



# Performance Analysis of Tangerang City of Education in Improving Education Accessibility and Education Quality

Jamaluddin<sup>(✉)</sup>

Tangerang City Education Office, Tangerang, Indonesia  
jamaluddin.dikdas@gmail.com

**Abstract.** Accessibility of education and the quality of education Tangerang City remains a problem. The main problems (strategic issued) faced include the quality of education services is not optimal, the competence of educators and education personnel is not optimal, the quality and competence of graduates is not optimal, and the provision of educational infrastructure is not optimal. Therefore, strategic efforts are needed to overcome these problems. The research methodology used is descriptive qualitative approach and data collection techniques are carried out through observation, interviews, and documentation studies. The results of the study show that the Tangerang City Education Office has shown performance that leads to overcoming the problems of education accessibility and quality of education. The evidence is based on research results and findings in the field as follows: (1) Tangerang City Education Office intervened in subsidizing education costs through the Education Operational Assistance Program and the Smart Tangerang Program to increase school participation rates and minimize dropout rates. (2) The Education Office for 2021 will receive a Budget allocation of Rp. 1,176,793,132,835. Based on the results of performance achievements both physically and financially, the results of measuring the achievement of targets that have been carried out from various activities, which compare between plans, achievement of activities and realization of targets, based on indicators that have been set in general, the performance of the Tangerang City Education Office has been in accordance with the predetermined plan.

**Keywords:** Education · Performances · Accessibility · Quality

## 1 Introduction

Education is the most important thing for humans. One of the goals of the Unitary State of the Republic of Indonesia is the intellectual life of the nation. To achieve this goal, efforts that can be made are through the field of education. Therefore, education is a basic capital for the development of the Indonesian nation. Through education a person will be equipped with knowledge, both formal education and non-formal education. Article 31 paragraph (1) of the 1945 Constitution states that: “Every citizen has the right to education”. This shows that all Indonesian citizens are entitled to a proper education

without exception. As stated in Government Regulation Number 17 of 2010 concerning Management and Implementation of Education, Article 3 states that Education Management is aimed at ensuring: (a) public access to adequate, equitable, and affordable education services; (b) the quality and competitiveness of education and its relevance to the needs and/or conditions of the community; and (c) effectiveness, efficiency, and accountability of education management. So the government must be able to manage and organize education to be able to meet the community's need for education.

According to Law Number 20 of 2003 concerning the National Education System, formal education is a structured and tiered educational path, consisting of basic education, secondary education, to higher education. The education required for all citizens is twelve years of basic education, including primary, junior secondary, and senior secondary education. The implementation of compulsory education is regulated more broadly in Government Regulation Number 47 of 2008 which is contained in article 1 paragraph 1, compulsory education is a minimum education program that must be followed by Indonesian citizens on the responsibility of the Government and Regional Government. The purpose of compulsory education is so that all children receive educational services until they graduate and prevent the possibility of dropping out of school.

In its implementation, this compulsory education program did not run as expected due to many obstacles faced by the government. One of them is still found cases of students who drop out of school and cannot continue their education to a higher level. For this reason, it is hoped that the cooperation of the Regional Apparatus Work Unit in order to make the compulsory education program run well. This Regional Apparatus Work Unit is an apparatus of local government both at the provincial and district/city levels based on the principle of autonomy.

Tangerang City is an autonomous region resulting from the division of Tangerang Regency which is in the province of Banten based on Law Number 2 of 1993 concerning the Establishment of Tangerang City. Currently, Tangerang City is divided into 13 sub-districts with the central government located in Tangerang District. As an area directly adjacent to the capital city of Jakarta, Tangerang City has a rapid growth. Due to the high flow of population mobility, the ethnic and cultural population in Tangerang City is very diverse. Many new residents come from outside, be it from other areas on the island of Java and from outside Java, or foreign nationals. Therefore, socially, the problems that occur in Tangerang City are the same as problems in other big cities, namely problems related to population, spatial planning, to social inequality.

