations regarding the determination of educational funding or implementation policies, providing assistance and cooperation in research and development activities.

The people's mandate as stated in the 1945 Constitution emphasizes that the government is responsible for the nation's education, in this case the Department of National Education. In developing this task, the government has prepared an education system, which is a reference for every developer and implementer of education. In the amendment to the 1945 Constitution, this is reinforced by Government Regulation Number 19 of 2005 on Education Standards, which mandates that, apart from salaries for educators and civil service education expenses, at least 20% of the State Revenue and Expenditure Budget (APBN) and 20% of the Regional Revenue and Expenditure Budget (APBD) be allocated to the education sector.

At the school level, funding is sourced from central government subsidies, local government contributions, student fees, and community donations. As documented in the School Activity and Budget Plan (RKAS), the majority of public school funding is provided by the central government, whereas private schools primarily rely on funding from student contributions or foundations.

According to research by Tsaqif (2021) on education financing management, this process is carried out through three main stages. First, planning: all school-related financial activities are organized within the RKAS (School Activity and Budget Plan), which schools prepare annually at the beginning of the school year. Second, implementation: financing is executed through various revenue sources, including BOS (School Operational Assistance) from the central government, BOSDA (Regional School Operational Assistance) from local government, and voluntary community donations. Expenditures, such as for salaries, teachers, salaries of education personnel, transportation, maintenance of facilities and infrastructure, curriculum, student activities, and subscriptions to power and services. 3), Evaluation, carried out twice a year, midway and at the end of the school year, schools conduct evaluation meetings with relevant stakeholders. The outcomes of these evaluations serve as a basis for the school's future planning and improvement efforts.

Educator and Education Standards

The standards for educators and education personnel outline the qualifications required for professional competence, physical and mental fitness, and continuous training. Educators are considered professionals responsible for planning and executing the learning process, evaluating student outcomes, providing guidance and training, and engaging in research and community outreach. To fulfill their role effectively, educators must possess specific academic qualifications and competencies aligned with the National Education Standards, enabling them to act as effective learning facilitators.

Academic competence is scientific competence proven by a diploma or relevant expertise certificate consisting of: pedagogical, personality, professional, and social competence according to National Education Standards. Educators in vocational schools consist of subject teachers whose assignments are determined by each educational unit according to needs. The ratio between educators and the number of students is 1 (one) educator with a maximum of 36 students.

The educational staff at vocational high schools (SMK) generally includes a principal, administrative personnel, library staff, and custodial staff. To qualify as an SMK principal, candidates must have prior experience as SMK teachers, hold relevant academic qualifications, and demonstrate competency as learning facilitators according to legal standards. Additionally, they need at least five years of teaching experience at the SMK level and must possess both leadership and entrepreneurial skills specific to the education sector.

To achieve optimal results in educational and learning activities, teachers are required to meet specific qualifications, collectively known as competencies. Competence encompasses the essential knowledge, skills, and behaviors that teachers need to possess, internalize, and master to fulfill their professional roles effectively. According to Government Regulation Number 19 of 2005, educator standards dictate that teachers, as education professionals, must meet academic qualifications, demonstrate core competencies, hold educator certification, and be in sound physical and mental health, all to achieve educational objectives. Additionally, school administration heads have key responsibilities alongside school administrative staff, structured into nine primary tasks. Thus, the principal, as an educational leader, should play an active role in providing motivation, support, and resources, fostering a continuous learning culture among staff. By adopting the right leadership approach, the principal can elevate the capabilities of educators and administrative personnel, leading to overall improvements in educational quality.

The results of the study related to the implementation of teacher competencies, consisting of pedagogical competencies and professional competencies are carried out by observing the learning process in schools that have been determined by the principal. Based on the observations made, it can be concluded that teachers of SMK Negeri 2 Business and Management Jayapura have implemented the two competencies with physical evidence in the form of RPP and Class Action Research Reports owned by the class teacher. Evaluation or assessment of personality competencies and social competencies are carried out by observing the daily behavior of all educators and education personnel from the beginning of the research to the end of the research period.

Based on the research results, SMK Negeri 2 Business and Management Jayapura has 57 teachers with the criteria of 42 permanent teachers and 15 non-permanent teachers. SMK Negeri 2 Business and Management Jayapura has 10 teachers with a Master's degree (S2) qualification, 46 teachers with a Bachelor's degree (S1) qualification and 1 teacher with a D3 educational background. Teachers at SMK Negeri 2 Business and Management Jayapura are classified into 2, namely class teachers and subject teachers. SMK Negeri 2 Business and Management Jayapura has certified teachers, educators and professional education personnel are required to have teacher certificates, there are 78.94% of certified teachers (45 teachers) and 21.06% (12 teachers) are not yet certified.

