

Public Administration Consolidation And Innovation In The Ministry Of Education And Culture Of The Republic Of Democracy Timor Leste (Case Studies In Central Inffordepe, Baucau And Viqueque Regions)

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ABSTRACT:

Purpose: The purpose of this research is to study and elaborate on the consolidation and innovation of public administration in the ministry of education and culture in the Democratic Republic of Timor Leste.

Research Methodology: The paradigm used in this study is interpretive. This type of research used in this research is a case study. The informants in this study were selected purposively or the determination of informants based on certain considerations, namely that they were sufficient to know the local government innovation programs in education affairs and would be selected using the snowball technique. Data analysis used the Miles and Huberman analysis model.

Results: The results show that there are four innovative policies and programs that have been designed and implemented to achieve affordable accessibility and quality services in the education sector.

Limitations: This research only focuses on two phenomena that occur in Central Inffordepe, Baucau and Viqueque regions, not the overall condition of the country of Timor Leste.

Contribution: The results of this study can be used as a scientific basis for evaluating the implementation of the bureaucracy in the Ministry of Education and Culture of Timor Leste. In addition, this research can be scientific information for students of Public Administration Science.

Keywords:

Consolidation, Innovation, and Public Administration.

INTRODUCTION

Consolidation and innovation towards regional government reform in the Democratic Republic of Timor Leste (RDTL) by choosing a decentralized model based on Article 5 and Article 72 of the constitutional basis in the regional government system which is confirmed by the issuance of two regional government laws in the past 5 years. The two laws on the authority of regional government are Decreto Lei / Law No.11 of 2012 which was improved into Decreto Lei / Law no. 41 of 2012 as the latest Law on Central Government representing Regions who are elected as members of the parliament is the representative council of the regency/ *Camar Municipio* which will be responsible for Regional Government. This also indicates that the regional government system in the Democratic Republic of Timor Leste is entering a new phase, namely a shift from a centralized regional administration style to a decentralized regional government system.

This development started in the period before the birth of the concept of the Nation State of Timor Leste until the birth of modern science and Public Administration which until now has undergone several paradigm shifts, starting from the classical model that developed in the period 1855/1887 to the end of the 1980s; New Public Management (NPM) which developed in the late 1980s to mid 1990s; Until the Good Governance, which developed since mid-1999, namely after the poll reached the restaurant on May 20, 2002, until now Public Administration in Lorosae still needs to be consolidated in order to show true Good Governance.

This paradigm shift in Public Administration has had implications for the implementation of the Public Administration war, especially in relation to the approaches used in strategy making and implementation, internal organizational management, and interactions between Public Administration and politicians, society and other actors. The implications of this, of course, in the end will greatly determine the patterns and variations in the administration of the

Government and a country in the world, including the RDTL countries. These patterns and variations will be largely determined by local conditions in the State, in terms of the extent to which Public Administration in that State has adapted to the development of the existing paradigm, and the extent to which these adjustments are made by taking into account the local context and problems in the State the.

The ideal conditions of the RDTL regional government system, which have been affirmed in the Basic Law (Constitution article 5 order 1 and article 72 order 1 of 2002 as well as explain the theoretical and conceptual ideal of the decentralization policy, the goal is of course to improve the welfare of the community at the local level. However, after more than a decade of regional autonomy, it seems that it is still empirically contradicting its main objective. This is concluded by the Law / Decreto Lei no.11 and 41 2012 giving the national fact that the achievements obtained in improving welfare at the local level for nearly a decade decentralization and regional autonomy are not very encouraging.

The Law has granted Partial Regional Authority even though it is still given limitations such as Agriculture, Clean Water, Local Finance, and Social Work, indicating that in reality the quality of basic services has not improved in the fields of education, health, and basic infrastructure, even though APBN funds Estado / OJE) increased sharply compared to during the previous administration. The justification for this can be seen in the results of the evaluation which were shunted by the debate conducted by the parliament involving 65 parliament members who approved 33 members of the Parliament (DEPUTADO) for the budget for regions or districts throughout the RDTL country and 32 members of the Parliament (DEPUTADO) reject the APBN (OJE). The results show that (1) there are still 52% of parliamentarians who state that regional autonomy has not been able to improve the welfare of the community; (2) 60% said that security in the era of regional autonomy has improved; (3) the problems of poverty and unemployment in the region are still the most urgent problems to be addressed by local governments; and (4) 73% stated the promises of all party participants when the presidential election campaign and the election for members of the Parliament could not be fulfilled. The reality described above is very simple, because it seems that it does not only concern human resources or apparatus, but also concerns the dimensions of the structure of trust and is even related to the cultural dimension of the government bureaucracy. The complexity of the problems faced by these public administrations, and the various

dimensions required, as well as multi-level governance lead to demands and new ways of solving public problems that differ between places and times. It is believed that this new method can only be achieved through consolidation and innovation in public administration as a sign of reform (Muluk, 2010: 41). This shows that innovation is needed to build strong governance.

In particular, debates related to the consolidation and innovation of the administration of education affairs, especially those carried out at the level of government in Timor Leste, are apparently still rare. Even if there is research on organizational innovation on educational affairs, it is often juxtaposed with innovations in government affairs that need to be consolidated. Therefore, the problems found in innovation in education affairs may be similar to problems in implementation that should be consolidated by regional governments in general. For example a research that has been done by Dr. Valentim Ximenes in Dili, written in Portuguese, with the title Political-Administrative Reform in the Democratic Republic of Timor Leste as a reterritorialization process of Public Administration and services in the education and health sector are juxtaposed, so that obstacles are found as an innovation development that needs to be consolidated in the State, especially Ministry of Education and Culture. Consolidation and innovation in the delivery of education is very important to note because education greatly affects national development. In Rafael et al. (2019) research, it is stated that one of the weaknesses of border areas is the quality of human resources because the average population does not get school education. In relation to education equality, it is important for the state to organize a good and innovative education administration.

However, at the country level, there are several researchers in other countries who have conducted studies on the consolidation and innovation of service policies in the field of education. These studies are more related to management, the learning process, promotion and the education curriculum at the school level. For example, a study conducted by Ajibola (2008) in Nigeria focused on policy innovation for basic education curriculum development. The problem found from this research is that the curriculum capacity is no longer in accordance with the needs and demands of the community as a result of dynamic environmental changes. Apart from this research, there is also research that focuses on innovation management in the education system in Nigeria. Research conducted by Akomolafe (2011) reveals that the problem faced by many schools in Nigeria today is

the problem of the low creative culture of school students as a result of school management, leadership, and an unsupportive school environment. Therefore, direct policy intervention from the local government is needed.