In line with the objectives of regional autonomy, which is defined as the transfer of central government affairs to the regions, the management of education has changed from a centralized system to a decentralized system. The Tangerang City Education Office has the task of assisting the Tangerang City Government in implementing education decentralization or government affairs in the education sector. This task means assisting the Mayor in carrying out government affairs in the field of education which is the authority of the Region and the assistance tasks given to the Region in accordance with the vision, mission, and program of the Mayor as described in the Regional Medium-Term Development Plan. In carrying out these main tasks, the Tangerang City Education Office has the functions regulated in the Tangerang City Mayor Regulation Number 58 of 2016 as follows:

1. formulation of technical policies for the implementation of regional government affairs in the field of education;
2. implementation of policies in accordance with the field of education;
3. development and implementation of tasks in the field of education;
4. implementation of evaluation and reporting in the field of education;
5. implementation of the administration of the Service in accordance with the field of education;
6. management of the Technical Implementation Unit; and
7. Carrying out other tasks assigned by the Mayor in accordance with the scope of duties and functions.

With some good results in the implementation of affairs in the field of education, the Tangerang City Education Office in reality still encounters various obstacles faced in providing proper education in Tangerang City.

Based on the results of initial observations, researchers can put forward the basic assumption that the performance of the Tangerang City Education Office in improving the accessibility of education and the quality of education still has several problems. The main problems (Strategic Issued) faced include the quality of education services is not optimal, the competence of educators and education personnel is not optimal, the quality and competence of graduates is not optimal, and the provision of educational infrastructure is not optimal. Therefore, strategic efforts are needed to overcome these problems. The author is interested in conducting research by analyzing the performance of the Tangerang City Education Office in improving the accessibility of education and the quality of education. The focus of the problems that are analyzed are 1) how the Tangerang City Education Office provides free education services to elementary and junior high school students, 2) how the Tangerang city government supports in improving the competence of educators and education personnel, both in the form of training and providing incentives, and 3) how to improve supporting facilities and infrastructure in improving the quality and accessibility of education in Tangerang City.

## 1.1 Performance Concept

Performance in English is performance is a noun where one of the meanings is “thing done” (something that has been done). The term performance is often Indonesianized as perform comes from the word “to perform” which can be interpreted as something that is done by a person or group within an organization in accordance with their respective responsibilities.

Organizational performance is an indicator of the level of achievement that can be achieved and reflects the success of an organization, and is the result achieved by members of the organization. Performance can also be said as a result (output) of a certain process carried out by all components of the organization against certain sources used (input). Performance is also the result of a series of process activities carried out to achieve certain organizational goals. The good performance standards include [1]:

1. Achievable, in accordance with the efforts made under the expected conditions.
2. Economical, low cost associated with the activities covered

3. Can be applied, according to existing conditions. If there is a change in conditions, a standard must be developed that can be adapted at any time to the existing conditions.
4. Consistent, will help uniform communication and operation of the entire function of the organization.
5. Comprehensive, covering all interrelated activities.
6. Can be understood, easily expressed, clear to avoid communication errors, the instructions used must be specific and complete.
7. Measurable, must be communicated with precision.
8. Stable, must have a sufficient period of time to predict and provide for the business to be carried out.
9. Adaptable, must be designed so that elements can be added, modified, and engineered without making changes to the entire structure.
10. Legitimacy, officially approved.
11. Balanced, accepted as a basis for comparison with the activities carried out.
12. Focus on customers, must be focused on the important things that customers want.

## 1.2 Performance Indicator

Performance indicators are something that will be calculated and measured and used as a basis for assessing or seeing the level of performance both in the planning, implementation and after activities are completed and functioning. Performance indicators are used to ensure that the day-to-day performance of the organization or work unit in question shows the ability to and towards the goals and objectives that have been set [1]. Thus performance indicators can be used as a benchmark in achieving organizational goals.