The results of the study on the principal, namely by comparing the actual situation with Government Regulation Number 19 of 2005, the principal of SMK Negeri 2 Business and Management Jayapura has met the requirements to become a principal, namely by meeting 7 requirements out of a total of 9 requirements, the principal of SMK Negeri 2 Business and Management Jayapura has a teacher certificate and evidence of good assessment for the last 2 years of performance assessment. and has

implemented 5 competencies optimally as evidenced by the monitoring and evaluation/self-evaluation that has been carried out.

In addition to educators, SMK Negeri 2 Business and Management Jayapura also has other educational staff, namely 1 administrative staff and 1 library staff. According to Government Regulation Number 19 of 2005, every school for all types and levels that has more than one school library staff, has more than six study groups (rombel), and has a collection of at least 1000 (one thousand) library material titles can appoint a head of the school library. SMK Negeri 2 Business and Management Jayapura has 1 library staff with high school academic qualifications and has not/is not certified in library management competency.

Other educational staff owned by SMK Negeri 2 Business and Management Jayapura are administrative staff. According to Government Regulation Number 19 of 2005, it explains that school administrative staff consists of the head of school administrative staff, executors of affairs, and special service officers. SMK Negeri 2 Business and Management Jayapura has 1 administrative staff with a high school background, so in this case the administrative staff at SMK Negeri 2 Business and Management Jayapura has met the minimum standards based on the criteria and accreditation tools.

In order to improve the quality of educators, SMK Negeri 2 Business and Management Jayapura believes that educators are one of the important and vital aspects that need to be considered. Because educators are the spearheads for realizing educational goals in the learning process. To realize quality students, schools must have quality educators, because the intelligence, abilities, and good skills possessed by students must be accompanied/directed by good educators. One of the steps taken is to recruit educators who are fresh graduates and have mastered science and technology, develop, evaluate educators and determine standards for educators, both academic qualifications and competencies.

Educators have great duties and responsibilities. Starting from providing materials to forming students' morals and characters. Not only in the classroom, but educators must also be able to provide good real examples to their students outside the classroom. As time goes by, the more challenges and obstacles will be experienced by educators. Like it or not, these educators must be able to adapt to current conditions.

The standards for educators represent the minimum requirements necessary to ensure quality in educational outcomes, incorporating specific criteria for both physical and mental readiness, as well as professional development during their service. As stated in Chapter VI of Government Regulation No. 19 of 2005 on National Education Standards, Article 1 defines these standards as encompassing "pre-service education criteria and physical and mental eligibility, as well as in-service education." This highlights that the standards not only specify qualifications required before educators begin their roles but also outline ongoing requirements to maintain and enhance their professional capabilities throughout their careers.

In general, the qualifications for educators are categorized into two main types: academic and non-academic. According to Article 1, educators and education personnel must possess academic qualifications and competencies that enable them to function effectively as learning agents. They should also maintain physical and mental well-being and demonstrate the capability to achieve national educational objectives. The term "academic qualifications" refers to the minimum educational attainment required for educators, which must be substantiated by a diploma and/or a relevant certificate of expertise, in line with prevailing laws and regulations (Hidayati, 2014).

According to Article 10 (1) of the Republic of Indonesia Law Number 14 of 2005 regarding Teachers and Lecturers, educators are required to possess four essential competencies: pedagogical, personality, social, and professional competencies. These competencies are typically acquired through professional education (Hasbullah, 2009). Additionally, individuals who lack a diploma and/or a certificate of expertise but possess recognized and necessary special skills may still be appointed as educators, provided they successfully pass a suitability and equivalency assessment.

Academic competence and the capacity to act as effective learning agents are developed by the National Education Standards Agency (BSNP) and established through Ministerial Regulation. To ensure that teachers meet these academic qualifications and competencies, the Education Quality Assurance Institute (LPMP) has been created. This institute operates as a technical implementation

unit under the Ministry of Education at the provincial level, with the responsibility of assisting regional governments. Its roles include supervision, guidance, direction, advice, and technical support to both formal (elementary and secondary) and non-formal education units. The aim is to enhance the quality of educational institutions to meet national education standards (Article 1). Furthermore, Article 2 outlines that evaluation, accreditation, and certification processes are essential for the assurance and control of national education quality.

Research by Lubis (2020) indicates that the management of educational personnel at SMK Tritech Informatika Medan is functioning effectively. The planning of educational personnel involves evaluating their performance and determining future staffing needs. Recruitment efforts are conducted through advertisements in job boards, newspapers, and radio, sourcing candidates from both internal and external pools. Additionally, the supervision of educational personnel is carried out effectively, engaging various stakeholders, including the head of the foundation, principal, vice principal, administrative staff, external supervisors, and guidance counselors.

