

The USAID-Priority Partnership Program in Education: An Emerging Case Study in Batu City, Indonesia's East Java Province

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Abstract

The USAID-Priority Partnership program's implementation in the education sector is impacted by the cooperation of multiple actors and refers to interrelated principles at every stage of implementation, such as the principles of equality, openness, and mutual benefit. Dynamically and mutually supportive of all principles related to each other, schools can improve the performance of the quantity and quality of education services in a sustainable manner. Participants in the USAID-Priority Partnership program are organized, strategic intervention ideas are developed, coalitions are formed, strategies are reviewed and adopted, implemented, monitored, and evaluated, and their implementation is impacted by both enabling and impeding factors. In the implementation of the USAID-Priority Partnership program, the authors found a positive impact on the reform of the education system. Schools can implement the USAID-Priority Partnership program to improve education services if all stakeholders in the education sector can implement curriculum-based learning methods, which is a central policy and can have a positive impact on the educational system. This research uses a qualitative research type. This study's research focusses on the following topics: (1) how the USAID-Priority Partnership Program is implemented in terms of enhancing learning quality, governance, and coordination amongst institutions; (2) the role of each actor; (3) factors that facilitate or hinder the implementation of the USAID-Priority Partnership Program; and (4) the USAID-Priority Partnership Model in the field of education from the standpoint of public service. Interview-derived data and information. This study uses qualitative thinking that is empirically inductive. Data analysis uses the grand theory of public service with a public-private partnership (PPP) theoretical approach..

Keywords: USAID-Priority, Public-Private Partnership, Education

Introduction

One of the important tasks and functions in the administration of government is public services, This is because public services also involve very broad and basic aspects of human life, for example in the fields of education, transportation, hygiene, health, security, and social welfare. Education is one of the main elements of public services because education has a strategic role in preparing quality future generations for the future interests of parents, society and the nation. According to the Political and Economic Risk Consultant (PERC) survey, it is stated that the quality of education in Indonesia ranks 12th out of 12 countries in Asia, and this position is under Vietnam (Mahsun, 2013). Due to the low quality of education, Indonesia has low competitiveness, which is only ranked 37th out of 57 countries surveyed (The World Economic Forum Sweden Report, 2000). Public services must reflect two functions, namely the governance function and the administrative function (Farazmand, 2004). The governance function is demonstrated by the existence of participatory cooperation between school actors, community actors and private actors. Meanwhile, the administrative function is indicated by the 5 (five) stages of implementing the USAID-Priority Partnership.

The USAID-Priority Partnership program is a five-year program and works in collaboration with teachers, principals, school committees, and students. This program will assist the implementation of Education Curriculum 2013 with the government by providing equal access to good quality education for students and improving teacher professionalism. In educational institutions such as schools, the positions of principals, teachers, and students have an important role. The bureaucratic system performs expectations by specifying and specifying the behavior that should be for each role or position in the school environment. Bureaucratic roles and expectations are forms of action in formal job organizations. Teachers have an obligation to design student learning experiences, and teachers also have the task of involving students in

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pedagogically effective ways. Behavior in schools is determined by the organizational structure, where some structures aim to facilitate while others are carried out to hinder the functioning of the school. The role of the school institution bureaucracy is the pinnacle of the model for implementing public services in the school sector, therefore a management reform in the education unit is needed. The renewal process is related to development, diffusion, dissemination, adoption planning, and implementation (Mansoor et al., 2024).

Policy implementation is the process of policy actors participating in carrying out policy decisions. All the actions of these stakeholders are directed towards the achievement of policy objectives. According to Charles O. Jones (1997) the concept of implementing public services is the basis for the operation of a program, which is viewed from three pillars, namely: organizing and forming resources including units in the education sector so that the program can run, interpreting the program with the aim of so that the program can be accepted and implemented, as well as the application of programs related to services, payments, or other matters that are adjusted to the achievement of the educational program. One of the schools on the outskirts of Batu that can be seen is SDN Sumbergondo 2 Batu which is in the middle of a pine forest plantation. According to the Principal of SDN Sumbergondo 2, because the location of the school is far from the center of urban activities, this has caused the school to receive less attention from the government. So that the quality, facilities and infrastructure in the process of teaching and learning activities is not good. The condition of the classrooms at the school is far from proper, the classroom walls have holes, the classroom doors cannot be closed, the classroom windows cannot be opened, there are broken windows, and the classroom floor is bumpy. Although the education budget issued by the government is very large, this does not guarantee the quality of education will be better. Therefore, there is a need for collaboration between stakeholders to resolve this problem.

