MAKASSAR GOVERNMENT POLICY IN INVOLVING STUDENTS IN THE FREE EDUCATION PROGRAM

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ABSTRACT

This research discusses the Makassar government's policy involving students in the free education program. This research itself aims to find out the truth by analyzing the implementation of Makassar government policies in involving students in free education programs, finding out the benefits obtained from the implementation and the challenges faced in implementing this policy. This research method is a systematic literature review by collecting data through internet searches on relevant government policy reviews, such as government officials, educational institutions, and students involved in this program. The results show that the Makassar government's policy in involving students in the free education program has been implemented well. Students involved as teaching staff make a positive contribution in improving the quality of learning and providing motivation to students. This program also succeeded in increasing the accessibility of education for people in need. This program is also expected to have a positive impact on society, government and students. The free education program has had a huge impact on the world of education, children who previously could not go to school because they were economically disadvantaged can receive an education where they are future candidates for the nation.

Keywords: Policy,community involvement,students.

PROCEEDING BOOK
The 7th International Conference on Business, Economics, Social Sciences, and Humanities 2024
E-ISSN: 2830-0637

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INTRODUCTION

Serious planning and development of public service standards in accordance with the authority granted by the central government to local governments is necessary to fully implement public services effectively by local governments. One aspect of service that needs attention is improving the quality of service in the education sector. Education has an important role in helping individuals develop and change personality intentionally through the delivery of knowledge through various forms of education, including formal, non-formal, and informal (Aidah et al., 2022). Education has potential as an effort to develop investments to achieve more favorable economic conditions in the future and actively engage in a series of development activities. By optimally designing the education system and ensuring equitable access for all levels of society, education becomes the most powerful tool in development. break the cycle of poverty (Maharani & Sukardi, 2016).

Article 31 paragraphs 1 and 3 of the Fourth Amendment to the 1945 Constitution of the Republic of Indonesia explicitly states that (1) The right of every citizen to receive education

must be respected and the government has the responsibility to finance it. Furthermore, in paragraph (3) it is explained that the government has the obligation to design and manage a national education system that aims to improve religious values, good morality, and noble character, with the main objective of forming a knowledgeable and e t h i c a l society, and this is officially regulated in the

law governing the National Education System. This fact validates that the government's responsibility and duty is to run the education system. and endeavor to develop a education system for the entire population of the country, aiming to advance national insight and ethics, which is one of the main missions of the Republic of Indonesia (Montolalu, 2015).

As is well known, it can be witnessed that higher education plays a crucial role within the framework of national education, namely in improving the degree of wisdom and technological innovation as well as forming intelligent personalities for citizens, which will have a beneficial effect on development science and technology. Through the university level, Indonesians are given opportunity to strengthen competition in facing the era of globalization involving various fields (Kusumajati & Kurniawan, 2019).

Quality education has the potential to be a catalyst for *change* (*agent of change*) that directs the education system towards the components needed by society as a whole, in order to encourage the progress of a country. The role of being a catalyst for *change* (*agent of change*) which is carried out by student groups. Students have a central role in the context of education. In other words, students, as representatives of Indonesia's young generation, have an obligation to obtain adequate education. to expand their understanding, with the aim of inspiring change for the country. The existence of a young generation with deep knowledge will have a positive impact on the transformation of the country (Jannah & Sulianti, 2021). Because of this, involving and working with students in government policies to improve the education of a region is the right step.

Youth should be given government opportunities in solving the problems of the nation's affairs, stakeholders in government, and also provide opportunities for active participation. However, research conducted by the Indonesian Ministry of Youth and Sports (KEMENPORA) found that there is still a lack of opportunities and opportunities related to youth or student participation in regional development. The results of the above study show that the position of the younger generation is still considered as an object of development, not as a subject or actor in regional development.