Obstacles Faced in Supporting Education at State Vocational School 2 Business and Management in Jayapura City, Papua in the Special Autonomy Era

Regional autonomy, which is a manifestation of government decentralization, primarily aims to serve the collective interests of the nation. It strives to bring governance closer to the people, ultimately working toward a society that is better, fairer, and more prosperous. According to Article 1, paragraph (7) of Law Number 32 of 2004, decentralization is defined as the delegation of governmental authority from the central government to autonomous regions, allowing them to regulate and manage local affairs within the Unitary State of the Republic of Indonesia. Various experts define decentralization as the transfer of authority from higher levels of government to lower levels, encompassing legislative, judicial, and administrative functions.

Decentralization as a system used in the field of government is the opposite of centralization, where some of the central government's authority is delegated to other parties to be implemented. Decentralization does not only mean the delegation of authority from the central government to lower governments, but also the delegation of some government authority to the private sector in the form of privatization. Decentralization is as a recognition or transfer of authority by lower general bodies to independently and based on considerations of their own interests make decisions on government regulations, as well as the authority structure that results from it. The definition of decentralization basically has the meaning that through the decentralization process, government affairs that were originally included in the authority and responsibility of the central government are partly handed over to regional governments to become their household affairs so that these affairs are transferred to and become the authority and responsibility of regional governments.

Decentralization, or the process of redistributing government powers, refers to the reorganization of authority to establish a system of shared responsibility among central, regional, and local government entities, in line with the principle of subsidiarity. This approach aims to enhance the overall effectiveness of the governmental system while simultaneously strengthening the authority and capabilities of subnational levels of governance.

Decentralization in education serves as a management approach aimed at fostering educational development with a focus on diversity. To effectively implement this educational decentralization, several essential criteria must be fulfilled: first, the management structure and its execution should be democratic in nature. Second, empowering the community should be a primary objective. Third, community involvement must extend beyond just stakeholders, becoming an integral aspect of the management system. Additionally, educational services should be provided more rapidly, efficiently, and effectively than in the centralized system, ultimately benefiting students and the wider community. Lastly, it is crucial to acknowledge and respect the various aspirations, local values, and norms to enhance and support the national education framework.

Based on the results of the study, it shows that there are obstacles faced in supporting the education of SMK Negeri 2 Business and Management in Jayapura City, Papua, in the Special Autonomy Era, including: limited infrastructure regarding educational facilities and transportation access and limited human resources regarding the lack of teachers who have qualifications and competencies in

vocational fields that are in accordance with the needs of the SMK curriculum. Lack of training programs and professional development for teachers in Papua to improve their skills.

In addition, the distribution of OTSUS Funds for SMKN 2 is not routine and on target. OTSUS Funds should be used to improve/ "upgrade" the laboratories in SMKN 2 according to the existing expertise program; improve the quality of human resources for educators and education for OAP; and provide special attention for OAP students who excel but also those who are unable (well recorded so that it is not given to students who are "lazy"; in fact, those who excel and are diligent do not get this assistance).

Effective educational autonomy must have the principle of accountability, which means that every educational policy taken must be accountable to the community, considering that schools are public institutions tasked with meeting the needs of the community. Without public accountability, autonomy can lead to arbitrary actions. Departing from the existing problems of educational autonomy, several concepts have emerged as solutions to facing obstacles in the implementation of educational autonomy.

To achieve high quality education, it is important to start with effective management in schools. According to Arcaro, Characteristics of Integrated Quality Schools include a focus on customer satisfaction, involvement of all parties, measurement, commitment, and continuous improvement. Schools serve both internal and external customers. Internal customers consist of parents, students, teachers, administrators, staff, and school boards, all of whom are integral to the education system. In contrast, external customers include the community, businesses, families, the military, and universities, which are outside the organization but benefit from the outcomes of the educational process. The involvement of all parties emphasizes that every individual must participate in efforts to improve quality. Quality is not only the responsibility of the school board or supervisor, but is a shared responsibility. Quality measurement is often overlooked in many schools, but it is very important to evaluate the effectiveness of educational efforts(Arcaro, 1995). Overall, to improve the autonomy of school management and the quality of education, school leadership must be able to involve the participation and commitment of parents and community members in formulating and implementing the vision, mission, and programs to improve the quality of education together.

