



Implementing the 12-Year Compulsory Education Policy in Kaimana : Opportunities and Challenges

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Abstract : *This study aims to explore the implementation of the 12-Year Compulsory Learning policy in Kaimana Regency, West Papua, with a focus on the challenges and opportunities faced by the Finance Section of the Education, Youth, and Sports Office in managing the education budget. This study also examines how budget management and allocation of education funds can improve access and quality of education in the area, as well as the role of coordination between local governments, schools, and communities. A qualitative approach with a case study design was used in this study to collect data through in-depth interviews, participatory observation, and document analysis. The results of the study show that despite efforts to improve performance-based budget management, limited infrastructure and human resources remain the main challenges in the implementation of education policies. Weak coordination between stakeholders, as well as active community involvement, are important factors influencing the success of the 12-Year Compulsory Learning policy. This study recommends increasing the capacity of human resources, allocating more equitable budgets, and strengthening collaboration between local governments, schools, and communities to increase the effectiveness of these policies. Thus, this research contributes to a deeper understanding of the implementation of education policies in remote areas and proposes practical solutions to address existing challenges. Furthermore, this study highlights the importance of transparency and accountability in education budget management as an effort to build public trust and ensure that available funds are truly used to support improvements in education quality. In the context of Kaimana Regency, which faces geographical challenges and limited access, a participatory oversight mechanism involving the community and independent oversight institutions is key to ensuring that budget allocations are not only on target but also capable of driving real change on the ground.*

Keywords: *Budget Management; Education; Kabupaten Kaimana; Quality of Education; Stakeholder Coordination.*

1. INTRODUCTION

Education is a basic right of every citizen who plays an important role in the development of quality human resources (HR). In Indonesia, the 12-Year Compulsory Learning policy is expected to provide equal access to education for all school-age children, both in urban and rural areas, as well as reduce the dropout rate. This policy requires all Indonesian children to complete basic to secondary education free and compulsory, with the main goal of creating educational equality at all levels of society (Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, 2003).

However, although this policy is well-intentioned, its implementation in various regions, including Kaimana Regency, still faces various challenges. One of the main challenges is how to ensure that the available education budget can support the success of this policy, especially in areas that have limited resources, both in terms of funding, educational infrastructure, and human resources. The Finance Section of the Kaimana Regency Education, Youth and Sports

Office has a very important role in managing and allocating the education budget effectively, with the aim of achieving equitable access to quality education throughout the district.

The importance of funding in education, especially in resource-constrained areas, has been extensively studied in the literature. Research shows that good education budget management can significantly improve the quality of education. Effective allocation of education funds can include the procurement of educational facilities and infrastructure, training of educators, and the provision of operational funds for schools in remote areas (Ananda et al., 2023; Purwaningsih & Asriati, 2024). However, challenges in the uneven distribution of funds often occur, especially for schools in hard-to-reach areas. This gap creates inequality in the quality of education in various regions, including Kaimana Regency (Hidayat et al., 2019; Mufida & Arifin, 2023).

In addition, low access to adequate educational facilities in remote areas is also one of the factors that contribute greatly to the low level of educational participation. Rahmadi (2020) shows that limited access to educational facilities and teaching quality in the archipelago greatly affect the level of student participation in education. The same thing was also expressed by Maharani (2021), who emphasized that in Papua, difficulties in accessing education and the uneven availability of teaching staff have also led to low school participation rates.

The implementation of the 12-Year Compulsory Education policy in Kaimana Regency also faces geographical and demographic challenges. This district has a big challenge in providing educational facilities and infrastructure that can reach the entire area. Limited infrastructure is a major obstacle in ensuring that every child in this region has access to a decent education. In line with the findings of previous research, as revealed by Batubara (2022), good and transparent management of the education budget, supported by strong political commitment, is a key factor in ensuring the successful implementation of education policies in the regions.

