



Aceh government responsibilities in providing quality education in aceh

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Abstract

Education is a necessity for every citizen, where every citizen has the right to receive quality education as stipulated in Article 5 paragraph (1) of Law Number 20 of 2003 concerning the National Education System. The Government of Aceh guarantees the implementation of quality, equitable, fair and Islamic education as stipulated in Article 13 letter "b" of the Aceh Qanun Number 11 of 2014 concerning the Implementation of Education, in fact education in Aceh is still far from quality education, this can be seen from several rankings of education both at the national level and on the island of Sumatra where the Province of Aceh is still not in a good position, even though the budget for education for the Province of Aceh is very large. The researcher raises the problem of how to carry out the responsibilities of the Aceh Government in providing quality education in Aceh and what are the obstacles in implementing quality education in Aceh. Empirical juridical research method, by collecting data through interviews with informants and respondents, collecting data through recordings and taking notes during interviews with informants and respondents. Data analysis is qualitative, conducting a study or study of data management assisted by theory as analysis. Based on the results of the research, it shows that the Aceh Government's responsibility for quality education in Aceh is based on the provisions of Article 28C paragraph (1) of the 1945 Constitution of the Republic of Indonesia juncto Article 5 paragraph (1) of Law Number 20 of 2003 concerning the National Education System in conjunction with Law Number 11 of 2006 concerning the Government of Aceh Juncto Article 13 Qanun Aceh Number 11 of 2014 concerning Education that the Government of Aceh is also responsible for providing quality, equitable, just and Islamic education, and. Some of the responsibilities of the Government of Aceh for the provision of quality education include paying attention to educational programs, facilities and infrastructure, improving the quality of teaching staff (Human Resources), and internal and external supervision to improve the quality of education in Aceh.

Keywords: Responsibility, aceh government, education

Introduction

Education is a necessity for every citizen, without education it is impossible for the transfer of knowledge from educators to students to indirectly have an impact on the development of Human Resources (HR) in an area. Based on the preamble of the 1945 Constitution (UUD 1945) fourth paragraph, the ideals of the Indonesian nation "...to educate the life of the nation", then emphasized in Article 31 paragraph (1) states that "every citizen has the right to education".

Based on the information above, every Indonesian citizen (WNI) without exception has the same rights in learning and learning. Based on Article 5 paragraph (1) of Law Number 20 of 2003 concerning the National Education System (UU SPN) confirms that "Indonesian citizens have the same right to obtain quality education".

The Central Government and Regional Governments have the obligation to provide services and facilities, as well as guarantee the implementation of quality education for every citizen without discrimination based on Article 11 paragraph (1) of the National Education System Law.

The SPN Law is a concept that contains the vision, mission, functions and objectives of national-level education followed by the regions, as well as educational development strategies, to realize quality education, relevant to the needs of society, and competitive in global life.

Education is also an investment because education brings quality human development so that they are able and proactive to respond to the challenges of an ever-changing era.

Talking about education is also inseparable from the budget allocated for the development of educational development. The budget allocated for the education sector will have an impact in the future in the form of community welfare (Aceh Education Council, 2022).

Speaking of education development and budget specifically, Aceh Province has its own regulations governing the development and budgeting of the education sector as stipulated in Law Number 11 of 2006 concerning the Government of Aceh (UUPA) which is further regulated in Aceh Qanun Number 5 of 2008 concerning Implementation of Education. in its journey Qanun Number 5 of 2008 has been amended twice. First, in 2014 with the Aceh Qanun Number 11 of 2014 concerning the Implementation of Education. Second, in 2015 with the Aceh Qanun Number 9 of 2015 concerning Amendments to the Aceh Qanun Number 11 of 2014 concerning the Implementation of Education (Qanun for the Implementation of Education).

The quality and development of education in Aceh Province is the responsibility of the Government of Aceh, based on Article 13 of Qanun Number 11 of 2014 concerning the Implementation of Education, namely as follows:

- a. provide educational services and facilities in accordance with the National Education Standards (SNP);
- b. ensure the implementation of quality, equitable, just and Islamic education;
- c. provide educators and education personnel according to the needs of the Education Unit;

- c1. ensure the widest possible access for students to obtain their rights;
- d. ensure the availability of Education funds in accordance with laws and regulations; And
- e. maintaining and maintaining a conducive environment for improving student achievement.