Empirically, the current institutionalization of local government innovation can be found in several literatures that need to be consolidated. In 2009, USAID reported that several ministries at the local level in Timor Leste carried out several public service management innovation programs. These innovation programs are programs licensed by the Local Government Support Program (LGSP), including: (1) One-stop "One-stop-Service" in Baucau Sub-District, Laga, Quelicai, Vemassee and Venelale, in Baucau District and Lacluta, Osso, Uatoto-Lari, and Uato-carbau Sub-Districts in Viqueque District; (2) Granting of cooperative charters to residents (Citizen Charter) in Baucau and Laga Sub-Districts in Baucau District / District and City Viqueque Sub-Districts, Uatolari and Osso in Viqueque District / District; (3) Electronic Citizen Information Service in Baucau and Dili Districts / Districts; (4) Customer Information Management System in Dili City and (5) Electronic Government Procurement at Infordepe Education Center at State University of Timor Leste (UNTL) and the Region. These two districts are piloting the Innovation and Consolidation of Public Administration and Public Services in the Ministry of Education and Culture.

Research conducted by UNHCR together with INFORDPE (2006) with the World Bank budget, identified nine cases with the aim of examining innovation and program consolidation in the field of public service provision at the district / municipality level and proposing a decentralization policy. An important finding from UNHCR (World Bank 2006) is that innovations must be implemented in the era of decentralization that need to be consolidated in order to demonstrate innovative leadership in public service delivery. Most of the innovations studied in the case studies above have not been successful without the support of national laws and policies that transfer authority at the local level. The shift of powers, especially in finance and administration, has enabled local leaders to fund consolidated internal reforms without donor assistance. Greater district authority also encourages local politicians, the general public, and donor agencies to become more interested in the issue of good governance. However, it turns out that the positive impact of innovation and consolidation is threatened when the local laws and regulations that support the innovation are still indicated as weak or not supportive. In several other autonomous regions

too, the practice of innovation and consolidation of the administration of the government bureaucracy has been developed. Successful autonomous regions are often used as a reference for several other autonomous regions, as best practices for implementing regional government innovations as stated by (Muhammad, 2007) that for local governments in general, the phenomenon of decentralization is a very valuable lesson, because in In these regions, the capacity of local governments to innovate in their regions appears to be positively correlated with community support for their respective local governments. The most obvious form of community support is implementing the Decentralization Law so that the election of high-ranking officials in the district or district, the Regent (President of the Municipal Chamber) or the Intermediate Mayor must be elected through regional elections for a certain period in his leadership, and this is a reflection of community satisfaction on governance in the regions.

Some of the problems faced in the development of local government innovation, among others, were conveyed by Muhammad (2007) in a book entitled: Reinventing Local Government: Experiences from Regions. According to Muhammad (2007) that the problem of developing local government innovation can be seen from the perspective of reinventing local government. In this perspective, the problem of developing regional government innovation is woven into eight agendas that need serious attention, which includes: first, the issue of leadership. Leadership must be the driver of change. A leader who has a clear vision will encourage his followers to realize this vision through their creative and innovative power. A leader who has a vision is certainly not enough but political will is also needed, because leadership in the public sector has political nuances. Without strong political will from local government leaders, it is almost impossible for an innovation to succeed. This crucial issue of leadership in innovation development is also expressed by others experts and researchers, such as Prasojo (2006), Muluk (2008), Said (2009), Evans (2010), Capuno (2010), and Akomolafe (2011). And about the Paradigm Change from State Administration to Public Administration (Utomo; 2005: 13-15) says in his book that in implementation, administration is still considered an activity that causes the emergence of bureaucratic which has a reputation as slow, complicated, swollen, inefficient bureaucracy, routine, rigid, narrow, arrogance, complex procedures more than formal measures, and so on, which cause government activities to be ineffective, inefficient, unresponsive, and uneconomical.

Empirically, the researcher finds factually that at every opportunity, whether in the routine meetings organized by the government, lectures or discussions at the regional or national level, it always shows signs that currently the Timor Leste government is experiencing an upheaval not only for the awareness to change the wheels of service administration but also interconnection and interdependence. And for that we need a mature strategy oriented to a social integrity approach. Because the key is compatibility between components of public administration or government, both central and regional governments, there must be the same consensus. This is where the real need for awareness and demands for change from the power elites and political elites in Timor Leste, but also the government bureaucracy starting from the leadership and staff who are in service support elements, support elements, as well as the implementing elements of consolidation and administrative innovation must be implemented return to the function of each element in the compatibilities. Likewise, when talking about the government organization of Timor Leste, especially the government administration bureaucracy, as the engine driving the state system or government, it must position itself in the neutralization of Public administration. In facing the changing situation described earlier, our administrative bureaucracy must also change according to the role and function of the administration.

The development of consolidation and innovation of regional governments is also dealing with legality issues that are still ongoing today. The legality issue in question is the issue of legal protection against innovations that are consolidated by regional apparatus. Nationally, Timor Leste does not yet have laws and regulations that regulate the authority of public officials to take discretion (discretion / discricção) in developing innovative policies and programs. The space available to take discretion for regional apparatus has not been clearly regulated, while demands and pressure to take action in resolving public problems require regional apparatus to act immediately so that problems can be resolved properly. In many countries that have developed public administration systems, there are many laws and regulations that provide adequate space for state apparatus, including those in the regions, to develop innovations.

The integration of the development of consolidation and innovation in the regions nationally is still a problem in itself. As pointed out by Taufik (2007: 9) that the problem of policy consolidation and innovation faced nationally is the limited understanding of policy (policy making) of innovation

system stakeholders. Essentially, innovation policy requires coherence of sectorial policies, national and regional policies, because the innovation government system cannot be consolidated effectively if the policies of various development and service sectors are still partial, fragmented, inconsistent and even contradicting one another.

From several other problems found by researchers in research journals, among others, Orange, et al (2007), which indicates that the consolidation and innovation of local governments often neglects social values. These social values include the dimension of people, the dimension of the process, and the dimension of technology in the development of consolidation and innovation. These three social values must be coherent, because if this is not the case, then consolidation and innovation will encounter obstacles in their development. The problem is the value in the development of consolidation and innovation as stated by Pekkarinen, et al (2011), that the development of consolidation and innovation in public sector organizations will face a clash between old and new values. Conflict of values will cause conflict for adherents. Taking into account various issues in the development of regional government innovation, which cover many dimensions, it appears that the development of consolidation and innovation of regional government is still beset by quite complex problems.

In this context, researchers understand the importance of local government consolidation and innovation from several perspectives, namely theoretical, normatic, and empirical perspectives. In a theoretical or conceptual perspective it is emphasized that the use of the terms consolidation and innovation is different from the term reform (reform). Although in a meaningful sense the terms consolidation and innovation and reform have the same meaning, namely strengthening change for the better, as according to Caiden (1991: 155) "reform is an innovation", reform itself is an innovation that needs to be consolidated to the public. But in the case of consolidation and innovation of local government, according to Orange, et al., (2007) social values must be the center of important attention. The importance of developing innovation for public sector organizations, such as the consolidation and innovation of local government in this study, is a serious concern of Mulgan and Albury (2003: 2). This can be listened to in his statement as follows:

"Consolidation and innovation should be a core activity of the public sector: it helps public services to improve performance and increase public value; respond to the expectations of citizens and adapt to the

needs of users; increase service efficiency and minimize costs. "

The meaning of what is stated by Mulgan and Albury above is that consolidation and innovation should be at the core of all activities in the public sector to help improve service performance and public values. Consolidation and Innovation means increasing responsiveness to citizen expectations and the needs of service users. Also innovation can increase efficiency and reduce costs.

