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Maximizing Mandatory Spending in the Education Sector through Collaborative Governance

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Abstract: The objective of this research is to explore the management of Mandatory Spending in Ogan Ilir Regency, what challenge it faced, and demonstrate that Collaborative Governance offers a viable solution to the coordination challenges that have historically undermined the effectiveness of mandatory spending in the education sector. This research used descriptive qualitative research method. The study reveals that effective coordination between various governmental and non-governmental stakeholders is crucial for optimizing the use of mandatory spending in education. The allocation of resources, particularly for educational facilities and infrastructure, plays a pivotal role in enhancing the quality of education. However, in Ogan Ilir, issues such as bureaucratic delays, lack of transparency, and inefficient fund management have hampered the effective use of these resources. Despite the challenges, the principles of collaborative governance present a promising solution. By fostering cooperation between local governments, educational institutions, and civil society, the management of mandatory spending can become more transparent and efficient.

Keyword: Collaborative Governance, Mandatory Spending, Education

INTRODUCTION

Indonesia is known for its rich cultural diversity, yet despite its wealth in natural resources, the country faces a significant shortage of qualified human resources in the education sector. Given that Indonesia's education system still lags behind that of developed nations, it requires systematic review and enhancement. Professional educators are defined as individuals who are not only disciplined and skilled but also demonstrate good character and high moral standards, providing knowledge both in schools and within the wider community (Putra & Sobandi, 2019). The increasing forces of globalization present unavoidable challenges that complicate the landscape of Indonesia's education system. To remain relevant and competitive globally, the country must modernize its education system. Some of the contributing factors include students' difficulties in mastering subjects and teachers often

instructing outside their areas of expertise, highlighting the need for skills development to ensure educators excel in their fields (Kasmiati, 2022).

Education plays a pivotal role in national development, serving as a cornerstone for economic growth, social mobility, and the overall well-being of society. In Indonesia, education is recognized as a critical sector both at the national and local levels, with substantial resources allocated to it through mandatory spending policies. The Indonesian Constitution mandates that 20% of the national and local budgets be devoted to education, reflecting its importance in creating an educated and skilled population that can contribute to the nation's progress (Kusumawati, 2022). At the local level, particularly in Kabupaten Ogan Ilir, the education sector is seen as essential for addressing regional disparities, improving human capital, and promoting social equity. Despite significant financial allocations, the effectiveness of these investments in education often falls short due to various challenges in the management and coordination of these resources.

Mandatory spending refers to expenditures that governments are legally required to allocate to specific sectors, such as education, regardless of competing priorities or other financial constraints (Hidayat & Purwanto, 2020). The allocation of 20% of the national and regional budgets for education is mandated by Article 31, paragraph (4) of the 1945 Constitution and Article 49, paragraph (1) of Law No. 20 of 2003 on the National Education System. Article 49, paragraph 1 of Law No. 20 of 2003 explicitly states: "Education funds, excluding educators' salaries and official education expenses, must be allocated at least 20% of the National Budget (APBN) for education, and at least 20% of the Regional Budget (APBD)." This legal framework clarifies that 20% of government spending in the education sector, aside from teachers' salaries and official education costs, must be allocated to educational improvement. With this substantial financial commitment, Indonesia's education system should be able to advance and improve further.

In Indonesia, mandatory spending on education aims to ensure that adequate resources are consistently provided to support the development of schools, infrastructure, and educational programs across the country. However, the management of these funds, particularly at the local level, is often plagued by several challenges. One of the primary issues is the lack of effective coordination between different levels of government, including central, provincial, and local authorities. This leads to fragmented planning, inefficient resource allocation, and delays in budget execution (Susanto et al., 2021). Additionally, traditional bureaucratic approaches to managing mandatory spending often limit stakeholder participation and inhibit innovation, further reducing the potential impact of these funds on education outcomes.