The above regulation gives full responsibility for managing education to the Government of Aceh. This means that education is the most important element in increasing and improving the quality of education in Aceh Province. The quality of education is sought and directed effectively in order to increase the value of educational input factors to produce maximum output results.

Aceh Province has a special institution that functions as a think-tank that provides considerations to the Government of Aceh in the field of education, namely the Regional Education Council (MPD). The existence of the MPD is regulated in Law Number 11 of 2006 concerning the Government of Aceh (UUPA) based on Article 220 which states that:

1. The Government of Aceh is improving the function of the Regional Education Council which is one of the forums for community participation in the field of education.
2. Further provisions regarding the procedures for the formation, composition and functions of the Regional Education Council as referred to in paragraph (1) are regulated in the Aceh Qanun which is guided by statutory regulations.

Despite the many regulations and institutions established in Aceh, however, Aceh is still not optimal relative to the quality of education from other regions in Indonesia. Based on the ranking of education quality, Aceh Province is still far behind other regions (Aceh Education Council, 2022).

The quality of education in Aceh Province, which is lagging behind other provinces, is inseparable from the factors of the ability of Human Resources (HR), facilities and infrastructure, educational programs and development which are not evenly distributed (Aceh tribune news, 2022). Therefore, education development in Aceh Province is very important, education development requires large funding, related to the financing of education development in Aceh has been provided through the Special Autonomy Fund.

The Special Autonomy Fund was first implemented in 2008 and continues to date. The Special Autonomy Fund is prioritized to develop Aceh Province from underdevelopment, one of which is for education development as stipulated in Article 183 Paragraph (1) UUPA further regulated in Aceh Qanun Number 2 of 2008 concerning Procedures for Allocating Additional Funds for Oil and Gas and Use of Special Autonomy Funds. The Qanun has been amended three times, most recently the amendment to Qanun Number 1 of 2018 and the third amendment to Qanun Aceh Number 2 of 2008 concerning Procedures for Allocating Additional Funds for Oil and Gas Revenue Sharing and the Use of Special Autonomy Funds.

The provisions of Article 183 paragraph (1) of Law Number 11 of 2006 in conjunction with Article 10 paragraph (1) of Qanun Number 1 of 2018 explicitly state that "special autonomy funds are intended to finance development programs and activities, especially the construction and maintenance of infrastructure, empowering the people's

economy, poverty alleviation, as well as educational, social, and health funding".

Special education funding includes at least 30% of TDBH Migas Article 182 paragraph (3) UUPA, and the budget for education administration is at least 20% (twenty percent) of the State Revenue and Expenditure Budget (APBA) based on Article 193 UUPA juncto Article 59 Qanun Number 11 of 2014 concerning Implementation of Education.

The management of the education budget in Aceh is the responsibility of the Government of Aceh, based on the provisions above, whereby the use of a budget allocation of 20% (twenty percent) of education funds is intended for improving the quality of education which is carried out proportionally as stipulated by Qanun APBA each budget year that will run.

The responsibility of the Government of Aceh in managing the budget for education is carried out on an equal, fair, professional, effective and efficient basis. This means that it is not only piled up in one area, one school and only physical development is carried out every year, but education quality development is not carried out in the form of quality Human Resources (HR), library books, learning facilities and other things to improve the quality of education evenly throughout Aceh Province to twenty-three districts/cities.

The budget from the Additional Oil and Gas Production Sharing Fund (TDBH Migas) of 30% (thirty percent) of the Aceh Government's revenue is allocated to finance education in Aceh with the ultimate goal that the budget can have an impact on increasing human resources. If the quality of education is still not optimal, the quality of human resources will have an effect.

The Special Autonomy Fund transferred by the Central Government to the Government of Aceh is one of the regional revenues based on Article 179 paragraph (2) letter c of the UUPA juncto Article 285 paragraph (2) letter a number 2 of Law Number 23 of 2014 concerning Regional Government (UU Pemda) states that transfer income as referred to in paragraph (1) letter b includes central government transfers consisting of the Special Autonomy Fund.