This research aims to provide views on the opportunities and challenges faced by the Finance Section of the Kaimana Regency Education, Youth and Sports Office in implementing the 12-Year Compulsory Learning policy. This study also provides a theoretical overview of how budget management and allocation of education funds in Kaimana Regency can improve access and quality of education in the area. This research will also examine the important role of coordination between local governments, schools, and communities in creating a better and sustainable educational environment. With a performance-based approach in budget management, it is hoped that the quality of education in Kaimana Regency can improve

significantly, supporting the achievement of national education goals (Purwaningsih & Asriati, 2024; Sofiani et al., 2024).

2. LITERATURE REVIEW

A. Previous Research

In examining the implementation of the 12-Year Compulsory Learning policy in Kaimana Regency, a number of previous studies have provided relevant insights on education budget management, access to educational facilities, and challenges faced in remote areas. Several studies suggest that effective and efficient budget management is a key factor in improving the quality of education. For example, Ananda et al. (2023) stated that optimal management of educational facilities and infrastructure in elementary schools can improve the quality of education, especially in less developed areas.

In addition, research by Hidayat et al. (2019) highlights the importance of the effectiveness of the management of School Operational Assistance (BOS) funds in improving educational facilities and infrastructure at the elementary school level. This study found that the uneven distribution of BOS funds is often an obstacle in providing adequate educational facilities in remote areas, including in Kaimana Regency. In a similar context, Mufida and Arifin (2023) also found that the quality-based education financing planning model can help improve the quality of education in aliyah madrasas, the relevance of which can also be applied to schools in remote areas.

Rahmadi (2020) shows that in remote island areas, limited access to adequate educational facilities greatly affects the level of student participation in education. A similar thing was also found by Maharani (2021), who noted that in Papua, lack of access to education and uneven teaching staff are the main factors that cause low school participation rates. These findings are particularly relevant to the context of Kaimana County, which faces similar geographical challenges.

In terms of education budget management, Purwaningsih and Asriati (2024) emphasized the importance of efficient and transparent education financial management in improving the efficiency and effectiveness of resources. This is in line with the findings of Batubara (2022), which shows that good education budget planning can improve the quality of education and strengthen educational infrastructure in more remote areas. Therefore, it is important for local governments to prioritize performance-based management of the education budget to ensure equitable access to quality education.

In addition, research by Taufiq et al. (2022) revealed that community participation in education budget planning and supervision can increase accountability in the management of education funds. This is very relevant to the Kaimana Regency government's efforts to ensure that the allocation of the education budget can meet regional needs more effectively.

3. THEORIES

To analyze the implementation of the 12-Year Compulsory Learning policy in Kaimana Regency and the role of the Finance Section of the Education, Youth, and Sports Office in managing the education budget, several important theories can be used. These theories help to understand the opportunities and challenges faced and provide insights into how to improve access and quality of education through efficient and effective budget management.

A. Policy Implementation Dimension

The Policy Implementation Dimension Theory focuses on three main elements: productivity, linearity, and efficiency. According to Milwan (2020), successful policies must be able to realize the goals that have been set, which is reflected in the productivity of the policy. In the context of education in Kaimana Regency, this refers to how the 12-Year Compulsory Learning policy can overcome educational inequality with effective allocation of funds. Linearity measures the extent to which policies are appropriate to local needs, while efficiency measures the extent to which available resources are optimally used. In this case, the Finance Section of the Education Office plays a role in ensuring that the education budget is used in a productive, efficient, and in accordance with regional needs.

B. Performance Theory of Administrative Apparatus

The Performance Theory of the Administrative Apparatus emphasizes the importance of the role of government employees, especially in the management of educational administration. Muhamad et al. (2016) states that the quality of public administration performance, including in education management, depends on quality human resource management. Increasing employee capacity in terms of budget management and education planning is key in ensuring that the 12-Year Compulsory Learning policy can run well. In the context of Kaimana Regency, the Education Office must ensure that human resources at the budget management level have good abilities in designing, allocating, and supervising the use of education funds.