In response to these challenges, the concept of Collaborative Governance has emerged as a promising framework to improve the coordination and management of mandatory spending in the education sector. Collaborative Governance involves the engagement of multiple stakeholders—government agencies, private sector actors, non-governmental organizations, and the public—in a shared decision-making process aimed at achieving common goals (Ansell & Gash, 2008). This approach promotes more inclusive, transparent, and accountable governance, which is essential for ensuring that public resources are used effectively (Emerson et al., 2012). In the context of mandatory spending on education, Collaborative Governance can help align national policies with local needs, foster cooperation between different levels of government, and encourage broader stakeholder participation in budget planning and implementation. By doing so, it can maximize the impact of educational investments, ensuring that resources are allocated efficiently and targeted toward the most pressing educational challenges in regions like Kabupaten Ogan Ilir (Santoso & Putri, 2023).

The potential benefits of implementing Collaborative Governance in the management of mandatory spending are numerous. Firstly, it can significantly improve coordination between stakeholders, reducing duplication of efforts and ensuring that resources are directed toward priority areas (Purwanto et al., 2021). Collaborative Governance also enhances accountability by increasing the transparency of the decision-making process, allowing for greater oversight by stakeholders and the public (Herlambang et al., 2020). Moreover, it fosters innovation in problem-solving, as diverse stakeholders bring different perspectives and expertise to the table, leading to more creative and effective solutions (Bingham et al., 2005). In Kabupaten Ogan Ilir, where education faces unique challenges such as limited infrastructure and unequal access to quality schooling, Collaborative Governance offers an opportunity to develop tailored, context-specific strategies that address local needs while adhering to national education policies (Wijaya et al., 2022).

However, while the potential advantages of Collaborative Governance are significant, several barriers must be addressed to ensure its successful implementation. One of the most pressing challenges is the resistance to change from government officials and bureaucrats who are accustomed to traditional hierarchical management structures (Raharjo & Sari, 2021). Additionally, ensuring broad and meaningful participation from all stakeholders, particularly marginalized groups, can be difficult. Effective collaboration requires continuous communication, trust-building, and the development of institutional capacity, which can be resource-intensive and time-consuming (Emerson & Nabatchi, 2015). Without proper mechanisms for sustained engagement and cooperation, Collaborative Governance initiatives may struggle to maintain momentum and deliver tangible results.

Despite these challenges, the implementation of Collaborative Governance in managing mandatory spending on education in Kabupaten Ogan Ilir presents a significant opportunity to enhance the effectiveness, efficiency, accountability, and transparency of budget utilization. By promoting greater stakeholder participation, improving coordination across levels of government, and fostering innovative solutions to local education challenges, Collaborative Governance can help ensure that education budgets are used more effectively, ultimately leading to improved educational outcomes and social development (Setiawan, 2023). Specifically, in Kabupaten Ogan Ilir, adopting this approach can help address persistent issues related to infrastructure gaps, teacher shortages, and unequal access to education, while also ensuring that the allocated funds are used in a manner that maximizes their impact (Lestari & Nugroho, 2023).

While existing studies have explored the role of Collaborative Governance in various sectors, research specifically focused on its application to mandatory spending in the education sector remains limited, particularly in the context of local governments in Indonesia. This study seeks to fill this gap by examining how Collaborative Governance can be used to optimize the coordination and management of mandatory spending in the education sector in Kabupaten Ogan Ilir. The study aims to contribute to the growing body of literature on governance frameworks for public sector management, while also providing practical insights for policymakers and practitioners involved in education budget planning and implementation. Specifically, the research will evaluate the benefits and challenges of Collaborative Governance in this context, with the ultimate goal of proposing strategies to improve the efficiency, effectiveness, accountability, and transparency of mandatory spending on education.

Through this research, we aim to explore the management of Mandatory Spending in Ogan Ilir Regency, what challenge it faced, and demonstrate that Collaborative Governance offers a viable solution to the coordination challenges that have historically undermined the effectiveness of mandatory spending in the education sector. By doing so, the study seeks to provide a foundation for more effective policy interventions that can maximize the impact of

education spending at both the national and local levels, ultimately contributing to improved educational outcomes and social equity in Kabupaten Ogan Ilir.