The existence of youth in synergy with the Government in regional development is exemplified by the youth in under the umbrella in Aceh Province of the Indonesian National Youth Commission (KNPI). The synergy was created by KNPI Aceh during the reconstruction of Aceh province after the 2004 tsunami. At the gate of KNPI Aceh, it is mentioned that after the tragedy that killed hundreds of

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The 7th International Conference on Business,
Economics, Social Sciences, and Humanities 2024
E-ISSN: 2830-0637

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thousands of people, the Aceh local government continues to clean up until now. All parties involved embraced to receive a share by contributing deeply to the construction area. This is in accordance with Law No. 11/2006 on the Governing of Aceh, which states that there is legitimacy for youth participation in youth programs. The commitment was made by the youth and OKP Aceh together with the government to lead the development in all aspects including the strategic program of the local government.

As we know, student participation in the free education program created by the government as a policy has a positive impact on the local community and also on student debriefing. In this case, the researcher found that the stretching of The movement of Youth Organizations (OKP) in Makassar is very dynamic, especially in responding to regional development *issues*, more specifically to the Free Education program launched by the local government since 2008 (Ali,2015). In some areas of Makassar, it is known that they are still reluctant and closed to formal education so that with the participation of students in the free education program, the community feels equal and comfortable and the government's goals can run as expected. This makes researchers interested in further analyzing how the implementation of Makassar government policies in involving students in free education programs, the benefits obtained from implementation and the challenges faced in implementing this policy.

One of the few previous studies that provide support to this research is the study conducted by Ismail and Busa. In their study, they investigated a campus teaching program that provides opportunities to to young people to participate in efforts to develop education in Indonesia. Both found that involving university students can create a positive impact on students, schools, and communities in the overall area (Ismail & Busa, 2023). In the research conducted by Arifah and Madani, the main focus is to observe how the programs that have been initiated by students and the government are still running and sustainable. They stated that these initiatives include three main elements, namely learning programs, administrative programs, and technology adaptation programs. A further separation of these initiatives can be divided into two categories, namely programs that are sustainable in line with student implementation, such as efforts to improve learners' literacy skills and implementing a literature source classification system. In addition, there are programs that are sustained with adjustments from implementers in the school environment, such as involving the use of computer technology in implementing digitalization in the school. Administrative process and implementing a habitual learning system (Arifah & Madani, 2022).

Additionally, there was an investigation conducted by Lisnawati, Julia, and Iswara that emphasized the role of students in the campus teaching 2 program that aims to increase literacy capacity among elementary school students. This initiative is a step from the government to improve the quality of students' literacy skills through the flagship teaching campus program. Findings from the study revealed that students involved in the teaching campus program intensively focused on fostering students' motivation and interest in reading. These activities include steps such as encouraging students to make reading a habit. Reading books, providing reading resources according to their needs, and creating an attractive reading garden environment. In today's digital era, the need for engaging learning approaches and technology is increasingly important. The presence of students in this context is able to fulfill these needs, and the results are reflected in a variety of form of interesting learning media. All of this is clear evidence of the success achieved by students involved in the campus teaching 2 program (Lisnawati et al., 2022).

In addition, research conducted by Mawaddah, Nurhalimah, and Abdillah revealed that the role of students has infinite significance in the social context. It must be recognized that the direction and progress of a nation, along with its back and forth dynamics, really depends on the contribution of students. However, the facts indicate that many students are not fully trained and involved in various aspects of community activities. Through this research, it was found that government programs that allow students

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The 7th International Conference on Business,
Economics, Social Sciences, and Humanities 2024
E-ISSN: 2830-0637

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to play an active role in providing freeeducation have a positive impact in theform of a symbiotic mutualism involving interactions between educational institutions, the government, and students (Nurhalimah et al., 2021).In Muhammad's analysis of the issue of free education in Indonesia, from both the perspective of conceptual and implementation, it was found that the free education system inIndonesia is organized through the Compulsory Education Program and theSmart Indonesia Program schemes. In this context, the obligation to finance education is shared between the central and local governments. From an implementation perspective, it can beconcluded that these free educationprograms have been successfully implemented, meet the established norms of educational quality and fulfill thenecessary accreditation requirements (Muhammad, 2022).