Empirically, people are increasingly demanding a better quality of service. One of the matters that must be fulfilled is services in the field of education. The PPP (Public Private Partnership) partnership program with the United States Government institution, namely USAID, gave birth to the *USAID-Priority* program. PPP, which is a mixed sectoral government, is a service that is played by a combination of public and private organizations, as well as between the voluntary sector (non-governmental organizations) and community agents towards civil society as a form of privatization in transferring management from the public to the private sector. Building partnerships between the public and private sectors is carried out in several policy areas, such as infrastructure development, urban renewal, regional development, training and education as well as environmental development. The USAID-Priority Program seeks to improve the quality and relevance of learning in schools; improve education governance and management in schools, districts or cities; and improve coordination support within and between schools, educational or teacher training institutions and government, at all levels. The USAID Indonesia Program Director through The USAID-Priority Program and the Batu City Government since 2014 have implemented a partnership program to improve access to quality basic education.

One of the paradigms developed in the face of competition is sound governance. According to Tjahjanulin Domai (2006), the concept of good governance only focuses on three components, namely, state, private, and civil society. These three components ignore a major power, namely international actors. The strength of international actors is one of the components that influence the progress of developing countries where for almost a century, this global power has dominated the politics, economy, and culture of developing countries. In the world of education, collaborating with international actors has the aim of increasing competitiveness both at the national and international levels. Sound Governance theory, which is considered good for developed countries, turns out that if it is applied in Batu City, it does not show high effectiveness, such as the lack of effective collaboration between stakeholders and the government, private sector, teaching staff and the local community. For this reason, it is necessary to conduct a more in-depth study of the effectiveness of cooperation in efforts to improve the quality of education.

Based on the description of the background above, there are gaps, namely empirically, normatively and theoretically. In connection with these three gaps, in the implementation of the USAID-Priority program with the aim of achieving the Minimum Service Standards (MSS) target and improving education services, the school as a government actor/involves community actors represented by the School Committee, private

actors (companies) and other actors global represented by PIC East Java-USAID. The involvement of school committees in the implementation of the USAID-Priority program, in particular the preparation and budgeting, according to the School Supervisor, there are some schools in involving the school committees that have not been maximized, it is only a formality. The relationship between schools as service providers and parents and/or students as service users is limited, and all complaints from parents and/or students are often ignored.

The novelty of our research is the dynamics of the Implementation of the USAID Priority Partnership Program in the perspective of public services, efforts will be made to obtain information regarding the interactions, responses, and views of various stakeholders in Batu City in a comprehensive, holistic, in-depth manner and in accordance with the conditions of Batu City. For this reason, this research uses a qualitative approach, which means that it is in accordance with the characteristics of naturalistic or holistic qualitative research, namely research can be carried out in natural conditions, the data collected is based on the perspective under study, the research design is flexible, because it is based on reflexive and there are no standards in terms of tools, methods of observation and how to analyze them. (Lincoln & Guba, 1985; Lee, 1989).

Methods

Research Design

The research design used in answering the research objectives is case study research with a qualitative approach (Creswell, 2009). In qualitative research, the research focus is intended as guidance and direction, so that when you go into the process it is clear which data needs to be collected and which data do not need to be collected because they are irrelevant. The focus of the research also aims to limit the study or field of inquiry, to determine the criteria for entering or removing information obtained in the field. With reference to the formulation of the problem and research objectives, the focus of research in this research is the implementation of the USAID-Priority Partnership Program in the aspect of improving the quality of learning, governance and inter-institutional coordination which refers to the principle of interrelationships with each other in each stage of implementation including the principle of equality, the principle of openness, as well as the principle of mutual benefit and the role of each actor in the implementation of the USAID-Priority partnership program, which includes organizing participants, creating ideas for strategic interventions, building coalitions, reviewing and adopting, implementing, monitoring, and evaluating strategies.