METHOD

This study employs a qualitative descriptive method to investigate how collaborative governance optimizes mandatory spending in the education sector in Ogan Ilir Regency. Key stakeholders include the DPRD, Department of Education, Bappenda, and public schools, who play pivotal roles in budget formulation and execution. Data collection methods encompass interviews, observations, and document analysis, aimed at capturing the dynamics of collaboration and its impact on education outcomes (Creswell, 2014). The study utilizes semi-structured interviews with members of DPRD's budget committee, the Head of the Department of Education, officials from Bappenda, and school principals. These interviews focus on how institutions collaborate, challenges in meeting budgetary goals, and the impact of these efforts on educational outcomes (Yin, 2017). The data collection will also include observations of budget planning meetings and school discussions, providing real-time insights into stakeholder interactions. Document analysis will involve reviewing key documents such as the Ogan Ilir APBD, RPJMD, and budget realization reports. This will offer a formal perspective on policy frameworks and financial allocations (Miles & Huberman, 1994). Data analysis will follow the approach of Miles and Huberman (1994), starting with data reduction by organizing collected data based on themes like collaboration mechanisms and budgetary challenges. Next, data display will summarize relationships and patterns, with a focus on how stakeholders interact in the budgeting process. Finally, conclusion drawing will synthesize findings on the effectiveness of collaborative governance, verified through triangulation to ensure consistency across sources. Ethical considerations are integral to this research. Informed consent will be obtained from all participants, with assurances of anonymity and the confidential use of data strictly for academic purposes (Creswell, 2014).

RESULTS AND DISCUSSION

Interagency Coordination in Managing Mandatory Spending

Management of mandatory spending must follow certain standards. According to Mulyasa (2008), management standards in the education sector are national standards that pertain to planning, implementation, and supervision of educational activities at various levels, including the school unit, district/city, provincial, and national levels, to achieve efficiency and effectiveness in educational provision. Educational facilities and infrastructure serve as the main foundation to achieve educational goals. Five key factors in the teaching-learning process are teachers, students, objectives, materials, and time. If any of these factors is missing, the teaching-learning process becomes impossible. Even when minimally met, these five factors allow the teaching-learning process to continue.

However, outcomes can be enhanced if supported by adequate facilities and infrastructure. Mulyasa (2004) defines educational facilities as the tools and equipment directly used in and supporting the teaching-learning process, such as buildings, classrooms, desks, chairs, and teaching aids. It can be concluded that educational facilities and infrastructure involve the use and management of resources according to educational procedures with the goal of contributing significantly to the educational process. This includes planning, procurement, distribution, utilization, maintenance, inventory, and disposal of all equipment or basic facilities, either directly or indirectly used to support education, to achieve the desired educational goals.

To ensure that every school has quality facilities and infrastructure, the government or related stakeholders must properly manage mandatory spending. In this case, the central government, as the policy formulator, needs to collaborate with local governments and

relevant agencies to ensure that budget allocations for the education sector are effectively distributed. Educational facilities and infrastructure are fundamental in reaching educational goals. Etymologically, facilities refer to direct tools used to achieve educational objectives, such as books, practical tools, and educational media, whereas infrastructure refers to indirect tools, such as locations, school buildings, sports fields, and financial resources.

Furthermore, the management of education funds involves planning, implementation, and evaluation of budget allocations for educational programs and activities, as outlined in the School Work Plan (RKS) and the School Budget and Activity Plan (RKAS). Financial management includes activities such as planning, utilization, record-keeping, reporting, and accountability for funds allocated for education delivery, with the goal of achieving administrative order and accountability. The basis of financial management is to attain efficiency and effectiveness.

Educational funding is a shared responsibility among the central government, local governments, and society (Arifin, n.d.). Education funding involves interconnected components, both micro and macro, at various educational units. Each component has a different function, but they all share the same ultimate goal:

1. Improving human resources potential;
2. Providing educational funding components;
3. Establishing systems and mechanisms for fund allocation;
4. Ensuring effective and efficient fund use;
5. Ensuring accountability;
6. Minimizing issues related to the use of educational funding (Ferdi, 2015).