Farazmand (2004: 20) also acknowledges the importance of public sector innovation regarding the importance of an innovation, namely Consolidation and Innovation are the keys to healthy governance, and from innovation itself in administrative policy and is also the center of healthy governance. Without consolidation and innovation, governance becomes corrupt and ineffective, loses its capacity to govern, and is subject to criticism and failure. Good governance requires the consolidation of continuous innovation in policy processes and governance, structures and value systems. Policy innovation in governance is essential for adaptation and adaptation to the world's rapidly changing environment under globalization.

Tracing the literature on consolidation studies and innovations in the development of public administration thinking, it seems that the concept of innovation has begun to be known before the era of administrative consolidation developed as a new public management paradigm. According to Vigoda-Gadot, et al (2005) that basically the concept of consolidation and innovation has existed in the era of classic public administration thinking. Although the understanding of consolidation and innovation in the era of classical administrative thought, innovation is still understood in a limited sense to consolidate. So consolidation and innovation are only interpreted as limited internal organizational mechanisms. It is innovation that is very much dominated by top managers so that innovation is more top down in nature and only aims to maintain power but never be consolidated into the small community.

In this context, consolidation and innovation as the implementation of regional governance, which is the object of research, is limited to consolidation and innovation related to educational affairs. So this research will not examine all government affairs that have been submitted to the autonomous regions, but only regarding the authority to regulate and manage education affairs in the district autonomous regions. Where the authority is regulated in Article / Artigo 71.º Constitution / Constitution article 71.º Administrative

organization (*Organização administrativa*), article 72: 1,2 concerning Artigo 72.º "Poder local" regarding Regional authority and Lei / local Law no. 11/2009, 7 Outubro 2009, Law / Decreto Lei No. 41/2012 concerning the formation of the 5th Government as well as Regional Heads and the authority to manage functions (policy implementation function) carried out by Regional Heads and Regional Apparatus (autonomous regional bureaucracy) and the Division of Government Affairs between the Central Government, Special Autonomy Regional Government (*Especial Ambeno*), and District / District Governments as targets of service consolidation and innovation. Thus consolidation and joint innovation in the implementation of educational affairs is important to be studied scientifically, because educational services are one of the basic needs of society and become the main variable in measuring the Human Development Index (HDI) in a country or region. So, the success of local governments in managing educational affairs is also an important variable in realizing the essence of the decentralization policy, namely the welfare of the people in the regions.

The phenomenon of the education sector in Baucau and Viqueque districts is the main problem faced by local governments so that it is important to carry out consolidated and innovative programs including the high illiteracy rate in Baucau and Viqueque Districts according to INFODEPE statistical data and the Educação Distrital office (Office of the Teacher Training and Education and Culture Center) in 2005 there were 22% of the people who did not know to read and write, in 2010 there were 18.09% of the people who did not know how to read and write, and in 2013 there were 16.39% of the people who did not know how to read and write. From 2005 to 2013 ABA in the districts of Baucau and Viqueque did show a downward trend and contributed to the high ABA in Timor Leste.

The education index and human development index (HDI) are still low even though there is an upward trend. The education index for Baucau and Viqueque Districts in 2010 was only 69-79 people who were provided with education through pursuing Package A (Ensino Recorrente) or called Recurring Teaching under the auspices of the National Director Ensino Recorrente / Recurring Teaching, and in 2013 it became 71-78 people, meanwhile The Human Development Index (HDI) in 2005 was 67-42 ranked 16. In 2010 it increased to 70-67 rank 15 and in 2013 it was 72.12 ranked 15th out of 24 in districts / cities in Baucau and Viqueque. In the context of this research, it is necessary to explain that the District / Chamber of the Municipio Baucau and Viqueque is one of the

districts that has the authority of an autonomous region that will carry out various policies and programs of consolidation and innovation in the implementation of educational affairs. The district has made several breakthroughs in the field of education over the past five years.

Based on the various views of experts who emphasize the importance of the consolidation and innovation of public administration services in local government, this research shows various problems in the practice of developing regional government innovation that must be consolded, with the fact that the implementation of innovation for educational affairs in the Ministry of Education and Culture is a fact become an attraction for the author to conduct an in-depth study on the topic: Consolidation and Innovation of Public Administration at the Ministry of Education and Culture of the RDTL State (Study at Infordepe Central and Regional in Baucau and Viqueuqe Regencies, RDTL State).

2. LITERATURE REVIEW

2.1 Innovation of the Government of the Democratic Republic of Timor Leste and the Global Economic Network

Innovation is a global economic engine and a new product to accomplish something that has changed society as consumers, changed the technology war, and surrounded the world from the traditional ideals that are now happening in the Republic of Timor Leste. This digitalization revolution has brought extraordinary changes to the Republic of Timor Leste, especially in Baucaua and Viqueque Districts in the fields of entertainment, communication and information management, which have received positive attention in the education arena. Through social media, the world of education has been wide open to a wide network and the development of educational consolidation and innovation to make the virtual world, transformed into a value of acculturation forever and can be achieved through interpersonal or interpersonal communication.

And it is also true that there are differences and inequalities in access to new and strong resources, both within the State of Timor Leste itself and among citizens, both in the Sub-District and even in the District. So while it is gigantic and enchanting, innovation cannot be free of its consolidated value. Even the most widely available fix comes at a cost and is distributed unequally, either by developments within the country or by influences from outside the country. However, consolidation and innovation is much more than just a source of new machines to mobilize society

as consumers. This encourages a fairly basic change in social technology to organize society through organizations.

Organization is the most familiar part of social technology in offices, factories and schools from elementary to university level, all organized around it as labor, rules, role definitions, and performance management methodologies in the Democratic Republic of Timor Leste especially in the District Baucau and Viqueque.

This researcher designed consolidation and innovation techniques to improve management, reward, motivation to hold and guide the social engine for Public Administration services in Baucau and Viqueque Districts. As Mary Douglas (1987: 9) points out that when the form of social technology becomes embedded throughout society and attempts to transform it into an institution, the human architectural form is able to systematically direct individual memories and transmit perceptions to work.

In other words, how to organize the whole society to think about certain economic and socio-cultural problems that in general will tend to be governed by the habits of thinking embedded in an innovation will be well consolidated. This gives rise to the importance of the relationship between human institutions and organizational systems, or their supporting institutions. So the question arises from researchers whether this particular type of institution will produce a new characteristic path of thought as a result of consolidation and new innovation? Or is society accustomed to avoiding or blocking other types of change they are not aware of? In other words, are consolidation and innovation basically a creative process capable of producing breakthroughs and changes in the paradigm of societal awareness? Or do we only get innovations that are allowed by certain institutions that do not need to be consolidated? Through this research, the researcher will discuss the idea that consolidation and innovation adhere to their own logic or dependency pathways to continue to innovate using the same method but for now it should be noted that institutions are very involved in the drama of the innovation process which needs to be consolidated immediately and sustainably based on the rules of the State and the nation as recipients of an innovation through the path, namely Decreto Lei, which is always changing every year.