The Government of Aceh has experienced a significant increase in the Special Autonomy Fund within a certain period of time, the amount of the Special Autonomy Fund is influenced by the National General Allocation Fund (DAU) as stated in Article 183 of the UUPA states that:

Article 183

1. The special autonomy fund as referred to in Article 179 paragraph (2) letter c, constitutes revenue from the Government of Aceh aimed at financing development, especially the development and maintenance of infrastructure, empowering the people's economy, alleviating poverty, and funding education, social and health.
2. The special autonomy fund referred to in paragraph (1) is valid for a period of 20 (twenty) years, with details for the first year up to the fifteenth year which is equivalent to 2% (two percent) of the national general allocation fund ceiling and for the sixth year fifteen to 1% (one percent) of the national general allocation fund ceiling.
3. The provisions referred to in paragraph (1) apply to areas in accordance with the boundaries of the Aceh region as referred to in Article 3.

4. The provisions referred to in paragraph (1) are set forth in the provincial and district/city development programs in Aceh by taking into account the balance of development progress between districts/cities to serve as the basis for the use of special autonomy funds whose management is administered by the Aceh provincial government.
5. The use of special autonomy funds referred to in paragraph (2) is carried out for each budget year which is further regulated in the Aceh Qanun.

The receipt and use of the Special Autonomy Fund is inseparable from the central government's compensation to the Province of Aceh to catch up on the development of other regions, especially in the education sector.

Based on data and facts where quality education Aceh is still not optimal on the island of Sumatra and at the national level with an abundant budget. One of the cases that occurred today, where the UTBK value of Acehnese children for tests in the Science and Technology (Science and Technology) and Social and Humanities pathways obtained an average grade of 565,451 (Top1000schools, 2022). The Higher Education Entrance Test Institute (LTMP) announces quality education Aceh is still classified as not optimal compared to the large amount of the budget for education development.

Aceh's position is side by side with several provinces in eastern Indonesia. In fact, general reasoning abilities and general knowledge and abilities, provinces in the eastern part of Indonesia have far better scores than Aceh Province. Of course this is one form of the Aceh Government's failure to provide good quality education.

Then in terms of educational development, the reality that is happening in the field shows that the facilities and buildings of schools that are far from the center of the capital city of the Province of Aceh are still considered to have not received proper, fair and equitable development, besides that the quality of education is still limited. This can happen because the government only concentrates development on the provincial capital. The development and quality of education should be equitable and fair so that all receive maximum education.

This can be seen from the table based on 2022 data from LTMP. ac.id that the quality of education is better in urban areas close to the provincial capital of Aceh. Indirectly, the Government of Aceh has not provided and/or implemented quality education in Aceh Province based on Article 5 paragraph (1) of Law Number 20 of 2003 in conjunction with Article 13 of Qanun Aceh Number 11 of 2014 which states that the Government of Aceh guarantees the implementation of quality, equitable, and equitable education. fair and Islamic.

The Government of Aceh also has responsibility for education development through the Special Autonomy Fund based on Article 183 paragraph (1) of Law Number 11 of 2006 juncto Article 10 paragraph (1) of Qanun Number 1 of 2018 that the Special Autonomy Fund is intended to finance educational development programs and activities.

It has been seventeen years of the Special Autonomy Fund but the Government of Aceh has not been able to answer the challenges of development and quality of education in Aceh Province. Of course, this is one of the major duties and responsibilities of the Government of Aceh to build a better quality of education and provide education to the community based on laws and regulations on education.

Seeing this problematic situation, the researcher is interested in conducting a further research study in a study with a problem, namely How to carry out the responsibilities of the Government of Aceh in providing quality education in Aceh and what are the obstacles in implementing quality education in Aceh.

Research methods

This research is normative and empirical juridical research using a conceptual approach, by conducting direct research in the form of interviews with related parties to obtain accurate data (Mukti Fajar and Yulianto Achmad, 2010). field research is intended to obtain primary data by interviewing respondents and informants who have been predetermined by taking notes and recording during the interviews, where data analysis is qualitative (Suteki and Galang Taufani, 2018).

Discussion

The Responsibility of the Government of Aceh in the Implementation of Quality Education in Aceh

Development in the field of education is one of the efforts to educate the nation and improve the quality of a person in realizing an advanced and prosperous society (Raharjo, 2011). The development of education will certainly have a positive impact on a region, because more and more educated generations can indirectly catch up with other regions, therefore the role and responsibility of the Aceh Government for the provision of education is very important.