Better regulation is needed regarding the financial relationship between the Center and the Regions that includes revenue and expenditure management to support routine expenditure and regional development to improve the quality of public services. The source of funding comes from Regional Original Income, Balancing Funds, regional loans, and various other legitimate sources of income, with the aim of equalizing to support activities in the regions, especially in less developed regions. If possible, cross-subsidies between more prosperous and less developed regions need to be considered, so that equal education can achieve the quality standards set by the government.

In the era of autonomy, the quality of education is highly dependent on the policies implemented by the regional government. When the leadership of the regional government shows seriousness and strong determination towards educational development, then the opportunity for educational progress in the region becomes great. Regional heads who lack a clear vision in the field of education are likely to face congestion and stagnation in efforts to realize the empowerment of an educated and developed society. Support from the Regional People's Representative Council (DPRD) is very important for the success of educational autonomy, because the DPRD has a key role in determining policies at the regional level. In the realm of education, the DPRD must have an active role in shaping the paradigm and vision of education in its region. Therefore, it is necessary to systematically empower the legislative body so that it can become an effective partner in developing the region. The head of the regional government needs to receive structured and continuous input for sustainable regional development.

The condition of the resources available in each region in Indonesia is not evenly distributed. Therefore, local governments have the potential to involve community leaders, scientists, experts from universities, and experts working in the local government environment as Brain Trust or Think Thank to contribute to the development of their regions. They do not only act as observers or assessors of regional policies, but also participate in the development process. On the other hand, educational institutions also need to be more open, listen to more input from the community, and understand their responsibilities in addressing problems faced by the community. According to

Sagala (2007), community involvement can strengthen national unity and address educational needs. Increasing accountability to the community can encourage innovation, autonomy, and encourage community-based education. To achieve educational outcomes that meet the needs of the community, high quality education is a must.

CONCLUSION

Based on the results that have been achieved and analyzed as stated in the previous chapter, the results of this study are as follows:

The role of local government in supporting education based on Government Regulation Number 19 of 2005 at State Vocational School 2 Business and Management in Jayapura City, Papua in the Special Autonomy Era which focuses on graduate competency standards shows that in terms of: a) Graduate competency standards: 1) Students at SMK Negeri 2 Business and Management Jayapura have behavior that reflects the attitude of a faithful person, with noble character, knowledgeable, self-confident and responsible in interacting effectively with the social and natural environment according to the scope of the level of education. However, there are still students who do not have behavior that reflects the attitude of a faithful person, with noble character, knowledgeable, self-confident and responsible in interacting effectively with the social and natural environment according to the scope of the level of education; 2) Students of SMK Negeri 2 Business and Management Jayapura have factual, conceptual and/or procedural knowledge and metacognitive about science, technology, art and culture in the insights of humanity, nationality, statehood and civilization related to phenomena and events according to the scope of the level of education. However, there are still students who do not have factual, conceptual and/or procedural knowledge and metacognitive about science, technology, art and culture in the insights of humanity, nationality, statehood and civilization related to phenomena and events according to the scope of the level of education; and 3) Most students have productive and creative thinking and acting skills in the abstract and concrete domains as expected at each level of education. b) Financing standards: 1) There are still obstacles faced in financing education at SMK Negeri 2 Business and Management in Jayapura City, such as: budget limitations concerning funds allocated for education are often insufficient to meet all operational needs, curriculum development, and maintenance of school facilities; lack of facilities and infrastructure, still lacking facilities such as laboratories, practical equipment, and the latest technology that are essential to support effective vocational learning; quality and availability of teachers, budget limitations also often cause difficulties in recruiting and retaining quality teachers; low industry participation, the involvement of existing industries in Jayapura City is still low in terms of supporting the provision of practical equipment and the absorption of graduates; regulations that do not support, policies and regulations that do not support school development, such as rules that limit assistance for expertise programs that are no longer included in the revitalization program; and delays in the disbursement of BOS funds. 2) Management of education financing at SMK Negeri 2 Business and Management, Jayapura City includes: budget planning, preparation of RKAS by identifying needs and spending priorities, sources of funds by identifying sources of funds, including BOS funds, routine funds, and Committees, financial management and supervision with transparency and accountability, and periodic audits.Regarding the source of education funding at SMK Negeri 2 Business and Management in Jayapura City, it comes from several sources, namely BOS funds, routine funds, and the Committee. 3) How to overcome students who are in arrears in SPP at SMK Negeri 2 Business and Management in Jayapura City by identifying the causes of inability to pay, assistance policies and programs, flexible payment systems, increasing parental participation, social and emotional approaches and collaboration with industry and making payments in installments so as not to burden students. 4) The role of the principal of SMK Negeri 2 Business and Management in Jayapura City in managing education funding is carried out by: Planning and budgeting setting spending priorities based on school needs and educational goals, preparing an annual budget plan that covers all aspects of school operations and development, and ensuring that all needs are covered. Fundraising the principal seeks additional sources of funds from the government, private sector, donors, and industry, building partnerships with various parties, including companies to obtain financial support and other resources. Management and use of funds ensure that funds are used efficiently and effectively to achieve educational goals, a transparent and accountable system in the use of funds, including routine reporting and audits. 5) The parties involved in the preparation of the RKAS at SMK Negeri 2 Jayapura are the Principal,