Education funding, as a form of the school-based management (SBM) concept, essentially reflects budget management that aims to utilize financial resources efficiently and effectively so that educational objectives can be achieved optimally.

The education policy focus in Ogan Ilir Regency includes enhancing national unity and comprehensive development. A well-rounded education can be described as one based on national education principles and values, which fosters ethical and moral development in every child, regardless of gender, ethnicity, economy, or social background (Obisye, 2022). To achieve this vision, education should equip individuals with the knowledge, skills, and attitudes necessary for national development.

Challenges in Coordination and Managing Mandatory Spending

The management of mandatory spending in the education sector relies heavily on established standards to ensure effectiveness and efficiency. According to Mulyasa (2008), these standards are set at various levels—from the school unit to national levels—to support the planning, implementation, and supervision of educational activities. The effective utilization of educational facilities and infrastructure is integral to achieving these goals. These resources must be managed through comprehensive procedures, involving planning, procurement, and maintenance to align with educational outcomes.

However, in Ogan Ilir, the management of mandatory spending has faced challenges, especially in the distribution of funds from the central to local levels, hampered by bureaucratic hurdles, lack of transparency, and human resource limitations. Based on the data that can be seen in the table below, the management of Mandatory Spending by the Ogan Ilir Regency Government is currently not optimal, which is indicated by the fact that there is still a surplus to the previously approved budget.

Table 1. Realization of Funds by The Department of Education and Culture of Ogan Ilir Regency

KODE REKENING	URAIAN	ANGGARAN	REALISASI 2023	(%)	REALISASI 2022
4	PENDAPATAN DAERAH	0,00	0,00	0	44.885.762,00
4.3	LAIN-LAIN PENDAPATAN DAERAH YANG SAH	0,00	0,00	0	44.885.762,00
4.3.03	Lain-lain Pendapatan Sesuai dengan Ketentuan Peraturan Perundang-Undangan	0,00	0,00	0	44.885.762,00
5	BELANJA DAERAH	505.196.046.046,00	464.396.733.397,98	91,92	406.875.960.767,00
5.1	BELANJA OPERASI	417.863.405.377,00	379.392.710.687,98	90,79	367.835.814.249,00
5.1.01	Belanja Pegawai	343.403.779.805,00	307.698.319.957,98	89,60	306.225.362.587,00
5.1.02	Belanja Barang dan Jasa	58.230.492.852,00	55.540.135.672,00	95,38	47.391.401.799,00
5.1.05	Belanja Hibah	16.229.132.720,00	16.154.254.858,00	99,54	14.219.049.863,00
5.2	BELANJA MODAL	87.332.640.669,00	85.004.022.710,00	97,33	39.040.146.518,00
5.2.01	Belanja Modal Tanah	30.000.000,00	0,00	0,00	0,00
5.2.02	Belanja Modal Peralatan dan Mesin	31.229.276.799,00	30.693.976.849,00	98,29	12.981.615.818,00
5.2.03	Belanja Modal Gedung dan Bangunan	49.350.200.370,00	47.636.585.061,00	96,53	22.680.799.000,00
5.2.05	Belanja Modal Aset Tetap Lainnya	6.723.163.500,00	6.673.460.800,00	99,26	3.377.731.700,00
	SURPLUS / DEFISIT	(505.196.046.046,00)	(464.396.733.397,98)	0	(406.831.075.005,00)
	SISA LEBIH / KURANG PEMBIAYAAN TAHUN BERKENAAN	(505.196.046.046,00)	(464.396.733.397,98)	0	(406.831.075.005,00)

Source : Laporan Realisasi Anggaran Pendapatan dan Belanja Daerah Kab. Ogan Ilir Tahun 2023

Table 2. Analysis of Resource Efficiency in Ogan Ilir Regency

3.	Meningkatnya akses dan pemerataan mutu pelayanan pendidikan	Indeks Pendidikan	62,06	69,35	111,74	163.482.011.708,-	160.064.263.254,-	97,91
						633.813.200,-	557.831.510,-	88,01
						6.485.404.050,-	5.865.665.367,-	90,44
						170.601.228.958,-	166.487.760.131,-	97,58
						Efisiensi		14,16