The implementation of educational development in principle aims to make changes from a situation to a better, higher quality, and more advanced state (Muhammad B, 2017). Article 28C paragraph (1) of the 1945 Constitution of the Republic of Indonesia (1945 Constitution of the Republic of Indonesia) states that everyone has the right to develop himself through fulfilling his basic needs, has the right to receive education and to benefit from science and technology, arts and culture, for the sake of improve the quality of life and for the welfare of mankind.

In essence, education is the right for everyone to receive education to educate life, the responsibility of the Government of Aceh is to provide education to the community as stipulated in Article 10 of Law Number 23 of 2014 concerning Regional Government in conjunction with Article Article 216 of Law Number 11 of 2006 concerning Aceh Government. that every Acehnese has the right to receive quality and Islamic education in line with the development of science and technology which is organized on the basis of the principles of democracy and justice by upholding human rights, Islamic values, culture and national pluralism.

Development in the era of decentralization and regional autonomy is marked by the transfer of a number of governmental affairs from the Central Government to the Regional Governments, including in this case the affairs of education management as stipulated in Articles 11, 12 and 13 of Law Number 23 of 2014 concerning Regional Government (local government law).

Regarding the fulfillment of education where the involvement of the Provincial and Regency/City Governments is in accordance with their authority (level), where the primary and secondary education levels are managed by the Regency/City Government, while senior

secondary education is managed by the Provincial Government. As for higher education management policies, they are still being managed by the Central Government through the Ministry of National Education and the Ministry of Religion (Ismail DP, Saidin Ernas, Marwan Razak, Abidin Wakano, 2022).

Education is a means to improve one's intelligence and skills, so that with good quality education it is hoped that the quality of human resources will also increase. Strengthening the capacity of the Government of Aceh in managing the education system effectively and efficiently is very important for the success of improving the quality of education.

Education is the obligation of the Government of Aceh at the regional level as stipulated in Law Number 23 of 2014 concerning Regional Government (UU Penda). Specifically related to the division of Central Government affairs with regional governments in the field of Education, Article 12 paragraph (1) states that Education is one of the obligatory government affairs, related to basic services, namely public services to meet the basic needs of citizens. Mandatory affairs of education implementation are referred to as affairs attached to the Government of Aceh, both provincial and district/city (Cut Asmaul Husna, 2019).

Based on Article 5 paragraph (1) of Law Number 20 of 2003 in conjunction with Article 13 of Aceh Qanun Number 11 of 2014 concerning education states that the Government of Aceh guarantees the implementation of quality, equitable, fair and Islamic education. By regulation, the responsibility of the Government of Aceh for the quality of education has been regulated. In theory, the authority of the Aceh Government has the attribution authority granted by law (Akmal Firdaus, 2023).

Based on the explanation above, the Government of Aceh is responsible for educating people's lives to build competitive human resources as stipulated in the above law, the progress and development of education in Aceh depends on the role of the Government of Aceh in managing educational programs.

Improving and developing the quality of education apart from compiling educational programs is also inseparable from the management of an even and well-targeted budget. The state, in this case the government, has budgeted an education fund of 20% as stated in the constitution and the Law on the National Education System.

Regarding the budget allocation for education in the Province of Aceh, it is regulated in Article 193 of the Aceh Government Law which states that the budget for education is at least 20% of the APBA/APBK and is intended for education at the school level, where management of education funds is accounted for by the Government of Aceh and District/District Governments. The city is under the accountability of APBA/APBK.

In addition to the budget in the form of APBA/APBK, the Government of Aceh has the authority to manage additional oil and gas Revenue Sharing Funds which are income in the APBA of at least 30% of the revenue allocated to finance education in Aceh as explicitly stated in Article 182 paragraph (1), (2) and (3) UUPA.

It didn't end there, other budgets also emerged from the Special Autonomy Fund for education development in Aceh Province. Based on the provisions of Article 183 paragraph (1) of the UUPA, it states that the special autonomy fund as referred to in Article 179 paragraph (2) letter c, constitutes

revenue from the Government of Aceh designated to finance development, especially the development and maintenance of infrastructure, empowerment, people's economy, poverty alleviation, and education, social and health funding.

The Special Autonomy Fund is a source of revenue from the State Revenue and Expenditure Budget (APBN) which is part of the Aceh Government's revenue. The Special Autonomy Fund is intended for education to create a learning atmosphere and learning process so that students actively develop their potential to be able to compete both in the world of work and in schools, of course, have noble character and believe in Allah SWT.