Research Place and Time

The research was carried out in Batu City, East Java Province, Indonesia in 2019. The area or sample area observed was in SDN Sumbergondo 2 Batu City. Selecting the research area is based on data from the USAID Priority Program is one of the strategic public policies for the development of education in Batu City which will also become a reference for the Batu City government to implement education. In addition, research on the USAID Priority Partnership Program has received support from city government officials to extract, collect, and analyze data that can later be used as a research journal.

Data Collection

Research data was collected in the form of primary data and secondary data. The study's primary data were collected by interviewing respondents from Executives, including the Mayor, Public Relations, National Education Office, Tourism and Culture Office, City Government Libraries and Archives, Legislature, School Committee and USAID-Priority Management, Community Leaders, Management and members of Non-Government Organizations (NGOs) concerned with education, Education community, Teacher, Student or Student, Citizen journalist with structured questions to collect data.

In addition to conducting interviews by visiting resource persons and at their respective workplaces, data collection was also carried out through documentation studies. Documentation study aims to explore non-human data in the form of archives, decrees, manuals, notes, activity reports and so on. The data from this documentation are additional data that are useful for achieving a high level of data accuracy.

Data Analysis Method

Data analysis in qualitative research, carried out at the time of data collection, involved in data analysis activities in qualitative research, consists of three processes: (1) Data Collections; (2) Data Condensation; (3) Data Display; (4) Conclusion Drawing/Verifying (Miles, Huberman and Saldana, 2014).

Research Findings and Discussion

Research Findings

Batu City Education Office's efforts to disseminate the USAID-Priority program in non-partner schools in Batu City by conducting training using the USAID-Priority modules using shared funds between the Batu City Education Office and the USAID-Priority. In Batu City, there are more than 40 schools that have received the dissemination program which began to be implemented in 2016. On September 28-30, the Education Office will implement TOT Fasda Tier 2 (MBS) at the elementary school level using APBD funds. The facilitator in this activity is Fasda Tier 1. Fasda tier 2 will be drawn from all non-partner clusters totaling 11 clusters. A total of 32 tier 2 fasda candidates consisting of 2 KS per cluster plus 10 supervisors will be trained within 3 days. Tier 1 Fasda will be prepared 1 day before TOT.

On November the Education Office implemented TOT Fasda Tier 2 (Pakem) for elementary school level using APBD funds. The facilitator in this activity is Fasda Tier 1. Fasda tier 2 will be drawn from all non-partner clusters totaling 11 clusters. A total of 35 tier 2 fasda candidates, all of whom are teachers, will be trained within 3 days. Tier 1 Fasda will be prepared 2 days before TOT.

Before the USAID-Priority program, the condition of the school on the slopes of Mount Arjuna was initially very worrying. Classroom learning is still conventional, students' sitting positions are still classic, learning is still focused on textbooks. Assignments or learning tests often repeat the contents of textbooks and worksheets. Apart from that, the teacher uses the lecture method and at the end of the lesson the students are given assignments, there are no activities that show the students are active, the students become passive, so the learning seems boring for the students. Community participation is also still minimal, the community is less involved in school development.

After the USAID-Priority program, however, after partnering with the USAID-Priority, SDN Sumbergondo 2 experienced very rapid progress. Learning that was previously conventional has now become more active, creative, effective and fun. Students study in groups, reading corners and display boards decorate the classrooms at SDN Sumbergondo 2. The display boards are also filled with high quality student work; this is obtained because students search, find, create, experience and solve problems in class learning. Students become creative and independent, students create many works and dare to present them in front of the class. This quality learning was successfully implemented because of the extraordinary support from the principal, committee and class community. Due to these achievements, SDN Sumbergondo 2 has now become a reference for schools in Batu City. Several schools, both partner and non-partner, in the city of Batu have visited to gain knowledge from SDN Sumbergondo 2. In fact, several times SDN Sumbergondo 2 has also received visits from high-ranking USAID PRIORITAS officials.