The research planned by the researcher shows a clear difference compared to previous studies, and has a new relevance because it emphasizes therole of students as initiators of change through government policies in the scope of free education. In previous literature, the role of students in education programs that are governmentpolicies is often an aspect that is notexplored in depth. In addition, previous studies did not explore the government's policy of involving students in free education programs. students in Makassar City. Therefore, this research seeks to fill the void and make a valuable contribution in this regard.The purpose of this research is to evaluate how the implementation of theMakassar government's policy ininvolving students in the free educationprogram, as well as to identify the benefitsobtained from the implementation of the policy and identify the challenges faced incarrying out this policy. This research will apply a qualitative approach with literature study method as its methodological framework.

This research uses an analytical approach and literature study because the focus of this research study is not numerical. This research relies on research reasoning abilities as the main instrument, where secondary data is collected and the results of the search are then described in a journal (Burhan, 2020)

LITERATURE REVIEW

Government policies play a pivotal role in shaping the educational landscape, particularly in providing opportunities for students to access free education programs. This literature review aims to delve into the policies implemented by the government of Makassar regarding the involvement of students in free education initiatives. By examining existing literature, this review seeks to identify the strengths, weaknesses, and potential areas for improvement in these policies.

Makassar, a city in Indonesia, has been actively implementing various education policies aimed at enhancing access to education, particularly for students from disadvantaged backgrounds. One significant aspect of these policies is the provision of free education programs, which are designed to alleviate financial barriers and promote educational equity.The involvement of students in the design, implementation, and evaluation of free education programs is crucial for ensuring their effectiveness and relevance. Literature suggests that engaging students in decision-making processes fosters a sense of ownership and empowerment, ultimately leading to better outcomes in educational initiatives.Despite the noble intentions behind government policies, several challenges and constraints may hinder the effective involvement of students in free education programs. These challenges may include bureaucratic red tape, inadequate resources, and limited student representation in policy-making bodies. Addressing these challenges is essential to maximize the impact of government initiatives.

The learning process more efficient by delivering tailored learning experience via personalized recommendation, and enabling learners to collaborate and actively participate in learning via interactive educational components. Our existing and successfully utilized solution serves as the medium for presenting key concepts that enable realizing Web 2.0 principles in education, namely lightweight models,and three components of framework infrastructure important for constant evolution and inclusion of students directly into the educational process – annotation framework, feedback infrastructure and widgets.

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The 7th International Conference on Business,
Economics, Social Sciences, and Humanities 2024
E-ISSN: 2830-0637

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METHODOLOGY

Descriptive qualitative method is a research approach that focuses on an in- depth understanding of a particularphenomenon or context through narrative analysis and detailed description (Moleong, 2017). In this method, researchers try to explore the meaning, views, perceptions, and experiences of individuals or groups involved in the phenomenon under study. The datacollected in this method is in the form of text or others that can be described and analyzed in depth (Sugiyono, 2019).

The researcher chose this methodbecause the focus of the research studyis not on numerical entities, but an analytical approach. This research relies on the reasoning ability of the researcheras the main instrument, where secondary data is collected and the results of the search are then described in the journal (Burhan, 2020).

DISCUSSION

Active and collaborative Learning is an approach that includes student initiatives to engage in collaborative projects with peers,including activities such as teaching fellow students and participating incommunity projects. This engagement provides a more effective dimension to the learning process, as learners experience learning tailored to theirindividual characteristics, enabling interaction and active engagement in education through interactive elements(Bielikovà et al., 2014). The policy of involving students in the free education program is a strategic decision or step taken by the government or educational institutions.

Education institution toinclude students in providing free accessto education for the community. In this context, students play an active role as teaching staff or facilitators in the learning process for students in need.The definition contains several important points Students as Teaching Staff: In this policy, students act as faculty members who arein charge of teaching and provide assistance in the teaching-learning process to students. The right willingness and initiative to facilitate the learning environment can encourage engagementbetween students and students fromother faculties, and encourage studentsto know how to work in groups. They can be placed in schools, learning centers, or learning communities to help fill the shortage of teachers and improvethe quality of education.