When this researcher searched for insights on consolidation and innovation, the researcher found that many of the achievements of the innovation system at the local and national levels were described by INFORDEPE. As an institution, it uses the right to

research to find and collect application data as a creative effort and it can be consolidated which might be useful. And innovation systems in motion can be viewed as highly structured, or conservative, efforts at consolidation and innovation. This tends to apply in scientific laboratories and libraries as it does in CAFÉ schools. Knowing previous researchers used this method is a good indicator to explain that consolidation and innovation are a form of creativity capable of producing shifts in popular science and technology about dramatic and inspirational breakthroughs that are contrary to the idea of consolidation and innovation for the involvement of institutions that produce habituation methodologies or interpretive. Of course the contradiction between all the ideals that are reconciled by the metaphor of natural science and imported into political science, Baumgartner and Jones (1993) argue that the idea is a balance if society thinks of institutions as habits that channel the actions of an innovative organizational system can be regarded as a change in the direction of a shift in policy in an environment of conflict within an institution, and will suffer an accident of perception and imagination of habituated actors.

Furthermore, Latour and Woolgar (1979) describe conditions of consolidation and innovation such as those that occurred in the study of the Salk Institute in California. "Meanwhile, scientists observe the structure through innovation experiments and can prove that, the slightest event can not critically predict in innovating which will affect business to build and can thwart repair efforts ". Who can make claims on their behalf that will arise as the nature of the claim itself. It is part of the structure of informality necessary to produce valuable changes. This argument has been verified in a variety of settings by Latour and his colleagues, Kuhn, as well as a number of research participants writing theories on innovation and creativity in a scientific laboratory and medical research institute.

This researcher begins with a strong sense story that consolidation and innovation within local government is a good link in family practice and theory of economic and organizational change. For example, in an excellent note of consolidation and innovation as written by Dodgson and Bessant (1996: 4) that the goal defines innovation policy as an effort to increase the innovative capacity of enterprises, networks, industry, and the entire public service economy, or bureaucracy, of NGOs or other public actors. Thus this researcher sees firsthand some evidence of consolidation and innovation in public management theory that the senior manager or highest executive officer who regulates the department in an institution is responsible for its

success and institutional risk taking into a form of reform or change and passed by law / DL which is considered a breakthrough of consolidation and innovation.

The definition of innovation embraces many theories of public management and many people can provide answers for enacting political changes that will result in the interests of innovating in the public service sector. According to Mulgan and Albury (2003: 2), innovating means improving performance and responding to citizens and citizens' interests according to their demands. Another thing Lundvall's book (1992) looks at, consolidation and innovation from an institutional perspective, tells a very different story, namely that innovation is not just a new story for improved management but becomes a repetitive and successful action when the entire system is supported by innovative results and needs to be consolidated in a manner thorough. The national system of consolidation and innovation exhibits characteristics such as a history of the struggle of this State, which strongly encourages the national service system although it differs in evidence such as providing institutional reports from a regional perspective.

2.2 Innovation in Theory towards Consolidation

The essence of consolidation and innovation that encourages comparison and dynamics of new innovations and old innovations can identify in social science as the main source of social development. By Adam Smith, Karl Marx and Emile Durkheim linking patterns of growth and industrialization with new forms of innovation in macroeconomics. Awareness of this macro perspective is continued in the work of Schumpeter (1939) and Kondratiev (1978), who look at macroeconomic growth patterns and cycles associated with bursts of innovation and the competitive advantage they impart to local economies. So at a macro level, researchers will examine variables as a whole (aggregate), such as the money supply, national income, unemployment and job opportunities, inflation, international balance of payments, and economic growth in the districts of Baucau and Viqueque which are the targets of consolidation and innovation. Meanwhile, micro is a branch of science that is researched regarding the scope such as companies, the behavior of the community as consumers, demand for employment as producers and supply, production, prices that include the place where an innovation can be consolidated. At the micro level researchers will focus attention around the corporate process of incentives on implementing PPML to create and operationalize innovative products and processes. In this case the researcher will see a lot of ink spilled in schools how management researchers will try to

identify the innovation effects of good leadership, good welfare salaries, better patents and copyrights, and also the attributes of schools that are now cultured differently from different companies.

The product process problem is a question of the nature of the activity, which defines innovation? Is this administration's attempt as a better mousetrap (Corruption Actos), or is it also a better training program for the people who design mousetraps (aware of corruptors)? At the organizational level, this means innovative changes that can be placed either in the type of product being produced or in the methods used to produce it. In a service provider agency, the idea of a product will be equated with the type of program or activity. In Timor Leste most studies accept that consolidation and innovation can be process not product oriented.

There is a radical incremental issue asking about the magnitude of the impact of innovation, which supports the occurrence of a 'radical breakthrough' so that it is clear that we consider consolidation and innovation as a recognized breakthrough from current practice. Because many things that companies do are thought to involve changing interests in practice, macro theorists disagree about the fact that consolidation and innovation are processes of paradigm change, which are innovations that are not only an assessment of local effects, but also the impact of local actions on conditions more relative to the economy of society itself. In everyday terms a better mousetrap may be nothing more than an extension of an existing kind of innovation, or it may be a radical change that removes the specialty to change an ecosystem.

There is a dimension that concerns the normative interests of consolidation and innovation which considers that innovation is basically good, or on the contrary assesses whether to create a change that is directed or not. Thus Van de Ven and Rogers (1988) point out that there is a serious danger in positivism associated with many theories of innovation. On the other hand, Kimberly (1981) argues that it is very possible that consolidation and innovation itself have a positive impact, both on adopters and on the characteristics of society. This appraisal process is increasingly punctuated by the fact that the impact of consolidation and innovation is difficult to measure at the time of creation until adoption, either case studies have to wait for the course of history to make valuable judgments, or evaluate as useful hypotheses.

2.3 The Role of Local Government

To accommodate the interests of this study, researchers chose the Ministry of Education and Culture called *Seviço Ministerio Educação Juventudi e*

Desporto (SMEJD) in terms of public services at the education level in *INFORDEPE* as the focus of researchers, especially the District governments in Baucau and Viqueque. Although traditionally viewed as low political power, street fare politics and in the public sector can also play an important role in decision-making in Baucau da Viqueque, and Timor Leste in general, as a function of service delivery in key areas such as health, human services and country development for the last two decades. In this regard, the current government in Baucau da Viqueque District is often in the forefront of providing services and programs to local communities and is noted by top industry bodies, associations and NGOs.