One of the cities that received assistance and is the focus of this research is Batu City. Referring to the Regional Medium Term Development Plan (RPJMD) of Batu City, The USAID-Priority Partnership Program is a relevant program to answer educational problems that occur in Batu City. The low quality of teachers and the quality of learning methodology are the points in the Batu City RPJMD that are most relevant to the USAID-Priority Partnership Program. In line with this, the Batu City government has placed education as a top development priority to improve the quality of Human Resources in Batu City. One of

the efforts taken by the Batu City government to improve the quality of education in Batu City is by agreeing to collaborate with the USAID-Priority.

The USAID-Priority policy in Batu City takes the form of technical assistance at the elementary school level, which in this study was at the Sumbergondo 2 State Elementary School in Batu City. At the policy formulation stage, the selection of partner schools is carried out based on criteria and collaboration with education stakeholders at the city level. The USAID-Priority assistance is open to all schools, both public and private, faith-based schools. Thus, The USAID-Priority Program does not target any school. In implementing the program, USAID collaborates with a consortium under the coordination of the Research Tree Angle Institute (RTI International). The budget prepared by USAID in the form of grants is used to implement the USAID-Priority Partnership program. The implementing partner organization, in this case RTI International, uses the grant funds to implement the program. These activities take the form of capacity building carried out through mentoring training, showcases and workshops. In these activities, assistance from experts or facilitators (Teachers), food and drink costs, and transportation are fully paid for using the USAID-Priority Partnership Program funds which are from USAID. However, USAID has a role in monitoring through evaluation and quarterly reports, per-semester reports until the end of the program. During the evaluation stage, USAID also visited the mentoring partner areas

The USAID-Priority helps in the form of technical assistance, not distribution of grant funds or budgets disbursed to City or Regency Governments. Policy implementation in the form of distribution of the USAID-Priority technical assistance is also carried out through the USAID-Priority technical assistance to Regional or City Governments to organize and distribute teachers. To implement the policy, The USAID-Priority uses the "Comprehensive School Development" approach, which means development that involves school elements including teachers, principals, community and students. The whole school development approach is a strategy that instills commitment and responsibility of teachers, parents and the community in good educational practices. The USAID-Priority believes that this program will be successful in improving the quality of education in this research, especially at primary level education.

Implementation of training organized by the USAID-Priority together with partner teacher training institutions and government stakeholders. The modules used in the training include methodology and management of teachers and students, school management, and community participation. At school level several internal teachers from partner schools are trained in Active and Contextual Learning approaches. The USAID-Priority' primary focus in partner districts is to expand access to quality basic education. The approach taken by the USAID-Priority is a comprehensive approach that involves all school parties, which is called Whole-School Development (WSD). The WSD approach is carried out for elementary and junior high schools. While active learning (Active Learning, PAKEM) is carried out for elementary school and contextual learning (CTL) is carried out for junior high school.

The USAID-Priority assists the Batu City Government in the Teacher Arrangement and Equalization program, The USAID-Priority helps identify teacher mapping in Batu City with the aim that the Batu City Government has teacher mapping results which can be the basis for the government to carry out Teacher Arrangement and Equalization (PPG). This is done by utilizing data from the Teacher Competency Test (UKG) and Teacher Performance Assessment (PKG) to assist the Batu City Government in analyzing the advantages and disadvantages of the number of teachers. From the mapping data, The USAID-Priority then identified policy alternatives for the District Government. The results of the PPG program are intended so that the Batu City Government can better regulate the direction of teacher management and distribution policies in Batu City, including:

1. Carrying out transfers or placing newly appointed teachers in schools that are experiencing a shortage of teachers.
2. Make teachers mobile to meet sufficient teaching hours,
3. Providing incentives for teachers who are willing to be placed in remote areas, and

4. Implement a moratorium on hiring honorary teachers.

Apart from the PPG program, The USAID-Priority in its technical assistance policy also assists District Governments in developing District Planning. This is intended so that the District Government can map needs and develop programs to improve the quality of education in the district. This activity is aimed at encouraging the District Government to provide APBD budgets for the dissemination/expansion of the reach of the USAID-Priority program.