This is in line with the implementation of education in Aceh to develop all potential students to become human beings who believe in and fear Allah SWT, have noble character, are knowledgeable, intelligent, capable, creative, independent and responsible. Because the implementation of education in Aceh functions to develop all the potential of students in the context of realizing Acehese people who have a role and dignity according to religious teachings.

The education system in Aceh Province is organized in an Islamic manner based on specificity and privileges based on Article 3 paragraph (1) of Law Number 44 of 1999 concerning the Implementation of Privileges for the Province of the Special Region of Aceh. Everything in the curriculum in education contains Islamic values, this is where the demands and responsibilities of the Aceh Government are for the advancement of Islamic-based education.

The field of education is one of the privileges of Aceh as stated in Law Number 44 of 1999 concerning the Implementation of the Special Privileges of Aceh, Article 8 as follows:

1. education in the regions is organized according to national education;
2. regions develop and regulate various types, pathways, and levels of education as well as add local content material in accordance with Islamic law;
3. regions develop and regulate Islamic Religious Education institutions for their adherents at various types, paths, and levels of education. The large education budget and Aceh's privileges in the field of education provide a very wide space for movement given by the government to Aceh to realize dignified and quality education.

Aceh's education should be in a special position and be reckoned with at the national level, it could even become an educational pilot area for other regions because of the local and Islamic content applied to schools in the Aceh region. This privilege is a plus and must be utilized as well as possible even though there are still many challenges in its implementation, but these challenges are answered by the presence of Law Number 11 of 2006 concerning the Government of Aceh (UUPA) which places special attention on Education (Cut Asmaul Husna, 2019).

UUPA provides a large portion of the budget allocation for education, with a large allocation expected to create potential human resources. UUPA also emphasizes the implementation of quality education with local content material in accordance with Islamic law.

The Government of Aceh has the authority to regulate all aspects related to the administration of education. In regulating and managing all these aspects based on Aceh

Qanun Number 11 of 2014 concerning the Implementation of Education and Aceh Qanun Number 9 of 2015 Amendment to Aceh Qanun Number 11 of 2014 concerning the implementation of Education (Amzar Ardiyansyah, 2023).

Even though in general education in Aceh has experienced improvement and progress, there are still many notes that must and immediately seek a better way out, as follows (Cut Asmaul Husna, 2019):

1. Aceh's Human Development Index (IPM) is still low at 70.06.
2. The role of actors in educational development has not been optimal in utilizing digital media in improving the quality of education that is able to compete globally Example: We are still preparing plans manually, conducting manual supervision of education elsewhere. connected to the internet network and in a short time can carry out monitoring and evaluation quickly at any time.
3. Ineffective coordination among educational stakeholders, difficulty communicating between educational institutions and the government so that existing programs do not run well.
4. The implementation of 12 year normal education is not optimal, in this case the curricula and programs that have been prepared are not on target and effective.
5. The quality of learning is not maximized, not utilizing learning methods that awaken the potential of educators.
6. The role or involvement of the community is still lacking in supporting programs to improve the quality of education because it seems as if the community has no obligation or participation in developing the quality of education.
7. This type of public education has not been well identified, even though the digital era is very easy to conduct surveys and research.
8. Family education is not optimal in building character which causes character to fade
9. Not many or fully produce vocational graduates with the need for job opportunities.
10. The use of technology has not been maximized in the learning process and education management system.
11. Not yet optimally facing the era of the industrial revolution 4.0 to 5.0 in the world of education in Aceh.

If you look at the various problems that occurred in the field and the news media throughout the year, the Government of Aceh through the Education Office has various problems that must be resolved as soon as possible, these problems occur whether the program is not running, lack of educational facilities, poor quality of education, limited human resources for teaching staff and other things -Other things that cause serious problems to the Department of Education.

The problems that exist today are the responsibility of the Government of Aceh as stated in Aceh Qanun Number 11 of 2014 concerning the Implementation of Education where the rights of the Acehnese in Article 7 explicitly state that every Acehnese has the right to quality education. Therefore, the Government of Aceh is obliged to provide and provide quality education evenly in all districts/cities (Akmal Firdaus, 2023).