Source : LKJLP Ogan Ilir Tahun 2023

Table 3. Comparison of Education Index Realization and Achievement in Ogan Ilir Regency

Indikator Kinerja		Tahun Ke -				
1.	Indeks Pendidikan	Realisasi	Satuan	2020	2021	2022
			Indeks	68,86	69,05	69,30
	Capaian	Satuan	2020	2021	2022	2023
		%	114,06	-	112,60	111,74

Source : LKJLP Ogan Ilir Tahun 2023

Due to these various challenges and the lack of coordination between related parties, Mandatory Spending cannot have a significant impact on the growth of the education index in Ogan Ilir Regency.


Image 1. Education Index Graph for 2020-2023 in Ogan Ilir Regency

Source : LKJLP Ogan Ilir Tahun 2023

These issues underscore the need for more effective interagency coordination, particularly in ensuring that educational facilities and infrastructure are of high quality and equitably distributed.

Collaborative Governance provides a framework to address these challenges by fostering cooperation between different levels of government and relevant stakeholders. Through this framework, local governments can more effectively manage their roles in budget allocations and ensure that the funds reach their intended purposes in schools, enhancing the provision of essential educational tools and infrastructure (Ansell & Gash, 2007). Involving local governments, schools, and other agencies in a collaborative decision-making process can optimize the distribution of resources, making it more targeted and impactful on educational quality.

The effectiveness of spending allocation in the education sector is crucial for achieving optimal outcomes in education financing. The success of education services financing depends heavily on local governments' commitment, particularly in managing funds sourced from the regional budget (APBD). Given the high costs associated with education, financial allocation must be effective and efficient, particularly since regional education budgets remain limited. Law No. 25 of 2004 focuses on accelerating development in four key sectors:

1. Education;
2. Health;
3. Economic empowerment;
4. Infrastructure.

To implement accelerated development in these sectors, the government must plan for the effective realization of special autonomy funds, which are sourced from the APBD. The allocation of special autonomy funds transferred to Ogan Ilir Regency must be directed towards the accelerated development of these four sectors, as stipulated in Law No. 25 of 2004.

Despite the opportunities that Collaborative Governance offers, there are significant challenges in its application. One key issue is the commitment of local governments, particularly in managing funds sourced from the regional budget (APBD). Local governments in Ogan Ilir face difficulties in overcoming bureaucratic complexities, technical delays, and the administrative processes involved in fund distribution. Additionally, there are persistent issues related to transparency in fund allocation and accountability. Without a clear, accessible system of financial management, corruption and inefficiency continue to plague mandatory spending processes (Ferdi, 2015).

Furthermore, coordination between various government levels and agencies remains problematic. Many local governments struggle to effectively align their objectives with the broader national education goals due to limited capacity and resources. Collaborative Governance, while theoretically promising, encounters practical roadblocks when agencies are not fully aligned or lack the ability to collaborate effectively (Emerson et al., 2012). Bureaucratic inefficiencies, coupled with inconsistent communication between agencies, result in delayed budget absorption, hindering the timely development of educational infrastructure.

Opportunities and Innovation in Managing Mandatory Spending

The challenges highlighted above also present an opportunity for significant reform. Improving interagency coordination through the principles of Collaborative Governance can help to enhance the effectiveness of budget management in the education sector. By establishing clearer lines of communication and shared accountability between central and local governments, educational institutions, and other stakeholders, the management of

mandatory spending can be more transparent and efficient. This argument is also supported by Sayadi, S.Sos, M.Si. as Head of the Ogan Ilir Regency Education Service who stated that:

“Good coordination and communication will be very useful between us and the schools in Ogan Ilir Regency. So far, we have always been hampered by difficult communication quality and quite lengthy bureaucratic processes and we have always tried to improve this”

For instance, regulatory reforms aimed at updating outdated laws, such as Law No. 20 of 2003 on the National Education System, could modernize the framework for managing education budgets. Furthermore, technological innovations, such as digital platforms for budget monitoring and allocation, could increase transparency and reduce opportunities for mismanagement (Parker & Gallagher, 2007). These reforms, coupled with a stronger emphasis on collaborative processes, would enable a more equitable distribution of resources, ensuring that educational facilities and infrastructure are better aligned with the needs of students and teachers.