Under The USAID-Priority capacity development is first carried out by conducting study visits. This activity was carried out by visiting USAID education program partner schools which were deemed to have previously succeeded in implementing the USAID education program well. Jeff Cohen, Director of Strategic Planning and Operations at the USAID-Priority Bureau Asia, said that the study visit to the DBE program partner areas aims to encourage all elements involved in the learning process, both school principals and teachers, to implement the good practices witnessed. when making a study visit to SDN Sumbergondo 2 Kota Batu. In line with this, Sri Winarni, S.Pd, M.H as Principal of SDN Sumbergondo 2 Batu City, stated that the study visit was a forum where representatives from partner schools would see firsthand the impact of the USAID-Priority policy on the learning process in other schools. Sri Winarni also explained that the study visit was also an award or reward for schools that were deemed to have properly implemented the results obtained during implementing the USAID-Priority policy.

The training organized by the USAID-Priority for partner teachers and school principals lasted for three days. The overall aim of this training is to improve teaching effectiveness which can ultimately lead to better learning outcomes. The training will be held with facilitation by facilitators who have previously received training using the same module and approach. Then mentoring at the school level is carried out to ensure that the training participants have realized the training material in their own schools and classes.

Active learning is basically designed to create world quality education. Furthermore, Jeff Cohen, Director of Strategic Planning and Operations for USAID Asia Bureau, explained that:

"Active learning is a learning model designed and in accordance with the four pillars of education formulated by UNESCO, namely learning to know (learning to do), becoming something (learning to be), and living together (learning to live together). Through active learning, students' potential can be explored to the fullest.

The implementation of PAKEM at the basic education level is motivated by the assessment that conventional learning models are no longer relevant for students. In this case, PAKEM allows students to carry out various activities to optimally develop students' skills and understanding with an emphasis on learning by doing, while teachers use various learning media including the use of the environment so that the learning process can be more interesting, enjoyable and effective. As responded by Lusi Anggun Abadi S.Pd as a fourth grade teacher at SDN Sumbergondo 2 Batu City who positively assessed The USAID-Priority ' efforts in implementing PAKEM at the school level, that PAKEM is a student-oriented learning method and The USAID-Priority is seen as a motivator for the school to develop the quality of learning in schools.

To implement the principles of the school-Based Management - Public Service Oriented program (USAID-Priorities Partnership) in Batu City, the first step that must be taken by each educational unit is to form a School Development Team (TPS). TPS membership consists of, Principal, Teacher Council, School Committee and Class Association. The students, as service users, are filling out a questionnaire to submit complaints based on the complaint management stated in the questionnaire. The value of honesty is upheld and objective because the atmosphere is like an exam and is maintained by survey officers. In the next process, after the data is collected from the students, while still using the classroom for a while, tabulation begins. This tabulation process involves raising your hand for certain answers, so that without using a computer it can be calculated quickly and at minimal cost. Then the next process is that the survey officer carries out an analysis using a frequency table to calculate the number of answers to each statement answered by service users. Meanwhile, the questionnaires filled in by parents/guardians of students are

taken home by the students to be filled in at home and must be collected again tomorrow to be tabulated and processed like the questionnaires filled out by students the day before.