Equitable and fair education has not been fully felt by the people of Aceh, so this is the authority and responsibility of the Aceh Government, especially the Education Office, to provide quality education without discrimination (equally). Then the Aceh Government's obligations towards education are regulated in Article 14 of Qanun Number 11 of 2014 which states that:

1. The Government, Aceh Government and District/City Governments administer education in Aceh according to their respective authorities.
2. The Aceh Government and District/City Governments administer Islamic education in accordance with their respective authorities
3. The administration of education as referred to in paragraph (1) includes:
 - a. policy field
 - b. financing sector
 - c. field of curriculum and teaching
 - d. the field of facilities and infrastructure
 - e. education and educational staff
 - f. education quality assurance and control
 - g. outstanding school management, and
 - h. other fields in accordance with the laws and regulations.
4. The Aceh Government and District/City Governments, in accordance with their respective authorities, carry out Aceh's privileges in the field of quality education.
5. The Aceh Government and District/City Governments have the authority to regulate and establish cooperation with domestic and/or foreign government and/or non-government institutions or agencies for the development of education in accordance with statutory regulations.

The Government of Aceh has the authority to establish a strategic plan for education in Aceh in the form of future programs to build better education, there are educational standards set by the Government of Aceh in carrying out these standards there is evaluation, supervision and guidance of existing education in all districts/cities, this is the full responsibility of the Government of Aceh.

Based on the discussion above, the researcher sees that there are several important things related to education which are the responsibility of the Government of Aceh to improve the quality of education, namely:

1. Educational Programs

Improving the quality of education requires superior programs that are right on target and directly in contact with students, these programs can be in the form of curriculum, practice, additional lessons related to students' interests and skills as well as training in the form of subjects received by students. So that the quality of human resources and graduates can compete globally and nationally, the birth of superior graduates is also a plus for Aceh Province at the national level ranking. The success achieved is inseparable from the commitment of the Government of Aceh in developing and managing education in a professional, effective, efficient and equitable manner.

2. Facilities and infrastructure

In addition to the flagship program, of course it must be supported with facilities and infrastructure. Therefore, the Government of Aceh through the Education Office needs to

renovate existing infrastructure so that it is in good condition so that it can be used for teaching and learning processes.

Regarding facilities that do not yet exist, it is necessary to provide them so that students and teaching staff can learn comfortably during the teaching and learning process. The most important thing is that the construction of facilities and infrastructure must be evenly distributed throughout the districts/cities of Aceh Province, so that schools that are difficult to reach must receive equitable development. The Government of Aceh should focus more on those that are difficult to reach, including on providing superior educators to develop human resources.

3. Improving the Quality of Educators (HR)

Then in this case the most important thing is related to the quality of educators/teaching staff (HR). In fulfilling the eligibility and quality of teaching staff, it is necessary to carry out a lot of training related to the quality of teaching staff, discipline, and granting scholarships to continue their education to a higher level so as to produce superior educators/teaching staff.

4. Internal and External Supervision

It is necessary to carry out extra supervision of the Government of Aceh (Education Office) as the organizer and user of the budget for building education. Supervision itself is divided into two, namely internal and external, what is meant by internal supervision itself is carried out by Aceh Government agencies, education units at the committee level and institutions formed both at the national and regional levels to carry out supervision in the education sector.

External oversight is no less important, namely oversight carried out by the Aceh People's Representative Council (DPR) has oversight, budget and legislation functions. electronic media (press) and the public to do it from the outside as a form of concern for better education development in Aceh Province.

The education budget in Aceh Province is abundant and large, which is obtained from the Special Autonomy Fund, income from additional management of oil and gas profit sharing funds of at least 30% (thirty percent) and added from the pure budget of transfer funds from the Government to the Government of Aceh in the form of APBA 20% (twenty percent) allocated for education, not to mention budgetary assistance from the Government to schools in the regions. Such a large fund has not been able to show significantly the quality and equity of education in Aceh Province.

This can be seen from the school High school outside the capital which are still limited to facilities and infrastructure, both computer labs, biology practice, physics, human resources and others. If you look at this school, it has developed because it is on the side of the national road and right under the foot of the mountain, but this is not in line with the quality of education, today these advanced schools are close to the District Government, for example in Jantoh because of the Aceh Besar District government complex, and in Banda Aceh is developing because it is close to the Government of Aceh and the District Government of Banda Aceh City is competitive and has human resources, but the government is slow to teach schools outside the region.

Of course this is the responsibility of the Government of Aceh for the development of education in all districts/cities in Aceh Province, from this responsibility the community hopes that the Government of Aceh can maximize and focus on advancing education to improve and build quality human resources through quality education.