As explained by (MAV, 2004: 42) that district laws have binding power to play an important role in shaping the local economy, social facilities and the most important environmental policies such as urban planning and land use management, community safety, public health and environment protection. While the mobility between citizens and government is of particular interest, the focus on the urban planning level provides the opportunity to carry out a detailed comparative analysis of a relatively large number of cases as an opportunity that business at the state level cannot easily afford.

Consolidation and innovation can thus limit other cases to the Baucau and Viqueque sectors to examine and compare cases operating under the framework of the Constitution as the Basic Law on National Accounts of the Democratic Republic of Timor Leste and DL regulations that are identical with the same general taxation authority and public service obligations and expectations.

2.4 The Interest of Educational Services in Public Administration

Scientifically, seeking new knowledge is done through research activities. Correct research with procedures in accordance with scientific principles can produce useful information for the sake of research to find novelty which is known as novelty. The novelty that sometimes in research is a repetition of previous research which is less attractive and does not provide a solution for a new problem, so it is difficult to provide the right solution to the problem at hand.

By seeing the service problem in the Republic of Timor Leste is very different, it is motivated to find a novelty from research results with the theme of consolidation and innovation, meaning that researchers are trying to find newness as a solution for education services in public administration in Baucau and Viqueque Districts so that the results encourage enthusiasm for future researchers. The findings in the

field are basically new elements of originality that have never been found by other people either in the gaps of new knowledge, new problems or new methods of the many researchers that have been carried out.

This consolidated and innovative research tries to examine several phenomena of public administration in Timor Leste in the ministry of youth education and sports called *Serviço Ministerio Juventudi e Disporto* with case reviews at *INFORDEPE Pusat* and *INFORDEPE Polo Baucau* which covers Baucau, Viqueque, Manatuto and Lospalos Districts regionally. who are not autonomously authorized to make decisions.

The basis for the speculation of the interpretation of this study is that the system of administering educational affairs has many variables, so there are also the same researchers with different themes in different previous studies in different environments. When the researcher has finished his research, it provides information on the conditions that offer different elements. To prevent a recurrence of the plagiarism of the division of authority in educational matters, it must be adjusted to the demands of the times, so that all educational development in Baucau and Viqueque districts will be consolidated as an innovation for the continuation of *Decreto Lei* as the basis for public administration services and the community who share the results, both the welfare of teachers as teaching staff or providing the widest possible opportunity so that teachers can improve their scientific achievement and seek new ways of teaching in the classroom through scientific research either through *aritel* or international journals.

Thus, all teachers feel an interest in improving human resources with the reference that all changes from a phenomenon do not always present novelty but enough with knowledge network capital to increase work ethics and foster harmony in the bureaucracy from the center to the regions, which is far more exploring the phenomenon of human resources and an autonomous regional education delivery system.

3. Research methodology

The paradigm used in this study is interpretive and this research will take place in the Baucau and Viqueque districts as research sites in all local government and non-regional government institutions that are related to local government innovation programs in education affairs. This type of research used in this research is a case study. In selecting informants, researchers are expected to be able to see the abilities of the informants, so that the research objectives to be achieved can be answered. Informants in this study

will be selected purposively, namely the determination of informants based on certain considerations, namely enough to know the local government innovation programs in educational affairs and will be selected using the snowball technique. In analyzing the data, the writer used Miles and Huberman's analysis model. This model of analysis was proposed by Miles and Huberman (1992) and argues that the qualitative data analysis was carried out interactively and continued to completion, so that the data became saturated. Activities in data analysis consists of data reduction, data display and verification / conclusion drawing.

4. RESULTS AND DISCUSSIONS

There are four innovative policies and programs that have been designed and implemented to achieve affordable accessibility and quality services in the field of education. The four innovative program policies that are currently at the consolidation stage are:

1. The *Centro Apremdisagen Formação Escolar* (CAFE) Program Development or School Training Learning Center (PPPS);
2. School Fee Waiver for Elementary-High School Students (reasonable 12 years);
3. Local Language Teaching Program (*Lingua Materna*)
4. Establishment of an Education Task Force.

The following is a description of the four innovative program policies mentioned above which are based on the results of observations, documentation and researcher interviews as follows:

4.1 Centro Aprendizagem Formação Escolar (CAFE) / School Training Learning Center (PPPS)

The development program for the *Centro Apremdisagen Formação Escolar* (CAFE) was launched in 2005 by the central government in collaboration with the Portuguese governments of the Baucau and Viqueque districts, with the leadership of the Regent António A. Guterres and the Deputy (Deputy/Adjunta) Regent Mrs. Maria Cesaltina Viegas CAFE child education development This emerged from the Central Government, as a response to the fact that at that time there were still children who had entered school age who could not read and write Portuguese and there were still many school children who were not fluent in reading Portuguese-language books.

The CAFE program became an initial breakthrough from the central government and was given the authority of the district head to succeed because of the social reality that almost all villages have communities

belonging to Portuguese-speaking families. Where these families have, on average, school-aged children who are not yet able to read both Portuguese and Tetum. In other words, this CAFE is an educational facility prepared by the government not for children who have dropped out of school, or for those who do not succeed in continuing their schooling but for all children whose parents have an educational attitude because the cost is quite expensive and all teacher councils are no employees which is directly paid for by the school. Therefore, as this program is a central breakthrough for the respective Regent of Baucau and Viqueque, in order to succeed the CAFE development program, it is necessary to explore further how a clear picture of the CAFE program is developed and what stands out so that this CAFE program can be categorized as a excellence program with value of innovation whose quality value needs to be consolidated throughout all Districts in Timor Leste. To find out these two aspects, the following is an overview of the ongoing CAFE development program.

Institutionally, the CAFE program is one of the types of out-of-school education (PLS), because it is held with the intention of providing learning to residents in the form of special knowledge and skills, namely reading and writing Portuguese, through formal education. Even the CAFE program developed in Baucau District is also a type of community-based education, because the implementation of CAFE education is based on the uniqueness of Catholicism, social, culture, aspirations, and the potential of the local community as a manifestation of education from, by, and for the community.

The development of the CAFE program in Baucau and Viqueque Districts basically aims to accelerate the target of illiteracy eradication in these areas. Where at that time, in 2005, the indicator for the Illiteracy Rate (ABH) only reached 78% (Baucau and Viqueque in the 2015-2017 school year). This ABH indicator shows that only 78% of the population of productive age (15 years and over have literacy skills and vice versa, around 22% of the population of productive age (15 years and younger) are still illiterate. Even in Baucau District and Viqueque is one of the three districts that have contributed the most to high illiteracy rates in RDTL countries.

There is high political attention and commitment from the local government, especially the District Heads of Baucau and Viqueque, to overcome the problem of the low quality of education experienced by the two districts through the education sector, namely the high number of illiteracy and low interest of school children in reading and writing Portuguese. This is evident, for example, by the high budget allocated for the Bacha

Relato acceleration and complementary courses on literacy reduction in this area.

The CAFE program is under the authority of the Office of Education, Youth and Sports. Although at the beginning, the formation of the pursuit of Paket A in each village appeared to be more bottom-up in nature, as it involved more local residents in the village where the program was built. This includes managers who come from local residents making tutorials, which are then legitimized by the local government through the Education, Youth and Sports Office.