C. Coordination and Communication Between Stakeholders

Effective coordination between local governments, schools, and communities is an important element in the implementation of education policies. Muhartono (2024) stated that good coordination between various parties involved in the education sector can increase the

effectiveness of education policies. In this case, the role of the Finance Section of the Education Office is vital, as they must ensure that the allocation of funds and education policies are in line with the needs of schools and communities. In Kaimana County, strong coordination between the government, schools, and communities will create a better educational environment and support the sustainability of the 12-Year Compulsory Education policy.

D. Decentralization and Local Autonomy

The decentralization of education, according to Muhdi (2019), is one of the factors that affect the success of the implementation of education policies. In a decentralized system, local governments have greater authority in the management of education, including the allocation of funds and educational planning. In Kaimana Regency, decentralization provides an opportunity to adapt the 12-Year Compulsory Education policy to local conditions. By giving greater autonomy to the regions in terms of education management, it is hoped that policies that are more responsive to local challenges such as limited resources, infrastructure, and teaching staff can be created.

E. Performance-Based Financial Management

Performance-based financial management is an approach that requires budget allocation to be based on predetermined results and achievements. Purwaningsih and Asriati (2024) stated that performance-based education financial management can increase the efficiency and effectiveness of the use of funds, as well as ensure that the existing budget is used to achieve larger goals, such as improving the quality of education. In this case, the Finance Section of the Kaimana Regency Education Office must ensure that the allocation of funds is based on the performance of schools and the success of education in the area, so that it can increase access to quality and equitable education.

F. Collaboration Model Between Stakeholders

The collaboration theory states that the successful implementation of education policy requires good cooperation between various actors and stakeholders, both at the central government, local governments, schools, and communities. Cao and Zhao (2025) in their research emphasized the importance of collaboration between schools, governments, and communities in managing the burden of education and related policies. In the context of Kaimana Regency, collaboration between the Education Office, schools, and the community is essential to create more inclusive and effective policies in improving the quality of education, especially considering budget and infrastructure limitations in remote areas.

The above theories provide a strong guide to analyze the opportunities and challenges in the implementation of the 12-Year Compulsory Education policy in Kaimana Regency, especially in the context of education budget management. Performance-based budget management, effective coordination, and the application of decentralization principles are key to improving access and quality of education in this area. With an integrated approach between these theories, it is hoped that equal distribution of quality education can be achieved for all people of Kaimana Regency.

G. Gap Theory

Although a number of theories related to the implementation of education policies and budget management have been widely discussed, there are several gaps in the literature that need to be examined, especially related to the implementation of the 12-Year Compulsory Education policy in resource-limited areas such as Kaimana Regency. Some of these gaps include the following aspects:

Limitations of Study in Remote Areas

Most of the existing research focuses more on urban areas or areas with relatively better educational infrastructure. Research on the implementation of the 12-Year Compulsory Education policy in remote areas, such as Kaimana Regency, is still limited. Research by Rahmadi (2020) and Maharani (2021) provides an overview of the limited access to education in the archipelago and Papua, but not many have specifically examined the challenges faced in managing the education budget in these areas. Further, how local governments manage and allocate education funds to geographically isolated areas, such as Kaimana, has not received enough attention in the existing literature.

Performance-Based Education Budget Management Approach in Remote Areas

Although performance-based financial management theory has been applied in some regions, its application in areas with budget constraints such as Kaimana is still rarely discussed. Research by Purwaningsih and Asriati (2024) suggests that performance-based budget management can improve the efficiency and effectiveness of education fund allocation, but more research is needed to explore how this can be applied in Kaimana Regency. There is a need to understand the challenges and opportunities that local governments face in implementing this approach, given the local conditions that are very different from other more developed areas.

Coordination Between Stakeholders in Regions with Limited Resources

The theory of coordination between stakeholders has also not been fully discussed in the context of regions with limited resources. Research by Muhartono (2024) shows that good

coordination between the government and schools is essential for the successful implementation of education policies. However, in areas with limited educational infrastructure, such as Kaimana Regency, successful coordination between local governments, schools, and communities is often hampered by issues of distance, communication, and technological limitations. This gap requires further research on how to build effective coordination despite geographical barriers and limited infrastructure.