Free Education Program This policy aims to provide free access to education to people who may be financially limited. The program may include both formal and non-formaleducation, such as teaching core subjects, tutoring, skills training, orother self-development programs that support overall education. as awhole. Given the very important role of education, Based on Law no.22 of 1999 articles 60,61, and 62, the South Sumatra Provincial Government formed aregional apparatus called the South Sumatra Provincial Education Officewhich is engaged in education. The Education Office itself is led by the Head of Service who is appointed by theGovernor of South Sumatra (Syahruddin &Susanto, 2019).Increase This policy is intended to increase the accessibility of education for the people of Indonesia and also for those who are difficult or even unable to get quality education without thinking about costs.

Students in general experience challenges in living an organizedcampus life, but with the advancementof technology, colleges have able to implementing Learning models that are in line with the aspirations of campus policies to create learning environments that are fun, engaging, personalized, informative, efficient, and involve and encourage active participation. All of this reflects a forward-thinking strategy of involvingstudents in the education program.free of charge, a move that has the strategic goal of expanding access to and improving the quality of education, while providing valuable opportunities for students as future leaders.

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The 7th International Conference on Business,
Economics, Social Sciences, and Humanities 2024
E-ISSN: 2830-0637

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Community participation in the policy of involving students in the free education program refers to the active involvement and support given by thecommunity at large to the program. The definition includes several important points: Community Support and Acceptance: Community participation in this policyincludes support and acceptance of thefree education programinvolving students. The community is expected tosupport government or educational institutions' efforts inproviding more affordable and qualityeducation for children and youth in theircommunities.

Parental Awareness and Involvement: Community participation also involvesthe awareness and involvement of parents or guardians in supporting free education involving students. Parents are expected to be active in supervising and supporting their children in the learning process, communicating with teachers or student teachers, and providing moral supportand motivation for their children to take advantage of the educational opportunities.

Gerston revealed that policies with public policies are made and implemented at all levels of governmentin accordance with the authority (Gerston, 2010). Collaboration with Community Institutions: Community involvement in this policy can involve collaboration between the government or educational institutionsand community institutions, such asnon-governmental organizations, social institutions, local communities, and non-governmental organizations (Tasruddin, 2018).

Such collaboration can take the form of providing facilities, logistical support, financial assistance, or participation in education and training programs. Participation in Monitoring and Evaluation:

Communities can also participate in monitoring and evaluation this free education policy. They can provide feedback, report problems that arise and ensure accountability in program implementation. Communityparticipation in monitoring andevaluation can help improve program transparency, quality and sustainability.

Awareness of the Importance of Education: Community involvement in this policy also includes raising awareness of the importance of education in social and economicdevelopment (Muhardi, 2004). People need to realize that education is the rightof every individual and is a long-term investment for the development of individuals, communities and the country.This awareness can encourage active participation in free education programs with strong community participation, free education policies involving students can successfully achieve their goals of improving access, quality and sustainability of education. This community participation alone can create an inclusive, sustainable education environment, and effective for all parties involved

CONCLUSION AND RECOMMENDATION

CONCLUSION

The Makassar government's policy of involving students in the Free EducationProgram has great potential to advance the quality of education in the region.By involving students as teaching staff, this program can provide dual benefits, namely providing educationalopportunities to people in need and providing valuable experience for students. However, to achieve optimalsuccess, several things need to be considered.

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The 7th International Conference on Business,
Economics, Social Sciences, and Humanities 2024
E-ISSN: 2830-0637

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RECOMMENDATION

Adequate Preparation and Training It is important to provide adequate preparation and training for students involved in free education programs. They need to be equipped with the knowledge, skills and effective teaching methods to ensure a quality learning experience for students. Training can include aspects such as teaching methods, classroom management, effective communication, and teaching skills.approach that responsive tostudent needs.

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E-ISSN: 2830-0637

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The 7th International Conference on Business,
Economics, Social Sciences, and Humanities 2024
E-ISSN: 2830-0637

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