The findings of the implementation of the USAID-priorities Partnership program in the Education Sector can be seen Explanation of the Existing Implementation Model of the USAID-priorities Partnership Program from a public service perspective, as follows:

- 1) The implementation of the USAID-priorities Partnership program in the education sector is influenced by the collaborative role of several actors and refers to principles related to each other in each implementation stage including the principle of equality, the principle of openness, and the principle of mutual benefit.
- 2) The role of actors in implementing the USAID-priorities Partnership program can be seen from organizing participants, creating ideas for strategic interventions, building coalitions, reviewing and adopting, implementing, monitoring and evaluating strategies, the implementation of which will be influenced by supporting and inhibiting factors.
- 3) Interaction between actors, implementation of the USAID-priorities Partnership program, supporting factors and inhibiting factors can have an impact on the level of improving public services. Therefore, the school together with stakeholders in the education sector strives to develop learning methods so that the policy can be implemented in accordance with the intention of the policy, so the school administers the policy with effective organization and work mechanisms that guarantee improvements in education services and quality.

The weaknesses that stand out in this existing model are:

- 1) The low level of commitment or promise to continue to support or implement the USAID-priorities Partnership program is due to the absence of a clear communication mechanism between teachers, TU, school committee and class community actors. In addition, the principal actor is less able to provide motivation to the teacher actor, education staff and school committee along with the class community.
- 2) Parents/guardians of students pay little attention to school and leave everything to the school. This condition will reduce the value of integrity and responsibility of parents/guardians of students towards the development of their child's school.

Discussion

As stated by Farazmand (2014: 13) from a public service perspective, especially the process dimension, this has also been carried out by a good governance perspective. Therefore, Farazmand then added, the structural dimension in implementing governance to direct the governance process. This governance structure is not only a matter of regulating actor roles, rules, regulations, procedures, decision-making frameworks, and sources of authority that approve or legitimize the governance process. According to Farazmand (2004), there are several strategies for forming partnerships, namely: adaptive strategies guide governance actors to accurately read changes in environmental dynamics and consider strategic options in forming partnerships, to maximize successful governance and avoid the effects of governance and the ecology of the governing system. Adaptive strategies may or may not be a real choice for governance factors, but environmental adaptation may require modifications and compromises in the approach to forming partnerships without the principle of compromise.

Furthermore, it is related to the 10 dimensions of public services, as also stated by Farazmand (2004: 18) where he states that local governance under the public service model or in other words local public services require active citizen participation, through direct or indirect involvement, cooperation in providing services, joint production, and cooperation in management (co-management). Thus, it can be stated that public service at the local level is a governance practice that involves community participation both directly

and indirectly: managing and providing services to the community through collaboration between interested parties.

Research findings based on research focus consist of; program implementation, actor roles, supporting and inhibiting factors and partnership models. Then the role of actors and implementation of the USAID-priorities Partnership program. USAID collaborates with a consortium under the coordination of the Research Tree Angel Institute (RTI International). USAID aids in the form of technical assistance, not distribution of grant funds or budgets disbursed to City or Regency Governments. USAID-priorities uses a "whole school development" approach, which means development that involves school elements including teachers, principals, communities and students. The training facilitated by USAID-priorities is School-Based Management (MBS), and Active Learning which consists of Active, Creative and Fun Learning (PAKEM) for the basic education level, and Contextual Learning (CTL) for the educational level. medium. The level of policy evaluation, monitoring and evaluation activities are important elements in the USAID-priorities policy, which will be analyzed using the public service dimensions of Farazmand (2004). Meanwhile, the supporting and inhibiting factors faced in the implementation of the USAID-priorities Partnership program were analyzed using several dimensions of public service, while the partnership model was analyzed using a public service perspective.

The findings in the first stage were: (1) each school formed a School Development Team (TPS) organizational structure involving the relevant school committee; (2) carrying out complaint surveys involving school stakeholders; (3) complaint management mechanisms in addition to using surveys, schools provide complaint boxes or complaint books; (4) the composition of complaint management workshop participants is proportionally more service users than service providers; (5) decision making regarding complaint statements, service improvement plans, and service improvement promises are carried out fairly and democratically; and (6) most schools have low capacity in preparing technical recommendations and building networks with other parties.