Teachers and Education Personnel, Committee. In addition, financing at SMK Negeri 2 Business and Management of Jayapura City is reported to the Principal, the Education and Culture Office of Jayapura City, the BPKAD of Jayapura City, the Inspectorate of Jayapura City and finally to the BPK representative of Papua and 6) Future education financing at SMK Negeri 2 Business and Management of Jayapura City, is expected to include: Increased education budget adequate funding for learning activities; Improved quality and access to training. hope that more funds will be allocated for training programs and professional development, so that teachers can improve their skills and knowledge; Improvement of facilities and infrastructure for decent school facilities including comfortable classrooms, complete laboratories, and adequate teacher rooms. Access to technological devices such as computers, projectors, and adequate internet to support the teaching and learning process. Transparency and accountability in fund management, clear financial reports. Hope that there will be transparency in the management of education funds, so that they know how the funds are used. Participation in budget preparation, so that the needs of teachers and students can be accommodated properly. c) Standards for educators and education personnel: 1) Pedagogical competence and professional competence are implemented by observing the learning process in schools that have been determined by the principal.Based on the observations made, it can be concluded that teachers of SMK Negeri 2 Business and Management Jayapura have implemented the two competencies with physical evidence in the form of RPP and Classroom Action Research Report owned by the class teacher. Evaluation or assessment of personality competency and social competency is carried out by observing the daily behavior of all educators and education personnel from the beginning of the research to the end of the research period. 2) SMK Negeri 2 Business and Management Jayapura has 57 teachers with the criteria of 42 permanent teachers and 15 non-permanent teachers. SMK Negeri 2 Business and Management Jayapura has 10 teachers with a Masters (S2) educational qualification, 46 teachers with a Bachelor's (S1) educational qualification and 1 teacher with a D3 educational background. Teachers of SMK Negeri 2 Business and Management Jayapura are classified into 2, namely class teachers and subject teachers. SMK Negeri 2 Business and Management Jayapura has certified teachers, educators and professional education personnel are required to have teacher certificates, there are 78.94% of certified teachers (45 teachers) and 21.06% (12 teachers) are not yet certified. 3) The principal of SMK Negeri 2 Business and Management Jayapura has met the requirements to become a principal, namely by meeting 7 requirements out of a total of 9 requirements, the principal of SMK Negeri 2 Business and Management Jayapura has an educator certificate and proof of good assessment for the last 2 years of performance assessment. and has implemented 5 competencies optimally as evidenced by the monitoring and evaluation/self-evaluation that has been carried out. 4) SMK Negeri 2 Business and Management Jayapura also has other education personnel, namely 1 administrative staff and 1 library staff. According to Government Regulation Number 19 of 2005, every school for all types and levels that has more than one school library staff, has more than six study groups (rombel), and has a collection of at least 1000 (one thousand) library material titles can appoint a head of the school library. SMK Negeri 2 Business and Management Jayapura has 1 library staff with high school academic qualifications and no/not certified library management competency.46 teachers with a Bachelor's degree (S1) and 1 teacher with a D3 education background. Teachers at SMK Negeri 2 Business and Management Jayapura are divided into 2, namely class teachers and subject teachers. 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Obstacles Faced in Supporting Education of SMK Negeri 2 Business and Management in Jayapura City, Papua in the Special Autonomy Era show that in supporting education of SMK Negeri 2 Business and Management in Jayapura City, Papua in the Special Autonomy Era include: limited infrastructure regarding educational facilities and transportation access and limited human resources regarding the lack of teachers who have qualifications and competencies in vocational fields that are in accordance with the needs of the SMK curriculum. Lack of training programs and professional development for teachers in Papua to improve their skills. In addition, the distribution of OTSUS Funds for SMKN 2 is not routine and on target. OTSUS Funds should be used to improve/ "upgrade" the laboratories in SMKN 2 according to the existing expertise program; improve the quality of human resources for educators and education for OAP; and provide special attention to OAP students who excel but also those who are unable (well recorded so that it is not given to students who are in fact "lazy"; in fact, those who excel, are diligent, some do not get this assistance).

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