Operationally, teaching staff or teachers at CAFE with minimum Bacha Rel carries out the learning process. These teaching staff comes from local residents. The status of this teaching staff is appointed as an employee or not (honorary employee) of the region depending on the evaluation of the supervisor (Inspector / Inspector) in three consecutive years the minimum score is very good (muito Bom). Because they are made as regional honorary employees and then appointed by the central government to become civil servant teachers, they are entitled to receive incentives every month from the regional budget allocated specifically for the CAFE program in the district. Then in the management of the CAFE, there are junior teachers who have been formed in the district and are prepared as a regional management team, which is formed by the Education, Youth Office. They were given the task of finding out the progress and relief obstacles experienced by either the teaching staff or school equipment. The person appointed in the manager does also the Portuguese assist a local resident. CAFE management is quite strict, because the district level managers alone have 30 teachers from Portugal. And divided into the guardian level, at first there were only 54 students at the junior high school level, 18 people and now 2 junior high school generations have taken the National Examination at the district level there are 126 CAFÉ graduates so that the total number of CAFE graduates who speak Portuguese is 462 person.

CAFE students are poor children aged 6-13 years and want to go to school. They are given lessons to read Latin letters and write beautifully with study time from 16: 00-18: 00 WITA. And also other subjects so that they can continue to school at the University level if they meet the requirements by passing an exam conducted by the organizing school. After it is intended for parents who finance their children they do not know how to read and write and count, but their child's future has hope and their child's future can be paid for. This was explained by Adjunto, the principal of the school, that after going through several stages of selection and examinations with higher education

innovation, his son could score at UNTL DILI with the top ranking in terms of his reliable hope of presenting scientific speeches between schools as a practice of educational consolidation and innovation in Baucau Regency which can generate passion for children's interest through CAFÉ through the journal *Parede* (Diding Magazine) is a provision for the continued interest in learning of children studying at CAFE.

The type of material taught by CAFE teachers to children does not only concern literacy and numeracy knowledge and skills but also material related to civic and religious morals education. Likewise, in terms of the skills of the CAFE children themselves, children aged 6-13 years but also followed by adults did not only follow it. Adult participants are those who mostly drop out of school. This is one of the advantages of this consolidation and innovation program for CAFE in promoting illiteracy in Baucau and Viqueque Districts.

In 2007, CAFE held its inaugural exam which was attended by 700 CAFEs. Among the 700 participants who took the exam, there were 200 CAFEs who had dropped out of Junior High School (SMP), however due to special considerations they were still equated with the others. The results of the inaugural exam from CAFE finally passed the 700 participants who had taken the exam. Then they are given a diploma, which is equivalent to a diploma from a government school program. The inaugural CAFE exam was directly monitored and at the same time an evaluation of the CAFE program was carried out by the Director of Public Education and the Director of Equality at the Ministry of National Education at that time.

After going on for two years since its launch, namely in 2007, the CAFE program has received appreciation from the central government. This appreciation is in the form of an award because the local governments of Baucau and Viqueque districts are considered to have a high commitment in the field of education, especially the Out of School Education (PLS) program. This high commitment from the local government is stated in the Regional Government Work Plan (RKPD) by placing this program as one of the priority programs every year.

In 2009, the local government to become a quality school age education launched the CAFE program. This is done to follow the policies of the central government (Ministry of National Education), which want to develop quality children's education programs. In addition, it is also to maintain the sustainability of the CAFE program. Thus, CAFE is directly formed in the district because all CAFE programs are monitored for brand quality and can educate the nation's life.

However, in terms of resources, such as teaching teachers and CAFE managers, they did not change because they continued to utilize existing resources. This includes the learning materials taught so far in CAFE that have not changed. Unless the age requirements for early entry children change, if previously CAFE students were 6-13 years old, after being integrated with government schools the age of CAFE children changed to 6 years or pre-school age.

Based on the facts from observation and documentation search, the researcher concluded that the CAFE program was a new program when it was first launched in Baucau in 2005. The CAFE program had never been implemented during the previous regent administration. When confirmed to several informants that the CAFE development was being launched, the researchers found that the CAFÉ School was an innovative program that needed to be consolidated together with the INFORDEPE Program or the Initial Rail Bacha.

A local government program is considered to be of innovative value when the program is novel or something new and has never existed. Likewise, a program is said to be innovative when it produces something needed by the local community. The DPRD's involvement in the CAFE development program is only during the discussion of the RKPD to be ratified and stipulated in a regional regulation and the determination of its budget allocation in the APBD / OJE. The National Parliament is not involved in the planning process because this is the working area of the local government. So it can be said that the CAFE program is purely the idea of the local government, in this case the Regent does not involve the PN as a representative of the local people, except in the discussion and stipulation of regional regulations as a form of regional public policy in administrative services.

The CAFE program is one of the local government programs that has innovative value as a result of the consolidation of Lei da Base number 14/2011 because it makes a real contribution to supporting the mission of local governments in improving the quality and access of education services for their citizens. The assessment was carried out by an independent institution called INFORDEPE (Institut Formação Professores). The Government in 2008 founded this institution. INFORDEPE is an independent institution that intensively monitors and evaluates the implementation of regional authority and is divided into three polos for the Eastern Region of Manatuto, Baucau, Lospalos and Viqueque districts centered in Baucau, the central part of the district / district, Same, Ainaro. , Dili, Ermerada is centered in the district of

Manufahi and the western part of the districts / districts of Suai, Bobonaro and Liquiça and is based in Maliana in the RDTL State.

Although the development of the CAFE program has received appreciation from the central government in the form of awards from other institutions such as INFORDEPE which consider the CAFE program to be an innovative program, but in the process of implementing the program, it still receives critical assessments from several circles, namely the spotlight on this CAFE program from a budget aspect. . They doubt the effectiveness of the budget used for the CAFE program. The first criticism concerns program orientation, given that the budget is quite large. Do not be only "project" oriented for the success of upper economic class people, officials and civil servants. The second concerns the involvement of many state stakeholders, for example local private parties (business people) who should be invited to participate through a partnership program in the development of this CAFE program.

4.2 School Fee Waiver for Elementary-High School Students (reasonable 12 years)

Seeing that the consolidation and innovation of the school fee exemption policy is important, the researcher explains that in the form of a free education program, if it is initiated by the Bupati of Baucau and Viqueque, this policy is a form of political decentralization of local authority (Regional) and is the commitment of the regent as regional head and head government to improve the quality of human resources in the area. The free education program did not just exist but was motivated by the fact that public access to education was still minimal and the education index was still low in Baucau and Viqueque districts at that time.

The district head's initiatives and commitments regarding policy consolidation and innovation in the education sector are then followed up by the formation of policies (arrangements) in the form of regional regulations that are submitted to the National Parliament for discussion, approval and ratification. Then the DL issued by the nationality is also given the authority to the Regent (Autoridade Municipio to be able to issue a Regional Regulation on Free Education. Then in the framework of operationalizing this policy Free that exists in both regions is equivalent to the decisions made in Lei da Base no.14 / 2008 and DL no18 / 2012.