Decentralization of Performance-Based Education Management

Although decentralization of education is considered to provide flexibility to local governments in planning and allocating budgets, the implementation of performance-based decentralization in Kaimana Regency still requires more attention. Muhdi (2019) explained that decentralization provides flexibility for local governments to adjust education policies to local needs. However, few studies have examined the application of decentralization of education with a performance-based approach in areas with limited resources and infrastructure such as Kaimana.

Inequality of Access and Quality of Education in 3T Regions

A more in-depth study on the inequality of access and quality of education in 3T areas (*terdepan, terpencil, tertinggal*: frontier, remote, disadvantaged) is still urgently needed. Research by Falah and Hadna (2022) and Anwar (2022) revealed that inequality in access to education in 3T areas is greatly influenced by limited infrastructure and education costs. However, not many have discussed how this inequality can be overcome through policies based on more equitable budget management, especially in areas with limited resources such as Kaimana Regency. More research is needed to identify effective ways to reduce these gaps.

Collaboration Model in Education Policy Implementation in Remote Areas

Lastly, although the theory of collaboration between stakeholders has been widely discussed in the context of education, there is still a gap on how the collaboration model can be effectively implemented in remote areas with limited resources. Research by Cao and Zhao (2025) emphasizes the importance of collaboration between various actors, but how this collaboration model can be adapted and applied in areas with geographical and economic challenges such as Kaimana County still needs to be explored further.

H. Novelty

This research offers novelty in several aspects related to the implementation of the 12-Year Compulsory Learning policy in Kaimana Regency, which focuses on education budget management and coordination between stakeholders. Some of the new contributions from this research include:

Focus on Education Budget Management in Remote Areas

One of the main novelties in this study is the focus on managing the education budget in remote areas, such as Kaimana Regency. Previous research has tended to examine the management of education budgets in more developed or urban areas, while resource-constrained areas such as Kaimana are still rarely in focus. This research highlights how performance-based budget management can be implemented in conditions with limited infrastructure and resources, as well as geographical challenges in remote areas.

Performance-Based Approach in Education Budget Management

The second novelty is the implementation of a performance-based approach in the management of the education budget in Kaimana Regency. Although several previous studies have suggested the importance of performance-based financial management to improve the effectiveness of education fund allocation (Purwaningsih & Asriati, 2024), its application in areas with limited budgets and infrastructure such as Kaimana is still rarely explored. This research will provide a new view of how performance-based systems can be applied to improve the efficiency of education fund allocation and ultimately improve the quality of education in remote areas.

Coordination Between Stakeholders in the Implementation of Education Policy

This research also provides novelty in terms of understanding the importance of coordination between local governments, schools, and communities in the implementation of education policies in regions with limited resources. Most previous research has focused more on coordination at the central or regional level with more adequate infrastructure, but how this coordination can be done effectively in areas such as Kaimana Regency is still little discussed. This research will provide new insights into how coordination between government, schools, and communities can be optimized to create a better and sustainable educational environment in remote areas.

Performance-Based Decentralization Model in Remote Areas

Another novelty is that this study proposes a performance-based decentralization model that is suitable for the conditions of remote areas. The decentralization of education allows local governments to have more flexibility in the management of education (Muhdi, 2019), but the challenge in areas like Kaimana is how to manage limited resources. The performance-based decentralization model proposed in this study provides a new approach for areas with fiscal and infrastructure limitations, by optimizing budget management according to school performance and expected outcomes.

Mapping of Inequality in Education Access in 3T Regions with a Budget Approach

This research also provides novelty in mapping the inequality of access to education in 3T areas (frontier, remote, disadvantaged) with a more holistic approach, combining budget management and resource distribution more evenly. Previous studies have focused more on infrastructure and physical access to schools, while this study will examine how these inequalities can be addressed through fairer budget management and based on local needs (Anwar, 2022; Falah & Hadna, 2022).