Nawawi suggests performance indicators as quantitative and/or qualitative measures that describe the level of achievement of a predetermined target or goal [2]. Therefore, performance indicators must be something that will be calculated and measured and used as a basis for assessing or seeing the level of performance both in the planning stage (ex-ante), the implementation stage (on-going), as well as the stage after the activity is completed and functioning (ex. -post).

Performance indicators to be used as guidelines in assessing the performance of the public bureaucracy, including [3]:

1. Efficiency, which involves considerations about the success of public service organizations in utilizing production factors as well as considerations originating from economic rationality.
2. Effectiveness, namely whether the goals established by the public service organization are achieved. It is closely related to technical rationality, values, mission, organizational goals and functions of development agents.
3. Justice, namely questioning the distribution and allocation of services provided by public service organizations. This criterion is closely related to the concept of adequacy or appropriateness.
4. Responsiveness, namely public service organizations are part of the responsiveness of the State or government to urgent community needs. Therefore the organization as a whole must be accountable in a transparent manner in order to meet these responsiveness criteria.

Thus the actual performance of the bureaucracy can be seen through various performance indicators in assessing the performance of the public bureaucracy, namely efficiency, effectiveness, fairness and responsiveness. Various literatures that discuss bureaucratic performance basically have substantial similarities to see how far the level of achievement of results carried out by the bureaucracy in providing services and performance is also a concept composed of various indicators that vary greatly according to the focus and context of their use.

There are several performance indicators consisting of [4]:

1. Tangibles or physical appearance, meaning the physical appearance of buildings, equipment, employees, and other facilities owned by providers.
2. Reliability or reliability is the ability to carry out the promised service accurately.
3. Responsiveness is the willingness to help the community and provide services sincerely. Assurance is the knowledge and courtesy of employees and their ability to trust customers.
4. Empathy is the treatment or personal attention given by the government to the community.

The functions of performance indicators are as follows [1]:

1. Clarify what, how much and when activities are carried out.
2. Create a consensus that is built by various related parties to avoid misinterpretation during the implementation of policies/programs/activities and in assessing their performance, including the performance of government agencies that implement them.
3. Establish a basis for measurement, analysis, and evaluation of organizational/work unit performance.

From the above opinion it can be concluded that the concept of performance indicators is a brief description that describes a performance that will be measured in the implementation of a program against its objectives, and is the key in the implementation of performance monitoring and evaluation.

## **2 Research Methods**

The approach used in this research is descriptive using qualitative methods with case studies. Location The research was conducted at the Tangerang City Education Office. The author chose this location because of the ease of access to conduct research.

Data collection techniques are the methods used by researchers to obtain data in a study. Researchers used two methods in data collection. First, the observation method which is a data collection technique carried out by observing various activities carried out during the research process and then recording them in a structured and systematic manner. Observations made by researchers related to various activities related to the performance of the Department of Education. Researchers made observations to see the performance activities of the Tangerang City Education Office during the study starting

from July 28, 2022–August 10, 2022. Second, Literature Studies, literature study literacy activities were carried out by researchers by analyzing work programs and performance reports from the Tangerang City Education Office.

The data analysis method used in this research is interpretive descriptive. The author analyzes the data through the stages of data analysis suggested by Miles and Huberman, namely: data condensation, presenting data and conclusion drawing and verification. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data [5].

### 3 Research and Discussion

The results of the research on the analysis of the performance of the Tangerang City Education Office in improving the accessibility of education and the quality of education. The focus of the research is 1) the analysis of the Tangerang City Education Office in providing free educational services to elementary and junior high school students, 2) the support of the Tangerang city government in improving the competence of educators and education personnel, both in the form of training and providing incentives, and 3) improving facilities. and supporting infrastructure in improving the quality and accessibility of education in Tangerang City.