Obstacles to Implementing Quality Education in Aceh

Along with the implementation of the Special Autonomy status, the Province of Aceh received the Special Autonomy Fund in 2008, this was inseparable from the peace accord between the Free Aceh Movement and the Government of Indonesia on August 15, 2005. The Special Autonomy Fund was intended to finance accelerated development in Aceh. The provision and management of the Special Autonomy Fund are regulated in Law Number 11 of 2006 concerning the Government of Aceh (UUPA).

Apart from granting Special Autonomy status based on recognition of the unique character of the history of the struggle of the Acehnese people, it also takes into account that the implementation of governance and implementation of development in Aceh has not been able to fully realize people's welfare, justice and the fulfillment and protection of human rights.

Based on these considerations, the receipt of the Special Autonomy Fund given to Aceh aims to catch up on development due to the prolonged conflict, resulting in inequality (Erlanda Juliansyah Putra, 2014). Aceh independently based on specifics and privileges.

One of the developments that is of concern to the government is the development of the education sector, this provision is stipulated in Article 183 paragraph (1) of the UUPA which states that the Special Autonomy Fund is revenue from the Government of Aceh designated to finance development, especially the development and maintenance of infrastructure, empowering the people's economy, alleviating poverty, as well as educational, social and health funding.

After 16 years of the Special Autonomy Fund, there has been no significant development in the development of the education sector, Aceh Province as a special autonomous region and has special features cannot be separated from a number of problems faced, one of which is in the education sector. Where the Government of Aceh has not optimally provided standard quality education with applicable regulations, this can be seen where Aceh's national level ranking is below the top ten of the provinces in Indonesia, even though if you look at the available budget and focus on development in the education sector, Aceh has great potential to achieve the best ranking values, as well as compete at national and global levels.

based on data Center for the Study of State Financial Accountability Expertise Board of the DPR of the Republic of Indonesia the Aceh public budget in recent years has been more dominant in infrastructure development than in the development of education quality (educational staff, curriculum, improving the quality of technology and other matters related to human resource development) (Eko Adityo Ananto, et al. 2020).

Infrastructure development is also important, but educational development is far more important because through education the community can improve regional development, human resources also increase, competition for the world of work is wide open to the community and

welfare grows on its own if the quality of education is better.

The Aceh government to achieve quality education needs to pay attention to and improve the problems, as follows (Nurkholis, 2003)

1. Accountability in the delivery of education to the public is still very low due to too strong government dominance in the micromanagement of education delivery.
2. The use of resources is not optimal and inefficient due to not being on target for the education budget and a centralized administration system.
3. Community participation is still low, even though historically the role of the community in the development of education in Aceh is still very large.
4. Schools are not able to keep up with the changes that are happening in their environment, such as social, economic, political, cultural, scientific and technological changes that are happening quickly. The essence of Aceh Carong is to put emphasis on quality and relevance (teachers, access, budget, infrastructure, etc.) -other).

The Aceh government is seen continuing to carry out various activities and programs to improve the quality of education in Aceh, one of which is through the Aceh Carong program which is one of the programs launched by the Governor and Deputy Governor of Aceh for the 2017-2022 period. Aceh Carong places more emphasis on education in Aceh which is still lagging behind education in other provinces.

Researchers see that there are several programs that have been compiled to improve the quality of education in Aceh, in this case experiencing several obstacles in the field which can be described as follows:

a. Lack of Support/Participation

In implementing education, support from all stakeholders, especially the District/City Government, educators and schools is required to be pro-active in supporting all program activities that have been prepared by the Government of Aceh to be implemented. The program is more ceremonial without any further action from other elements, if this is allowed then education in Aceh will never develop.

All of them have a shared responsibility to advance education in Aceh in the simplest way to support and respond to every activity from both the Central Government and the Government of Aceh to be implemented responsibly and sustainably.

b. Educators (HR) are still limited

One of the objectives of the Aceh Carong program initiated by the Government of Aceh is equity and quality of teaching staff to remote areas, but in practice there are still not many significant changes, because based on field analysis there are still schools that lack teachers, teachers who still use books. teach old material and do not follow educational developments both in terms of learning material and the methods taught are still old ways.