Active Collaboration in Education Management in Remote Areas

Finally, this study provides novelty by highlighting the importance of an active collaboration model between various parties in the management of education in remote areas. As an area that has challenges in terms of communication and technology, it is important to develop a more flexible and adaptive collaboration model, which can overcome geographical and infrastructure barriers. This research will develop a new understanding of how this collaboration can be applied practically in Kaimana Regency to ensure the success of education policy.

4. METHODS

This study uses a qualitative approach with a case study design to explore the implementation of the 12-Year Compulsory Learning policy in Kaimana Regency, with a focus on the management of the education budget by the Finance Section of the Education, Youth, and Sports Office. This approach was chosen because of its ability to understand complex phenomena in specific social and policy contexts.

A. Qualitative Approach

The qualitative approach allows researchers to delve deeply into individual perspectives and experiences related to the implementation of education policies. According to Creswell & Poth (2018), this approach is effective for understanding the meaning that individuals give to their experiences in a particular social context. In this study, a qualitative approach was used to gain a better understanding of the challenges and opportunities faced in the management of education budgets in remote areas.

B. Case Study Design

The case study design was chosen for its ability to investigate phenomena in real-life contexts. Yin (2018) states that case studies allow researchers to explore complex phenomena by considering their context. In this study, Kaimana Regency was chosen as a case study to

understand how the 12-Year Compulsory Learning policy is implemented in areas with geographical challenges and limited resources.

C. Research Location

This research was conducted in Kaimana Regency, West Papua, with a focus on the Education, Youth, and Sports Office and several schools involved in the implementation of the 12-Year Compulsory Learning policy. The selection of this location is based on the characteristics of the remote area and has challenges in terms of educational infrastructure.

D. Data Collection Techniques

Data is collected through:

- a) In-Depth Interviews: Conducted with Education Office officials, school principals, teachers, and community representatives to dig up information about budget management and policy implementation.
- b) Participatory Observation: Researchers are directly involved in activities in schools to observe the policy implementation process.
- c) Document Analysis: Reviewing documents related to education policy and budget to understand the flow and allocation of education funds.

E. Data Analysis Techniques

The collected data was analyzed using thematic analysis. The analysis steps include:

- a. Interview Transcription: Converts interview recordings into text for easy analysis.
- b. Data Coding: Identify and label important themes in data.
- c. Theme Development: Grouping codes into themes relevant to the research question.

F. Validity and Reliability

To ensure the validity and reliability of the research, the triangulation technique of sources and methods is used. This is in accordance with the opinion of Baxter and Jack (2015) who stated that triangulation can increase the credibility of findings in qualitative research.

G. Research Ethics

The research adheres to the principles of research ethics, including obtaining consent from participants, maintaining data confidentiality, and ensuring that participants understand the objectives and procedures of the research.

5. FINDING AND DISCUSSION

A. Finding

This study identifies various challenges and opportunities in the implementation of the 12-Year Compulsory Learning policy in Kaimana Regency, West Papua. Through in-depth interviews, participatory observations, and document analysis, several key findings were found that were relevant to previous studies.

B. Limited Infrastructure and Human Resources

One of the main challenges faced is the limited educational infrastructure and human resources. Some schools in remote areas lack basic facilities such as adequate classrooms, textbooks, and qualified teachers. This is in line with the findings of Parker and Sudibyo (2024) which states that economic factors, inconsistent educational history, and socio-cultural factors are the main causes of students in Papua leaving school early.

C. Not Optimal Management of the Education Budget

Despite efforts to manage education budgets efficiently, limited allocation of funds often hinders the achievement of policy objectives. Some school principals revealed that the funds available were not enough to meet the operational needs of the school, such as the procurement of props and the improvement of the quality of teaching. This reflects the challenges faced in managing education finances in regions with limited resources.