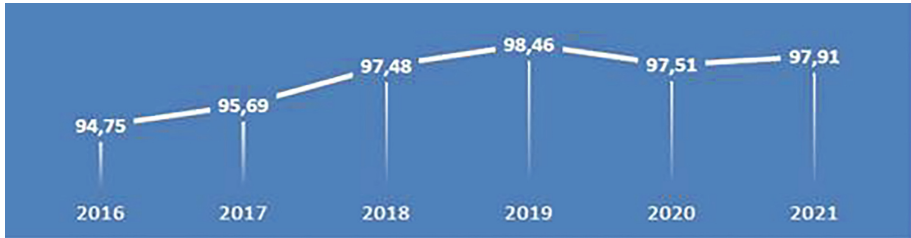
#### 3.1 The Performance Achievement of the Tangerang City Education Office

The Performance Achievement of the Tangerang City Education Office can be seen through the presentation of the Performance Accountability Report of Government Agencies which was prepared based on the Decree of the Head of the State Administration Agency number 239/IX/6/8/2003 concerning Guidelines for Compilation of Performance Accountability Reports of Government Agencies, where the Performance Report of Government Agencies It describes the level of success or failure over a period of one year based on the targets, programs, activities and sub-activities that have been set in the strategic plan.

**Net Participation Rate.** The Pure Participation Rate at the elementary school level with a 2021 target of 97.63 percent and realized at 97.91 percent with an achievement of 100.29% of the target. This data is based on the Primary Data Educators system and Education Management Information System by the Directorate General of Islamic Education, this shows the achievement of the Tangerang City Pure Participation Rate from the targets that have been set. Compared to the realization in 2020, there was an increase, where the Pure Participation Rate for elementary schools in 2020 was 97.51 percent.

This elementary school net enrollment rate is seen from the population of school age students 7–12 years in Tangerang City and Tangerang City residents who study outside Tangerang City, this is due to the geographical location of Tangerang City which is adjacent to cities and regencies outside Tangerang City, with comparison of the population of school age 7–12 years in Tangerang City (Fig. 1).

At the junior high school level, the Pure Participation Rate with a target in 2021 is 98.99 percent and is realized at 99.00 percent with an achievement of 100.01 percent of



**Fig. 1.** Progress Graph of Primary School Net Enrollment Rate. Source: Government Agencies Performance Report Tangerang City Education Office Year 2021



**Fig. 2.** Progress graph of junior high school net enrollment rate. Source: Government Agencies Performance Report Tangerang City Education Office Year 2021

the target. This data is based on the Principal Data for Educators and Education Management Information System by the Directorate General of Islamic Education. Compared to the realization in 2020, there was an increase, where the Pure Participation Rate for Junior High School in 2020 was 87.23 percent.

This junior high school net enrollment rate is seen from the population of school students aged 13–15 years in Tangerang City and Tangerang City residents who study outside Tangerang City, this is due to the geographical location of Tangerang City which is adjacent to cities and regencies outside Tangerang City, and at the junior high school level, some students choose to continue their education to Islamic boarding schools or other boarding schools outside the city of Tangerang. As for comparison, the Pure Participation Rate for junior high schools is to the total population of school age 13–15 years in Tangerang City (Fig. 2).

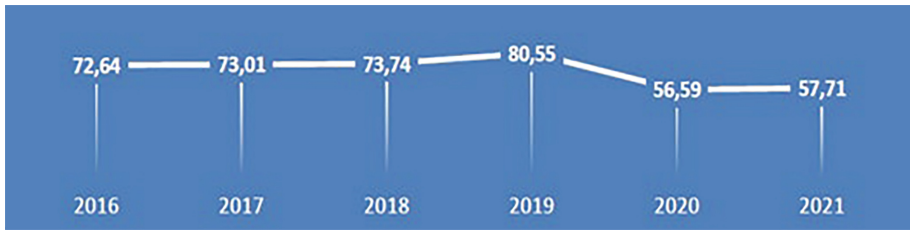
Efforts that have been made to increase the net enrollment rate for elementary school and junior high school levels are as follows:

- a. By providing assistance to schools in improving school operations and providing assistance to underprivileged students
- b. Continually strive to improve school facilities and infrastructure
- c. Improving the competence of educators and education personnel

These efforts are implemented through activities and sub-activities which are budgeted as follows:

- a. Primary School Education Management with a total budget of Rp. 422,158,353,806, with the following sub-activities:
  - 1) Procurement of Student Equipment with the output of procurement of 1 set of public elementary school computer laboratory equipment
  - 2) Provision of Personnel Costs for Elementary School Students, with outputs including:
    - a) Provision of Education Operational Cost assistance to 338 state elementary schools and also to 15,200 private school students.
    - b) Provision of Smart Tangerang Program for 6815 Elementary School students with the amount of Rp. 80,000/student/month
  - 3) Provision of Educators and Education Personnel for Elementary School Education Units, with the following outputs:
    - a) Providing incentives for 6985 educators and education staff
    - b) Providing welfare to 4334 public elementary school educators and non-civil servant education staff in State Elementary Schools
    - c) Provision of health insurance for 7770 educators and education personnel
  - 4) Institutional and School Management Development with the output of implementing the Healthy school competition program and the literacy school program.
  - 5) Management of Elementary School Operational Assistance Funds, with the output of providing School Operational Assistance to 338 State Elementary Schools
- b. Management of Junior High School Education with a total budget of Rp. 186,040,403,678, with the following sub-activities and outputs:
  - 1) Procurement of Student Equipment, with the output of report cards for 33 State Junior High Schools. Provision of Personnel Costs for Junior High School Students, with the following outputs:
    - a) Providing school operational assistance for 190 junior secondary schools.
    - b) Providing assistance to support 4 inclusive junior secondary schools with a budget of Rp. 100,000,000,-/school/semester
    - c) Providing assistance in the form of Smart Tangerang to 3571 junior high school students with a budget of Rp. 100,000,-/student/month
    - d) Scholarships to enter private schools for 4000 junior high school students with a budget of Rp. 1.000.000,-/student
  - 2) Procurement of Student Practice Tools and Displays, with the output of providing assistance in the procurement of Natural Science laboratory equipment for 9 State Schools





**Fig. 3.** Graph of Gross Enrollment Rate for Kindergarten and Early Childhood Education. Source: Government Agencies Performance Report Tangerang City Education Office Year 2021

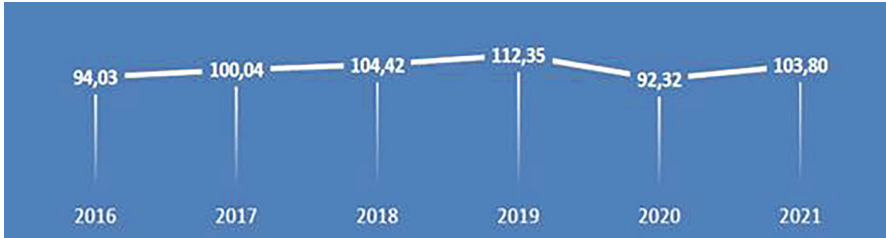
- 3) Provision of Educators and Education Personnel for Junior High School Education Units, with the following outputs:
  - a) Providing incentives for 4795 educators and junior high school level education
  - b) Providing welfare for 793 educators and non-civil servant education staff in public schools at the Junior High School Level
  - c) Provision of health insurance for 3990 educators and education personnel at the Junior High School level
  
- 4) Management of Junior High School Operational Assistance Funds, with the output of providing School Operational Assistance to 33 State Junior High Schools.

**Gross Participation Rate.** The Gross Enrollment Rate for Kindergarten and Early Childhood Education with a target in 2021 of 74.55 percent and realized at 57.71 percent with an achievement of 77.40%. This shows an increase from 2020 where the Gross Enrollment Rate for Kindergarten and Early Childhood Education is 56.59 percent. The Gross Enrollment Rate for Kindergarten and Early Childhood Education is seen from the population of the number of Kindergarten and Early Childhood Education students attending school in the City of Tangerang to the total population of school age 5–6 years in the City of Tangerang (Fig. 3).