Collaborative Governance also allows for the incorporation of local knowledge and expertise, which can enhance the relevance and appropriateness of budget allocations. In the context of Ogan Ilir, local stakeholders—such as school leaders and community representatives—can provide valuable input into how funds should be prioritized and spent to address specific needs in their schools. This bottom-up approach ensures that the allocation of resources is responsive to the unique challenges faced by each school, thereby maximizing the impact of mandatory spending (Ansell & Gash, 2007).

The Role of Collaborative Governance in Maximizing Coordination and Management of Mandatory Spending

Collaborative Governance is particularly beneficial in managing mandatory spending, as it emphasizes shared responsibility and joint decision-making. In the context of Ogan Ilir Regency, this approach has the potential to maximize the effectiveness, efficiency, accountability, and transparency of fund management. By involving multiple stakeholders—including local governments, educational institutions, and civil society organizations—in the decision-making process, Collaborative Governance creates a more transparent and accountable system of fund management (Emerson et al., 2012). This leads to better oversight of how funds are allocated and spent, reducing the risk of mismanagement or corruption.

Moreover, Collaborative Governance can streamline coordination by creating formal mechanisms for dialogue and problem-solving among stakeholders. These mechanisms ensure that all parties involved in the education sector are working toward common goals, which improves the alignment of budget allocations with educational priorities. In Ogan Ilir, where schools often lack sufficient facilities and infrastructure, this coordinated approach is essential for addressing the most pressing needs and ensuring that all students have access to high-quality educational environments. This is also supported by Jama'ani, head of SMPN 02 Rantau Alai :

“Currently our school still does not have adequate facilities. One of the reasons is that it is difficult for us to coordinate and communicate our needs to the government. The long and complicated bureaucracy made things very difficult for us”

While the potential benefits of Collaborative Governance are significant, its implementation is not without challenges. One of the primary obstacles is the varying capacity of different stakeholders to participate effectively in collaborative processes. Local governments, in particular, may lack the resources or expertise needed to engage in complex budgetary discussions. Furthermore, entrenched bureaucratic practices can hinder the adoption of more flexible, collaborative approaches to governance (Bingham, 2009). Despite

these challenges, the benefits of Collaborative Governance in the context of mandatory spending management are clear. By improving coordination, transparency, and accountability, this approach can help to ensure that educational funds are used more effectively, leading to better educational outcomes for students. In Ogan Ilir, the implementation of Collaborative Governance could play a crucial role in enhancing the quality of education, particularly by improving the distribution of resources and ensuring that schools have the necessary facilities and infrastructure to support learning.

To maximize the impact of Collaborative Governance on the coordination and management of mandatory spending in the education sector, it is essential to focus on building the capacity of local governments and other stakeholders to engage in collaborative processes. This includes providing training and resources to improve financial management skills and creating platforms for regular communication and collaboration between different levels of government and educational institutions.

Furthermore, efforts should be made to increase transparency in the allocation and use of funds. This can be achieved through the development of digital tools for budget tracking and reporting, which would allow stakeholders to monitor the flow of funds and ensure that they are being used appropriately. By fostering greater transparency and accountability, Collaborative Governance can help to build trust among stakeholders and ensure that mandatory spending is managed in a way that maximizes its impact on educational outcomes (Parker & Gallagher, 2007).

In Ogan Ilir Regency, the impact of interagency coordination and mandatory spending management on education quality has been minimal, as transparency in fund management remains an issue. Many school facilities, such as libraries and laboratories, still require significant improvements. The lack of adequate teaching aids, such as books and practical tools, continues to hinder the teaching-learning process. Sports facilities in many schools also need improvement.

Improving school facilities and infrastructure, even in small ways, can significantly impact the quality of teaching and learning. Teachers' effectiveness can be greatly enhanced by providing the necessary teaching tools, which in turn helps students better understand the lessons. Therefore, education funding should be allocated appropriately to ensure that schools and students—who are the main beneficiaries of national development efforts—receive the resources they need.