D. Coordination Between Stakeholders That Are Still Weak

Coordination between local governments, schools, and the community still needs to be improved. While there have been efforts to hold regular meetings and communication forums, geographical distance and technological limitations are often obstacles to effective communication. This is in accordance with the findings of the Synergy of Education Policy, the Kaimana Diaspora Holds the Junior High School Kepsek Coordination Meeting (2022), which shows the importance of synergy between stakeholders in improving the quality of education.

E. The Role of the Community in Supporting Education

The community has an important role in supporting the implementation of the 12-Year Compulsory Learning policy. Some schools involve parents of students in educational activities, such as budget planning and monitoring of teaching and learning activities. Active community participation helps to increase accountability and transparency in education management.

F. Socio-Cultural Challenges in Education

Socio-cultural factors also affect the success of policy implementation. Social stigma against certain groups, such as Marind in Merauke, can lead to low participation in education. Parker and Sudiby (2024) emphasize the importance of understanding the socio-cultural context in designing inclusive and effective education policies.

G. Innovative Efforts in Improving Access to Education

Some schools in Kaimana County have implemented innovative approaches to improve access to education, such as opening remote classes and leveraging information technology. This effort helps to reach students in remote areas and ensures the continuity of the teaching and learning process despite physical and resource limitations.

Discussion

This research aims to provide views on the opportunities and challenges faced by the Finance Section of the Kaimana Regency Education, Youth and Sports Office in implementing the 12-Year Compulsory Learning policy. In addition, this study also provides a theoretical overview of how budget management and allocation of education funds in Kaimana Regency can improve access and quality of education in the area, as well as examines the important role of coordination between local governments, schools, and communities in creating a better and sustainable educational environment.

Limited Infrastructure and Human Resources

One of the most fundamental challenges in the implementation of the 12-Year Compulsory Education policy in Kaimana Regency is the limited infrastructure and human resources. This is in line with the objectives of the research which aims to identify the challenges faced in the management of education budgets, especially in challenging geographical conditions. As the theory of the dimensions of policy implementation underlines the importance of sufficient resources in achieving policy goals (Milwan, 2020), the limited infrastructure faced by Kaimana Regency hinders the successful implementation of the policy. For example, some schools in remote areas have difficulty in providing adequate facilities, which has a direct impact on the quality of education.

Budget management that is not optimal in conditions like this shows the importance of more efficient performance-based financial management. Research by Purwaningsih and Asriati (2024) shows that performance-based budget management can increase the allocation of funds that are right on target. With this approach, the Kaimana District Education Office can prioritize schools that have an urgent need in educational infrastructure, which is in line with the goal of improving the quality of education in the area.

Budget Management That Is Not Optimal

The results of the study show that the management of the education budget in Kaimana Regency still faces significant obstacles. Despite efforts to manage the budget efficiently, limited allocation of funds remains an obstacle. This is related to the findings of previous research by Batubara (2022) which revealed that uneven management of the education budget can cause inequality in the quality of education in various regions. In this context, the theory of performance-based budget management put forward by Purwaningsih and Asriati (2024) is very relevant. Allocating the budget based on the performance and specific needs of the school will enable the Finance Section of the Education Office to ensure that funds are used optimally, improve the quality of education and support the achievement of national education goals.

Thus, the implementation of performance-based budget management in Kaimana Regency can open up opportunities to focus more on areas that have greater challenges, such as limited infrastructure and educators. Therefore, increasing the capacity of budget managers and ensuring proper allocation is essential to support the implementation of the 12-Year Compulsory Education policy.

Coordination Between Stakeholders

The findings of this study also show that despite coordination efforts between local governments, schools, and communities, there are still significant obstacles caused by geographical distance and technological limitations. Effective coordination between stakeholders is very important in ensuring the success of education policies (Muhartono, 2024). In the context of Kaimana Regency, weak coordination can hinder the efficient distribution of resources, reducing the positive impact of the 12-Year Compulsory Education policy.

Through a collaborative approach between stakeholders, put forward by Cao and Zhao (2025), local governments can improve communication and coordination between schools and communities, which can lead to more appropriate solutions to local challenges. This research underlines that strengthening coordination between the government, schools, and the community will strengthen accountability and support the achievement of education policy goals.