The Gross Enrollment Rate for elementary schools with a 2021 target of 108.26 percent and realized by 103.18 percent with an achievement of 95.31%. This data is based on the Primary Data for Educators and Education Management Information System by the Directorate General of Islamic Education, this shows the Gross Participation Rate of Tangerang City compared to the realization in 2020 there was an increase, where the Gross Enrollment Rate for elementary schools in 2020 was 102.74 percent. This elementary school gross enrollment rate is seen from the population of school students in Tangerang City and Tangerang City residents who study outside Tangerang City, this is due to the geographical location of Tangerang City which is adjacent to cities and regencies outside Tangerang City, by comparison with the population school age 7–12 years in Tangerang City (Fig. 4).



**Fig. 4.** Progress graph of the Gross Enrollment Rate for elementary school. Source: Government Agencies Performance Report Tangerang City Education Office Year 2021



**Fig. 5.** Graph of Gross Enrollment Rate for junior high school. Source: Government Agencies Performance Report Tangerang City Education Office Year 2021

The Gross Enrollment Rate for junior high schools with a 2021 target of 105.93 percent and realized at 103.80 percent with an achievement of 97.99 percent. This data is based on the Primary Data for Educators and Education Management Information System by the Directorate General of Islamic Education. Compared to the realization in 2020, there was an increase, where the Gross Enrollment Rate for junior high schools in 2020 was 92.32 percent.

This junior high school gross enrollment rate is seen from the population of school age students in Tangerang City and Tangerang City residents who study outside Tangerang City, this is due to the geographical location of Tangerang City which is adjacent to cities and regencies outside Tangerang City, as well as at school level. In Junior High School, some students choose to continue their education to Pesantren or other Boarding School Middle Schools located outside Tangerang City. As for comparison, the Gross Enrollment Rate for junior high schools is against the population of school age 13–15 years in Tangerang City (Fig. 5).

The efforts that have been made to increase the Gross Participation Rate are as follows:

- a. By providing operational assistance for kindergarten and early childhood education, elementary and junior high schools in Tangerang City
- b. Improving suggestions and infrastructure, such as educational aids, report cards, and stationery
- c. By increasing the competence of educators and education staff

These efforts are implemented through activities and sub-activities which are budgeted as follows:

- a. Management of kindergartens and early childhood education with a total budget of Rp. 57,599,332,545, - with sub activities and their outputs as follows:
  - 1) Procurement of household appliances for kindergarten and early childhood education, with the output of providing school operational assistance to 1 public kindergarten in Tangerang City
  - 2) Procurement of Kindergarten and Early Childhood Education Equipment with the output of procurement of equipment for 1 State Kindergarten School in Tangerang City.
  - 3) Provision of Educators and Education Personnel for Kindergarten and Early Childhood Education, with the outputs of the following sub- activities:
    - a) Providing incentives to 5845 educators and education personnel at the Early Childhood Education level
    - b) Providing welfare to 11 educators and non-civil servant education staff in State Kindergartens
    - c) Provision of health insurance to 4112 educators and education personnel at the Early Childhood Education level
    - d) Management of Kindergarten education costs, with the output of providing educational operational assistance to 694 kindergarten institutions in Tangerang City.
- b. Management of Elementary School Education with a total budget of Rp.422,158,353,806, with the following sub-activities:
  - 1) Procurement of Student Equipment with the output of procurement of public elementary school computer laboratory equipment 1 set Provision of Personnel Costs for Elementary School Students, with outputs including:
    - a) Provision of Education Operational Cost assistance to 338 public elementary schools and also given to 15,200 private school students.
    - b) Provision of Smart Tangerang Program for 6815 Elementary School students with the amount of Rp. 80,000/student/month
  - 2) Provision of Educators and Education Personnel for Elementary School Education Units, with the following outputs:
    - a) Providing incentives for 6985 educators and education staff
    - b) Providing welfare to 4334 public elementary school educators and non-civil servants in public elementary schools
    - c) Provision of health insurance for 7770 educators and education personnel.