This shows one side of the commitment and seriousness of all stakeholders in building education in Aceh, especially preparing superior human resources to make a positive contribution to all schools far from road access and government, to cover these obstacles it is expected to

provide opportunities or involvement from university graduates in Aceh to be involved in advancing quality education in Aceh based on their knowledge and abilities.

c. Technology Development (IT)

In the midst of world development in the 5.0 era which prioritizes technology or better known as IA in various aspects of life including education, it is very unfortunate if there are still educators who still do not master and are sensitive to technology, of course this proves that the quality of human resources is still limited, so a program is needed - HR development programs.

There are still many schools that do not have maximum technological facilities and many teachers who have not mastered computer and internet technology, this is the age factor, lack of access and other factors. Those who understand this technology are of course young people who live in technological developments. Therefore, one of the factors is that there are still many schools that have not been supported by internet facilities to support the teaching and learning process, and teachers who have not been able to use the internet as a learning resource (Triyono S. 2023).

Technological advances inevitably have to be followed and must be known by all teaching staff, because currently in the mass media it is very easy and you can find the latest learning materials to access, and educators are required to understand more about the use of technology.

Especially now that the development of technology 5.0 is very fast and has become a necessity in our daily lives, especially in education. Today's children are very easy and quick to use technology. If we educators do not follow technological developments, we will lose to their students who continue to master technological developments.

d. Not yet maximal and on target the Aceh program is the carong of the Aceh government

The Aceh Carong program has good goals for education in Aceh, but in its implementation there are still other problems in the implementation of the program both in terms of regulations, policies, coordination and cross-sectoral responsibilities that also don't work. In its implementation, support from various parties is needed, especially support from the Regency/City Government and the community so that the programs that have been prepared can run.

In the ranking at the national level, the Province of Aceh is still ranked unfavorable because the quality of education is still below average, even though it is ranked below Papua, of course there must be a solution, especially the out-of-sync policy of the Aceh Carong program with the actors/implementers in the field, be it the educators, and schools in the regions, meaning that the program and practice are not running well (synchronous) so that they do not achieve the ideals of quality education in Aceh.

The four obstacles to improving the quality of education in Aceh need solutions to these obstacles so that the development of education in Aceh is achieved as it should. In addition, the Central Government has also tried various concepts to improve the quality of education in the regions, one of which is by increasing the quality standards of school graduates, providing teacher certification allowances, regional allowances, scholarships and others.

However, some of these efforts have not shown the maximum impact on Aceh Province in improving the quality of education, meaning that the programs being

carried out do not achieve their goals properly (Almas Aulia and Aris Soelistyo, 2022).

Therefore, the role of the Aceh People's Legislative Council is needed in oversight of the Aceh Government as stipulated in Article 20A paragraph (1) of the 1945 Constitution of the Republic of Indonesia juncto Article 316 paragraph (1) of the MD3 Law in conjunction with Article 22 paragraph (1) of the UUPA stipulates that the DPRA has the legislative function of the budget and supervision.

The DPRA has great authority in supervising the Education Office to hold it accountable for its performance so far. This is a necessary form of supervision, if there is no supervision then everything will not go according to plan, today Banda Aceh Senior High Number 3 has facilities because of its activity, curriculum, discipline, the role of the Banda Aceh City Government and the Provincial Government are committed to advancing the world of education so that the results are also visible well, of course everything can not be separated from the shared commitment.

The DPRA's oversight of the Education Office is not in the form of intervention, but requires accountability in using and managing the education budget and those who run education programs in Aceh. so that the DPRA knows these weaknesses or deficiencies to be corrected in the future, this is also part of the communication between the Governments of Aceh who have the responsibility to build a better Aceh.

Conclusion

The responsibility of the Government of Aceh for quality education in Aceh is based on the provisions of Article 28C paragraph (1) of the 1945 Constitution of the Republic of Indonesia in conjunction with Article 5 paragraph (1) of Law Number 20 of 2003 concerning the National Education System in conjunction with Law Number 11 of 2006 concerning the Governance of Aceh Juncto Article 13 Aceh Qanun Number 11 of 2014 concerning Education that the Government of Aceh is also responsible for the implementation of quality, equitable, fair and Islamic education. Some of the responsibilities of the Government of Aceh for the provision of quality education are paying attention to educational programs, facilities and infrastructure, improving the quality of teaching staff (Human Resources), and internal and external supervision to improve the quality of education in Aceh, and. Constraints in implementing quality education in Aceh due to lack of support/participation,

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