The Role of the Community in Supporting Education

The active participation of the community in education in Kaimana Regency has been proven to contribute to the successful implementation of the 12-Year Compulsory Learning policy. These findings support the theory of collaboration between stakeholders that suggests that community involvement is critical in creating education policy success (Cao & Zhao, 2025). The community involved in budget planning and monitoring of educational activities in

local schools can help increase transparency and ensure that budgets are used to meet urgent educational needs.

In addition, strengthening community participation in education in Kaimana Regency is in accordance with the findings of Taufiq et al. (2022), which shows that people who are directly involved in the education process have a higher level of concern for the quality of education. Therefore, expanding community involvement in education management can be a great opportunity to improve the quality of education in this area.

Socio-Cultural Challenges in Education

Socio-cultural challenges, especially social stigma against certain groups, are significant factors in hindering the implementation of education policies. As stated by Parker and Sudibyo (2024), socio-cultural factors can affect participation in education, especially in areas with high cultural diversity. In the context of Kaimana County, an approach that is sensitive to the local socio-cultural context is essential to increase student participation in education. Policies that pay attention to diversity and provide space for various community groups will increase the success of the implementation of the 12-Year Compulsory Learning policy.

Innovation in Improving Access to Education

The application of technology in education, such as distance classes and the use of online learning media, is an innovation that can help improve access to education in remote areas such as Kaimana Regency. This research is in line with the theory of education decentralization which shows that education policies based on local needs will be more effective in overcoming educational challenges in remote areas (Muhdi, 2019). By utilizing technology, it is hoped that it can improve the quality of education and expand access for students in hard-to-reach areas.

6. CONCLUSION

This research aims to provide views on the opportunities and challenges faced by the Finance Section of the Kaimana Regency Education, Youth and Sports Office in implementing the 12-Year Compulsory Learning policy. Based on the findings obtained, there are several factors that play an important role in achieving this policy goal, which are directly related to the management of the budget and allocation of education funds in Kaimana Regency.

A. Opportunities in Education Budget Management

The management of the education budget in Kaimana Regency has an opportunity to be improved by implementing a performance-based approach. This approach can ensure that limited funds are allocated more efficiently to meet urgent educational needs, such as the procurement of decent facilities and infrastructure, as well as human resource capacity

building. This is in accordance with the theory of performance-based budget management which shows that the allocation of funds adjusted to the expected results can increase the effectiveness of education financial management (Purwaningsih & Asriati, 2024).

B. Challenges in Policy Implementation

While there is potential for improvement, the study also identifies various challenges faced, such as infrastructure limitations and unequal distribution of education funds. This problem slows down the achievement of the 12-Year Compulsory Learning goal, especially in remote areas that have limited access to educational facilities. This limitation is closely related to the findings of Batubara (2022), which reveals that uneven budget management can create inequality in the quality of education.

C. Better Coordination between Stakeholders

Another opportunity that needs to be maximized is coordination between local governments, schools, and the community. Better collaboration can increase transparency in the management of education funds and strengthen the implementation of the 12-Year Compulsory Education policy. In line with the theory of collaboration between stakeholders put forward by Cao and Zhao (2025), this study found that strengthening coordination between related parties will have a significant impact on the achievement of educational goals.

D. The Role of the Community in Improving the Quality of Education

The community plays an important role in supporting the 12-Year Compulsory Education policy. The involvement of students' parents in the management of education not only increases accountability but also promotes awareness of the importance of education. This is in accordance with the findings of Taufiq et al. (2022), which stated that community participation in education management strengthens the achievement of policy goals.

E. Implementation of Innovation to Improve Access to Education

Innovations such as the use of technology for distance learning are important opportunities to address the geographical challenges faced by Kaimana Regency. With the application of technology, it is hoped that it can increase access to education for students in isolated areas and accelerate the learning process, in accordance with the theory of education decentralization that supports policy flexibility based on local needs (Muhdi, 2019).

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