- 3) Institutional and School Management Development with the output of implementing the Healthy school competition program and the literacy school program.
- 4) Fund Management for Elementary School Operational Assistance, with the output of providing School Operational Assistance to 338 State Elementary Schools

**Rates Continuing elementary school to junior high school.** The rate of continuing elementary school to junior high school with a 2020 target of 100 percent and realization of 100 percent or 100.00% of the target, as for 2019 the realization of the rate of continuing elementary school to junior high school is 100 percent. This shows that Continuing from elementary school to junior high school in Tangerang City has achieved the targets that have been determined at the Regency/City and National levels. The rate of continuing elementary school to junior high school is seen from the number of new students at level I at the junior high school level to the number of graduates at the elementary school level in the previous academic year.

Although the rate of continuing elementary school to junior high school in Tangerang City has reached the desired target. However, there are still problems that must be faced, including economic factors from poor families so that they are unable to continue their education to the next level, and some want to continue to non-formal education in pesantren and other skills courses.

Efforts to be made to overcome the problems mentioned above are by optimizing activities that directly support the achievement of Continuing Figures from elementary school to junior high school by prioritizing priority activities as mentioned above, the Tangerang City Education Office carries out follow-up activities, and maximizes the output of these activities. in the form of providing Elementary School Student Personnel Costs, providing Education Operational Cost assistance, Providing Smart Tangerang Program and providing Junior High School Student Personnel Costs.

Based on the results of performance achievements, both physical and financial, the results of measuring the achievement of targets that have been carried out from various activities, which compare the plans, the achievement of activities with the realization of targets, based on the indicators that have been set in general the performance of the Tangerang City Education Office has been in accordance with the predetermined plan.

## 4 Discussion

In this discussion, researchers will discuss the performance of the Tangerang City Education Office in improving the accessibility of education and the quality of education, with a focus on research based on indicators of public bureaucratic performance [3]. To determine the performance of the public bureaucracy, the researchers measured it with performance indicators, including: Productivity, Service Quality, Responsiveness, Responsibility, and Accountability. Based on the results of research conducted by researchers regarding the performance of the Tangerang City Education Office in improving the accessibility of education and the quality of education are as follows:

#### **4.1 Productivity**

Productivity aspects can be seen in the ratio between work inputs and work outputs, namely how much the Tangerang City Education Office has the expected results, therefore the concept of this input researchers looks at human resources and budgets owned in services in the field of education as well as budget allocations for dropouts. school. Based on the results of the study, it can be concluded that human resources in this case are related to employees within the Department of Education are adequate. However, when viewed in an ideal setting, of course it still has limitations because the scope of work in the Education Office is very wide. The Education Office takes care of educational units in Tangerang City, including teaching staff and students.

The education budget owned by Tangerang City through the Education Office can be said to be good. Where the budget allocation to meet the educational needs of the people of Tangerang City has fulfilled Law Number 20 of 2003 Article 49 paragraph 1 which mandates that the education budget must be at least 20% of the Regional Revenue and Expenditure Budget (APBD). So it can be concluded that the Department of Education has fulfilled the mandate of the Mayor of Tangerang who hopes to create an intelligent society and do not let anyone drop out of school and at least complete 12 Years of Compulsory Education.

#### **4.2 Quality of Service**

Ease of getting services and convenience in service can be a benchmark in knowing the extent of the service quality of the public bureaucracy. The ease of getting services can be seen by the extent to which the public knows about the educational assistance programs owned by the Education Office as the implementer of the Regional Work Units in the field of education. It should be noted that currently the Education Office has two excellent programs to help increase community participation in schools so as to minimize dropouts, namely Education Operational Assistance and Smart Tangerang. The program provides assistance in the form of education subsidy funds. The Education Operational Assistance Program is stated in the Tangerang Mayor Regulation Number 109 of 2020 where the target recipients of this program are State elementary schools, State junior high schools and private elementary and junior high schools in Tangerang City as evidenced by identity cards and family cards of students' parents. The fee given is Rp. 50,000.00 for elementary schools and Rp. 105,000.00 for junior high schools. Meanwhile, Tangerang Smart is listed in the Tangerang Mayor Regulation Number 132 of 2016 where the amount of the fee given is 100,000, -/month for junior high school students and 80,000, -/month for elementary school students, residents of Tangerang City in the poor and vulnerable categories listed in the integrated social welfare data. Then from the perspective of the community in knowing the aid programs, researchers have conducted observations and interviews in the field. Most of the people are aware of the education cost assistance programs in Tangerang City.