The consolidation and innovation of policies on free education which are regulated in the form of regional regulations and regent regulations as in the first and second points, are considered to still have weak points

because they seem to have not been given judiciously but in a timely manner the regent / Autoridade Municipio has clearly regulated the obligations and responsibilities. society, especially the parents / guardians of students, regarding educational issues, the Perda on Compulsory Education will find a weak point because there are two regulations that govern the social conditions of the community which are the main needs. Because the Perda in principle regulates matters relating to the obligations and responsibilities of the community and parents / guardians of students towards the educational process of their children in the regions. Even in this perda, it regulates sanctions for parents who do not care about their children's education.

Tiredness with the legitimacy aspects related to the administration and implementation of free education programs, has basically been stated in the Regent Regulation as the leader of the People in the Region. The responsibility for the management and implementation of this program, of course, lies with the regional apparatus in charge of education affairs, namely the Education, Youth and Sports Office. This Education, Youth and Sports Office will issue a SKPD letter and manage it according to the main duties and functions of the related fields, so that this free education program can be realized effectively and in control.

The school unit is a platform for the circulation of the program where free education programs are realized and operationally the school principal is the person in charge of the program at the school level. The school principal has the authority to appoint an administrative officer / GAT or a teacher to become treasurer for the financial management. The treasurer then takes care of the free education funds allocated to each school.

This free education program is intended for all school levels, both public schools managed by local governments and private schools owned by private / non-government parties, namely foundation. All inputs and outputs, both administration and reporting, will be their respective authorities.

The free education program even though it is held in schools does not mean this program stands alone. In the sense that this program is a complementary program to education policy in the district, as a diagnose of the central government program as well as a working partner of the central government as stipulated in DL that the government is the organizer / organizer. The second-level regions of the government are the supporters of the School Operational Cost (BOS) program that has been proclaimed by the central government.

4.3 Local Language Teaching Program (Lingua Materna)

The commitment of the Baucau and Viqueque district governments in encouraging the improvement of the quality of education for their people is apparently not only done through the concept of policy innovation which aims to overcome the low public access to education, namely through the design of free education policies. But also local governments encourage the quality of the learning process to take place so that the output or output is of higher quality. Attention to the quality of learning is initiated in the form of a program design called the Regional Language Teaching Program recognized by the Regional Government.

In the sense that the free education program is of relevance to increasing public access (parents and children) to education services that are more affordable, cheap and equitable. While the program known as the Teaching of Regional Languages (Lingua Materna), its relevance is to encourage the learning process in schools to be of higher quality because directly schoolchildren start from learning to realize the value of being well educated in terms of acceptance of subject matter by students as well as the quality of teaching methods and methods of teachers in schools. Based on the findings of researchers in the field, that the Teaching of Regional Languages (Lingua Materna) is a revolutionary learning concept of knowledge whose main purpose is to increase the simplicity of the quality of teachers and students in understanding subject matter, putting positive skills and having a high nationalism spirit towards cultural values, and have a deep understanding of the local traditions and culture of the local community. While etymologically the term Lingua materna itself seems to be taken from the Portuguese term, namely the term lingua means language / lida or people who have the ease of speaking the influence of language and maternal terms which have the meaning of mother tongue, namely a language from a local that has influence and lasim is used by between the community because of the very high concern of the leadership for the world of education in Baucau and Viqueque districts so that every meeting students face to face are accustomed to communicating in the correct and perfect regional language, then it is not difficult to adapt it to the national or international language. The emergence of the idea of improving the quality of learning through an audio-visual based learning model program is the result of a comparative study to several regions in the country and abroad which are considered successful in applying the concept. The local government through the Dispora, and members of the Parliament who are in charge of education issues

and were tested on an ONG, namely ALOA FONDESEN, carried out this comparative study.

The beginning of Lingua materna development, of course, did not go smoothly. This causes this program to not be realized directly. Technically, the development of this program requires skilled and professional people. It is impossible to implement it by the local government alone. Therefore, it opens up opportunities for the involvement of parties outside the local government. The involvement of a third party was held in the form of cooperation with a private company called ALOA FONDESEN to test this program in other districts. It turns out that the collaboration is going well and can be supported by all parties, especially the school foundation and the P&K Office for Youth and Sports / Diaspora.

The development of Lingua materna by the local governments of Baucau and Viqueque districts was launched for the first time on 03 December 2009. With the approval of political institutions from the National Parliament, this program was finally realized by using the authority and enjoyment of the benefits by ONG. Finally, it allocated an implementation budget for 2009. At that time, the budget disbursed for this program was 20,000.- USD, -. The budget is only intended for 6 schools (2 SD, 2 SMP, 2 SMA) as a pilot project spread over 2 sub-districts in Baucau and Viqueque districts.

This commitment by the local government and approval by the Parliament is seen to be very high through the agreement to allocate a sizeable budget. According to data obtained by researchers, for the 2010 fiscal year a budget of 249,700 USD has been disbursed, - about 25% larger than the previous budget. In 2014 the number of schools targeted was 25 schools including 16 Elementary Schools, 4 Junior High Schools, and 5 Senior High Schools covering 4 districts and 8 sub-districts.

Furthermore, in 2015 through the State Expenditure and Expenditure Budget / OJE, another budget for the Lingua Materna Education (PLM) has been allocated a budget of 200,000 USD, - to conduct teaching delegation to 20 schools covering 13 elementary / EBF schools, 4 junior high schools / EBC, and 3 Senior High Schools. Furthermore, through the Regional Expenditure and Expenditure Budget II (amendment) an additional USD 480,000 is allocated to 38 schools including 15 Elementary Schools, 17 Junior High Schools, and 6 Senior High Schools covering 18 districts and 8 districts / cities. Likewise in 2020 when the research was conducting research, the local government had collected a budget of 180,000 USD, - for 46 schools covering 18 Elementary Schools, 19

Junior High Schools, and 9 Famous Senior High Schools in 18 districts in order to teach PLM with friends make use of their mother tongue as a means of communication but on December 30, 2020, in the parliamentary session the State Budget and Expenditure / OJE did not aim or with the term Contribute, PLM activities are also still waiting for a new government program. Even though OJE is committed to the President of Autoridade Municipio Baucau Antoni A. Guterres is still committed that he is still willing to be the district head of the region, the PLM program is still being fought for in the National Parliament.

The implementation of the *Lingua Materna Teaching Program (PPLM)* is always preceded by an agreement between the regional heads and the Directors and it is recommended to INFORDEPE to arrange the implementation technique to determine what themes and which schools are the recipients of the program. The *Lingua Materna Teaching Program (PPLM)* is a Cinema Education (Innovative Learning Method) Program in Baucau and Viqueque Districts in each fiscal year. The Regent has always been a place for legal consultation for the head of the Education and Culture Office, Easier and Sports (Dispora) and schools appointed to implement consolidation and innovation in learning methods for the *Lingua Materna Teaching Program (PPLM)* in the teaching and learning process. Because it is considered that the language of Tetum is the *Lingua Materna* that is fought for.