Recommendations for Future Research

The findings of this study suggest several areas for further research and policy development. First, there is a need for more in-depth studies on the role of digital tools in enhancing transparency and accountability in the management of mandatory spending. The introduction of digital platforms for budget tracking and reporting could greatly improve the efficiency and openness of financial processes, making it easier for stakeholders to monitor fund allocation and usage.

Additionally, future research should focus on identifying best practices for building the capacity of local governments and other stakeholders to engage in Collaborative Governance. This includes providing training in financial management and developing frameworks for ongoing collaboration between different levels of government and educational institutions.

Moreover, comparative studies between regions that have successfully implemented Collaborative Governance and those that have struggled to do so could provide valuable insights into the factors that contribute to successful governance practices. These studies could inform the development of more effective strategies for managing mandatory spending

in the education sector, particularly in regions with limited financial and administrative resources.

In conclusion, while Collaborative Governance offers a promising framework for improving the coordination and management of mandatory spending, its success depends on the commitment and capacity of stakeholders to participate effectively in collaborative processes. By addressing the challenges of bureaucratic inefficiency, transparency, and resource limitations, regions like Ogan Ilir can maximize the impact of their education budgets and improve educational outcomes for all students.

CONCLUSION

The research on "Maximizing Mandatory Spending in the Education Sector through Collaborative Governance" highlights both the potential and challenges of implementing a collaborative governance approach in Ogan Ilir. The study reveals that effective coordination between various governmental and non-governmental stakeholders is crucial for optimizing the use of mandatory spending in education. The allocation of resources, particularly for educational facilities and infrastructure, plays a pivotal role in enhancing the quality of education. However, in Ogan Ilir, issues such as bureaucratic delays, lack of transparency, and inefficient fund management have hampered the effective use of these resources.

Despite the challenges, the principles of collaborative governance present a promising solution. By fostering cooperation between local governments, educational institutions, and civil society, the management of mandatory spending can become more transparent and efficient. This, in turn, can lead to better distribution and utilization of resources, ensuring that all schools have the necessary facilities and infrastructure to support high-quality education. The study also emphasizes the importance of local capacity-building and the use of digital tools to increase transparency and accountability in financial management. In conclusion, while there are significant challenges to implementing collaborative governance in Ogan Ilir, addressing these issues through improved coordination, resource management, and the adoption of digital tools can significantly enhance the effectiveness of mandatory spending in the education sector.

The following are several recommendations that can be given to improve coordination and management of mandatory spending in Ogan Ilir Regency.

1. **Enhance Interagency Coordination:** It is crucial to establish clearer lines of communication and shared accountability among central and local governments, schools, and other stakeholders. This can be achieved through formal mechanisms for dialogue and problem-solving that align budget allocations with educational priorities.
2. **Increase Transparency and Accountability:** Developing digital platforms for budget monitoring and allocation can help address issues of transparency and mismanagement. Such tools will allow stakeholders to track fund distribution, ensuring that resources are used effectively and reach the intended beneficiaries.
3. **Capacity Building for Local Stakeholders:** To optimize the impact of collaborative governance, local governments, schools, and other stakeholders must be equipped with the necessary skills and knowledge to participate effectively in collaborative decision-making processes. Training in financial management and governance will be essential to improve their ability to manage funds efficiently.
4. **Address Bureaucratic Inefficiencies:** Streamlining administrative processes and reducing bureaucratic delays in fund distribution will be essential to ensure that resources are allocated promptly and used effectively. Regulatory reforms and process simplifications could help overcome these challenges.

5. **Focus on Local Needs:** Collaborative governance should prioritize the inclusion of local knowledge and expertise in decision-making processes. School leaders and community representatives should be involved in determining how funds are allocated, ensuring that spending is aligned with the specific needs of each school.

By implementing these recommendations, Ogan Ilir can improve the management of mandatory spending in education, ultimately leading to better educational outcomes and contributing to regional development goals

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