#### **4.3 Responsiveness**

The Tangerang City Education Office in carrying out its duties and functions can involve the participation of the community, both individuals, groups, and social organizations to

jointly play an active role in program development and preparation of activity agendas in improving education accessibility and quality of education. The Education Office hopes that the provision of educational assistance such as Education Operational Assistance and Tangerang Smart can increase community participation in attending education for a minimum of 12 years.

#### **4.4 Responsibility**

One of the functions of the Tangerang City Education Office as a coordinator and facilitator in improving the accessibility of education and the quality of education, it is necessary to see how the coordination between the relevant agencies is responsible for improving the accessibility of education and the quality of education, so that the entire teaching and learning process and educational services are so that their rights are fulfilled and the realization of the principle of justice. For this reason, it is necessary to know how the coordination that exists between the Tangerang City Education Office and other agencies.

#### **4.5 Accountability**

The responsibility carried out by the Tangerang City Education Office in monitoring the implementation of educational services with other relevant agencies is still ongoing. Based on the results of the interview, it can be seen that the Education Office still continues to control the accessibility of education and the quality of education.

The existence of the Tangerang City Education Office based on Tangerang Mayor Regulation Number 58 of 2016, has the task of assisting the Mayor in carrying out government affairs in the education sector. In addition, the Department of Education has several functions including implementing policies in accordance with the field of education, fostering and implementing tasks in the field of education, as well as implementing evaluation and reporting in the field of education. So that it is expected to be able to provide services in the field of education for the people of Tangerang City so that their rights as citizens can get a proper education.

Based on research conducted by researchers in this case, it is seen that the performance of the Tangerang City Education Office in improving education accessibility and quality of education, has had two superior programs that intervene through subsidized education costs so that it is expected to improve education accessibility and quality of education.

## **5 Conclusion**

In research on the Performance Analysis of the Tangerang City Education Office in improving the accessibility of education and the quality of education, it can be concluded that the Tangerang City Education Office has shown performance that leads to overcoming the problems of education accessibility and quality of education.

The evidence is based on the results of research and findings in the field as follows: (1) Tangerang City Education Office intervened in subsidizing education costs through the

Education Operational Assistance Program and the Smart Tangerang Program to increase school participation rates and minimize dropout rates. (2) The Education Office for 2021 will receive a Budget allocation of Rp. 1,176,793,132,835 The budget allocation is to fund 2 Programs with 8 Regional Apparatus Work Unit Activities and 39 sub- activities by participating in programs and activities that have been aligned with the 2019–2023 Regional Medium-Term Development Plan.

In the aspect of productivity, it is expected to conduct recruitment of competent and appropriate employees in their fields to assist the very broad scope of work of the Education Office. In the aspect of Service Quality, it is hoped that the target recipient data for the Tangerang Smart Program is more precise and updates quickly so that it can cover all underprivileged students in Tangerang City. In the aspect of Responsiveness, it is hoped that it can improve the performance of the Compulsory Learning Task Force by creating a legal umbrella so that task force members have complete clarity and information regarding their main tasks and functions. In the aspect of Responsibility, it is hoped that it can maintain and improve the coordination that has been well established between the relevant agencies so that when in the field there are still children who drop out of school, they can immediately get further services to be recorded and sent to school. In the aspect of Accountability, it is hoped that controlling will continue to be carried out on the continuity of the teaching and learning process.

Based on the results of performance achievements both physically and financially, the results of measuring the achievement of targets that have been carried out from various activities, which compare the plans, achievement of activities with the realization of targets, based on indicators that have been set in general the performance of the Tangerang City Education Office has been in accordance with the predetermined plan.

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