4.4 Establishment of an Education Task Force

One of the important breakthroughs of the Baucau and Viqueque district governments, in addition to the CAFE policies and programs, free education, and the *Lingua Materna Teaching Program (PPLM)* as described above is the program innovation packaged in the form of an Education Task Force (Satgas) or Civil Service Police Unit (Satpol PP) or OPS Education articles. The formation of the Education Task Force is still an important part of the strategic policy in the education sector in Baucau and Viqueque districts. However, before delving deeper into how the program is formed and implemented, it is best if at the beginning of the presentation it is urgent to provide a basic understanding regarding the existence of the Civil Service Police Unit / OPS in the current regional government system.

The Civil Service Police Unit (Satpol PP / OPS) in the regional government system is part or one of the regional apparatus that assists the regional head in carrying out regional government functions, especially the service of school comfort as a guarantee of school order in the area in the school. This is expressly stated

in Government Regulation (PP) No. 6 of 2011 concerning the Civil Service Police Unit (Satpol PP / OPS), that (Satpol PP / OPS is part of the regional apparatus which has the task and function of enforcing regional regulations (perda) and assisting regional heads in carrying out public order and public order affairs. organization and work procedures (Satpol PP / OPS in carrying out their duties and functions have also been regulated in the Minister of Home Affairs Regulation (Permendagri) No. 40 of 2011 concerning Organizational Guidelines and Work Procedures for Civil Service Police Units. Thus it becomes clear that the existence of (Satpol PP) / OPS in the regional government system becomes very strategic based on two legal umbrella rules to carry out its daily duties and functions.

Accelerating the creation of quality and weak access to education has been encouraged through free education programs that are supported by the local regulation on Free Education and Compulsory Education. In addition, the local government has also packaged an innovative *Lingua Materna Teaching Program (PPLM)* program to improve learning methods and systems. However, the implementation of the two local regulations in the education sector has not yet been maximized. Therefore, the local government made a breakthrough by maximizing the functions and tasks of the regional apparatus (Satpol PP / OPS in enforcing the local regulation Free Education and the local regulation Compulsory Education.

Efforts to maximize functions and tasks (Satpol PP / OPS in enforcing the Free Education Regional Regulations and Compulsory Education Regional Regulations were realized by forming an Education Task Force. The formation of the Education Task Force is a form of innovation by the local governments of Baucau and Viqueque districts which is designed in the form of cooperation between SKPDs (Although the cooperation between SKPDs is not new, the collaboration between the Police Unit Office and the Education, Youth and Sports Office through the formation of the Education Task Force is a breakthrough that is not only inspiring to think outside but also methodically encourages a wider positive impact.

The innovative steps of the Baucau and Viqueque district governments through the formation of the Education Task Force are actually a breakthrough step to find a format for inter-institutional cooperation within the SKPD that can be re-functionalized to support the strategic policies of Baucau and Viqueque districts. The format of cooperation between apparatuses (SKPD) within the scope of regional government such as the formation of the Education

Task Force actually already has a legal umbrella, namely the Regulation of the Minister of Home Affairs No. 3 of 2008 concerning guidelines for working relations of regional apparatus organizations in regional government administration. A breakthrough step through the concept of cooperation and the fabrication of a working relationship pattern between regional officials certainly has a strategic objective for the success of government administration in the district.

The functionalization of Civil service police Unit / OPS to support the implementation of strategic education policies is attractive because institutionally this SKPD is involved in managing education affairs which is actually the authority of the Education Office. As an example of the enforcement function of the Education Task Force regulations are the free education regulations and the compulsory education regulations, which, among other things, involve parents who intentionally do not send their children to school, they face a six-month prison sentence or a fine of 50 thousand USD per year. This includes disciplining students who skip school and teaching staff who do not always come to teach at school as part of the Education Task Force function.

5. CONCLUSION

There are four innovative policies and programs that have been designed and implemented to achieve affordable accessibility and quality services in education. There are four innovative program policies that are currently at the consolidation stage, namely (1) Development of the Centro Apremdisagen Formação Escolar (CAFE) Program which means: School Training Learning Center (PPPS), although the development of the CAFE program has received appreciation from the central government in the form of awards from other institutions such as INFORDEPE considers that the CAFE program is an innovative program, but in the process of implementing the program, it still receives critical evaluation from several circles, namely the focus of the CAFE program from a budget aspect. They doubt the effectiveness of the budget used for the CAFE program. The first criticism concerns program orientation, given that the budget is quite large. Do not be only "project" oriented for the success of upper economic class people, officials and civil servants. The second concerns the involvement of many state stakeholders, for example local private parties (business people) who should be invited to participate through a partnership program in the development of this CAFE program, (2) Exemption from school fees for elementary-high school students (reasonable for 12 years), namely the consolidation and innovation of policies on free

education which are regulated in the form of regional regulations and regent regulations as in the first and second points, are considered to have weak points because they appear to have not been given legally but legally. When the regent / Autoridade Municipio has strictly regulated the obligations and responsibilities of the community, especially parents / guardians of students, regarding educational issues, the local regulation on Compulsory Learning will find a weak point because there are two regulations that regulate one social condition which is a basic need. This is because the regional regulation in principle regulates matters relating to the obligations and responsibilities of the community and parents / guardians of students towards the educational process of their children in the regions. Even in this regional regulation, sanctions for parents who do not care about their children's education further (3) the Local Language Teaching Program (Lingua Materna) by the Baucau and Viqueque district governments, was launched for the first time on 03 December 2009. The commitment of the local government and approval by the Parliament is seen to be very high through an agreement to allocate a sizeable budget. According to data obtained by researchers, for the 2010 fiscal year a budget of 249,700 USD has been disbursed, - about 25% larger than the previous budget. In 2014 the number of schools targeted was 25 schools including 16 SD, 4 SMP, and 5 SMA covering 4 districts 8 sub-districts and there were no obstacles in its implementation because it was considered that Tetum was the Lingua Materna which was fought for and (4) Unit Formation Education or Civil Service Police Unit or OPS Education issue. The formation of the Education Task Force is still an important part of the strategic policy in the education sector in Baucau and Viqueque districts. Although the collaboration between SKPDs is not new, the collaboration between the Police Unit Office and the Education, Youth and Sports Office through the formation of the Education Task Force is a breakthrough that is not only inspiring to think outside but also methodically encourages a wider positive impact. Because institutionally this SKPD is involved in taking care of educational matters which is actually the authority of the Youth and Sports Education Office.

LIMITATION AND STUDY FORWARD

This research only focuses on two phenomena that occur in Central Inffordepe, Baucau and Viqueque regions, not the overall condition of the country of Timor Leste. Further researchers can expand the scope of research so that there is constructive scientific criticism.

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