The findings of this research, viewed from the process dimension, show that there is interaction from all elements or stakeholders in determining the types of complaints that are included in the service improvement promise documents and technical recommendations. Meanwhile, the principle of openness shows that service users convey complaints honestly according to the actual situation and service providers with a sense of responsibility and responsiveness in fulfilling promises of service improvement. In submitting complaints, service users have conveyed real-time information about things that have been experienced by the school, starting from the school environment, in the classroom, and the learning methods applied by the teacher. Then, from the principle of the principle of mutual benefit, it can be seen that service providers, in managing complaints from students and parents, and fulfilling promises to improve educational services, coordinate with relevant stakeholders to improve the learning methods implemented so that they become more effective.

Active, Creative and Fun Learning (PAKEM) is a learning model that allows students to be involved in a variety of learning activities to develop skills and understanding with an emphasis on learning while playing, while teachers use various learning resources and tools including the use of the environment for learning. more interesting, effective and fun. The active role of students is very important in forming a creative generation, which can produce something for the benefit of themselves and others. Creativity also means that teachers create a variety of learning activities so that they meet various levels of student abilities. Meanwhile, fun is a pleasant teaching and learning atmosphere so that students focus their full attention on learning so that their attention span is high. An active and enjoyable state is not enough if the learning process is not effective or does not produce what students must master after the learning process takes place, because learning has a number of learning goals that must be achieved. If learning is only active and fun but not effective, then learning is like just playing normally.

CTL (Contextual Teaching Learning) is a learning concept that links material to real world situations so that it can encourage students to apply their knowledge in everyday life. The CTL learning method is not just sitting and getting knowledge from a teacher, but a student is expected to be able to socialize the

knowledge they have in community life. So, CTL learning will fully involve students, so that it will trigger students to play a more active role and take responsibility.

A well-embedded Literacy Culture will influence a person's success in completing education and achieving success in society. The benefits of literacy can train oneself to become more accustomed to reading and can also accustom a person (student) to being able to absorb the information read and summarize it using language that can be understood. There are four branches of literacy skills, including: First, Oral Communication, this ability consists of two things, namely the ability to listen (to understand) and speak (to convey ideas). Second, effective reading. Effective reading means the ability to understand reading, find information, compare it, develop information, analyze it, evaluate it, and finally be able to draw a conclusion about the reading. Third, Creative Writing. Creative writing is a lesson in organizing ideas in written form. Fourth, Media Literacy. This is a person's ability to understand ideas, and convey them, through various types of media.

The next research finding is that schools do not meet communication needs outside of teaching and learning activities (KBM) between teachers as service providers and students as service users. These findings show that schools from the process dimension are less than perfect, because teachers as service providers in communication with students are not only limited to within the classroom, but also have to communicate with students outside of learning and teaching activities in the classroom. From the structural dimension, it seems less tolerant of the lack of communication between teachers and students. From the management and performance dimensions, this condition has encouraged school principals to invite teachers to improve this behavior, so that the school atmosphere becomes conducive which in the end can improve service performance to the community.

Schools still lack library staff who can manage libraries. The school must be able to plan, implement and monitor and evaluate related to the procurement of book collections. With a well-organized book collection and the number of titles increasing every year, especially reference books. From a policy dimension, schools must be able to respond to the condition of a lack of book collections and library staff. Schools need to allocate a budget to increase book collections and appoint library officers by submitting a proposal to the Education Office. Therefore, to maintain continuity in the procurement of library collection books, from the dimensions of structure and process, the school must create a mechanism in such a way that periodically the school accommodates aspirations from the community, and especially from school officials. Library, as a basis for making internal policies to develop a plan in stages to allocate the budget for complaints about library books. Based on these findings, organizational and institutional and sectoral dimensions can be seen. In fact, the Department of Education can help the school's lack of ability to open networks with outside parties, but it still does not provide full support. However, the findings of this research are that there are school committee members who have become interorganizational and inter-sectoral members. The school committee budget, which has become a member of several organizations, has helped the school in opening networks with other parties.

Another finding at this stage is that the school has fulfilled the promise of improving services by collaborating with the community in waste management and the school together with the class association in fulfilling the promise of improving the school environment. In summary, it can be said that the community has participated in schools improving educational services. Based on the principle of equality and the principle of openness, schools are limited by regulations that schools cannot collect funds from the public. Therefore, with the process dimension, the school invites members of the class association to help the school in managing waste and the environment in the classroom and outside the classroom or school yard.

From the structural and sectoral dimensions in the fourth stage of the implementation of the USAID-priorities Partnership, PAKEM, CTL and Literacy Culture program, the monitoring and evaluation implementer is the Public Service Care Forum (FP3). The origins of FP3 members come from various professions, such as: teachers, school committees, class associations, citizen journalists, NGOs, entrepreneurs, educational figures, and other professions. Still in the structural dimension, FP3 in carrying out monitoring and evaluation uses standard instruments that have been facilitated by global actors. Before

conducting monitoring and evaluation from an ethical dimension, FP3 applied for permission from the Education Office and several sample schools. From the organizational and institutional dimensions, FB3 divides itself into several groups, so that the implementation of monitoring and evaluation can be effective and efficient in terms of energy, funds and time. Based on the mechanism contained in the money guide, a workshop was conducted from the monitoring results to seek input as well as verify the monitoring data collected several days earlier. Still in its sectoral dimension, FP3 invited stakeholders from several schools targeted for monitoring and other professions to discuss the results of monitoring and at the same time evaluate the fulfillment of promises to improve school services to the community. From the dimensions of ethics, accountability and transparency, FP3 has presented the results of the workshop. to the Education Service, target schools, school supervisors, and the Education Council as well as members of DPRD Commission A who oversee social affairs.

At the monitoring and evaluation stage there was no interaction between the School Supervisor and elements of the community or FP3, because there was no communication and coordination. This interaction between School Supervisors and community elements or FP3 is important for preparing monitoring and evaluation instruments, even though monitoring and evaluation, even though FP3 already has instruments that are not yet standard for governance needs. Improving performance or improving public services is in line with the opinion of Wallace and Fertig (in Hartley at SL, 2008) that improving public services means the success of the organization in implementing better changes. Meanwhile, related to public service reform, Skelcher (2008) expressed the opinion that public service reform creates greater diversity in governance arrangements for the creation and publication (delivery) of public policy.

Research findings are in line with Bandur (2012), also carried out by Malaklolunthu and Shamsudin (2018) where providing autonomous decision-making power to schools influences the effectiveness of achieving public service goals and makes the principal a transformational leader to lead change. In relation to the dimensions of program policies in governance in Batu City, the results of Kimber and Enrich's (2016) research in Australia can be used as a lesson where policy makers and policy implementers can test these policies in the market regarding understanding of SBM and how it impacts teachers and teachers. student. These findings offer: "*a way of practical reorientation from an exclusively managerial basis towards a public sector basis.*"

Based on the findings above, global powers have provided technical assistance at a significant cost, but the commitment of top-level officials or structural officials is relatively high, with the passage of time not being matched by the high commitment of officials at lower levels. The implementation of the USAID-priorities Partnership program has implemented ethical principles, accountability requirements, and a lack of transparency. These conditions, which are related to the three principles of governance, are not in line with the opinion of Farazmand (2004), namely that the key appearance of public services is its principal foundation on ethical values, accountability requirements, and transparency of structures and values.

Conclusion

Based on the research findings above, to apply the recommendation model it can be concluded that USAID aids in the form of technical assistance, not distribution of grant funds or budgets disbursed to City or Regency Governments. The training facilitated by USAID-priorities is School Based Management (MBS), and Active Learning consisting of Active, Creative and Fun Learning (PAKEM) for basic education level, and Contextual Learning (CTL) for secondary education level. Interaction between actors, implementation of the USAID-priorities Partnership program, supporting factors and inhibiting factors can have an impact on the level of improving public services. Therefore, the school together with stakeholders in the education sector strives to develop learning methods so that the policy can be implemented in accordance with the intention of the policy, so the school administers the policy with effective organization and work mechanisms that guarantee improvements in education services and quality. Implementation of the USAID-priorities Partnership program depends on the deepening of the program by stakeholders in the basic education sector. By having a deep understanding of the program between the parties involved, all stakeholder actions can be synergistic and integrated.

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