

Responsibility of Regional Government Towards the Implementation of Autonomous Education Organization and Management in Improving The Quality of Education (Case Study of Serang City)

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Abstract

Education policy according to Law Number 20 of 2003 concerning the National Education System is that the state is responsible for the original and absolute responsibility for realizing the ideals of the Indonesian nation. Every citizen has the right to receive education that is in line with human values and justice. Educational problems in Serang City include the many damaged facilities and infrastructure in schools. There were 583 school units that were damaged. However, only 300 classrooms in the seriously damaged category have been proposed, and will be realized in 2024. This article aims to find out the responsibilities of the Serang City Regional Government in Providing Educational Facilities and Infrastructure Based on Law Number 20 of 2003 concerning the National Education System and looking at the inhibiting factors and solution efforts of the Serang City Regional Government in Providing Educational Facilities and Infrastructure in Serang City . The research method used in this research is empirical juridical methods. The regional

government of Serang City has a big responsibility in meeting the needs for providing high quality education, including providing adequate facilities and infrastructure. Providing adequate educational facilities and infrastructure is an important component in efforts to improve the quality of education in Serang City. The Responsibility of the Serang City Regional Government in Providing Facilities and Infrastructure. Educational responsibilities based on Law Number 20 of 2003 concerning the National Education System have not yet been fulfilled optimally. The Serang City Government, through the Serang City Education and Culture Office, continues to be committed to advancing the world of education. On the other hand, physical construction of new classrooms (RKB), tables, chairs, teachers' and principals' rooms, library rooms, laboratory rooms, prayer rooms, toilets, sports fields, and roads to schools and New School Units (USB) continues to be pursued. For facilities and infrastructure, the Serang City Education Department continues to take inventory of poor facilities so that they can be built so that the facilities and infrastructure are good and appropriate so that teachers and students who carry out teaching and learning activities are comfortable.

1. Introduction

Humans need education in their lives, education is a conscious and planned effort in the process of guidance and learning for individuals to grow and develop into independent, responsible, creative, knowledgeable, healthy and noble human beings. In Law Number 20 of 2003 concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character. , as well as the skills needed by himself, society, nation and state.

The body of the Republic of Indonesia Law of 1945 Article 31 paragraph (1) states that every citizen has the right to education. In paragraph (2) the government

seeks and implements a national education system in order to make the nation's life more intelligent as regulated by law. In paragraph (4) the State prioritizes an education budget of at least 20% of the state revenue and expenditure budget as well as regional revenue and expenditure budgets to meet the needs for the implementation of national education. This constitutional mandate has then been implemented by the state through Law Number 20 of 2003 concerning the National Education System which functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings of faith, and have faith in God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent and be democratic and responsible citizens. The most important thing about the existence of national education goals is how the central and regional governments respond with various programs in order to realize these goals, so that people can experience them without any discrimination between fellow members of society.

Education policy according to Law Number 20 of 2003 concerning the National Education System is that the state is responsible for the original and absolute responsibility for realizing the ideals of the Indonesian nation. Every citizen has the right to receive education that is in line with human values and justice, this is in line with the 1945 Law of the Republic of Indonesia Article 28 C paragraph (1) which states that every person has the right to develop themselves through fulfilling their basic needs, has the right to education and obtain the benefits of science and technology, art and culture, in order to improve the quality of life for the welfare of humanity.

The regulations that have been made by the country become technical guidelines for the government in providing education. In Law Number 20 of 2003 concerning the National Education System, Article 4 paragraph (1) explains that education is carried out democratically and fairly and is not discriminatory by upholding human rights, religious values, cultural values and national pluralism. Then Article 5 paragraph (1) emphasizes that every citizen has the same right to obtain quality education. Furthermore, the obligation to provide education is also regulated in Article 6 paragraph (1) which states that every citizen aged seven to fifteen years is obliged to attend basic education. Then, Article 10 explains that the government and regional governments have the right to direct, guide, assist and supervise the implementation of education in accordance with applicable laws and regulations. In Article 11 paragraph (1) the government and regional governments are obliged to provide services and facilities and guarantee the provision of quality education for every citizen without discrimination. And in Article 11 paragraph (2) the government and regional governments are obliged to guarantee the availability of funds to provide education for every citizen aged seven to fifteen

years. And in Article 34 paragraph (2) the government and regional governments guarantee the implementation of compulsory education at a minimum of basic education level at no cost.

Specific regulations regarding the responsibility and authority of the Regional Government for the implementation of education in the City of Serang are also strictly regulated in the Regional Regulation of the City of Serang Number 6 of 2018 concerning the Implementation of Education in Article 44 letter n, which states that the Regional Government of the City of Serang facilitates facilities and infrastructure. development of science and technology to support quality education. The Regional Government of Serang City, which has priority development policies for five years, stated that the education sector is one of the superior programs in the current government period. As a region which is the capital of Banten Province, Serang City still has a number of problems related to the implementation of education, one of which is related to the development of educational facilities and infrastructure.

Educational problems in Serang City include the many damaged facilities and infrastructure in schools. There were 583 school units that were damaged. However, only 300 classrooms in the seriously damaged category have been proposed, and will be realized in 2024. Another problem faced is that there are still schools that lack facilities and infrastructure for learning. This happened at Pasirhuni State Elementary School (SDN) located in Curug District, Serang City. Classrooms do not have tables and chairs, so students are forced to study sitting on the floor or lying down.

Meanwhile, the condition of the Sayar One-Roof Junior High School from 2007 to 2023 does not yet have its own educational building. Until now, teaching and learning activities use classrooms belonging to the Sayar State Elementary School, Taktakan District, Serang City and are carried out in the afternoon after the Sayar State Elementary School students have returned from school.

The Regional Government of Serang City is expected to be consistent in making educational improvements at all levels in the sector of providing educational facilities and infrastructure. Education for all is the dream of all the people of Serang City, and should be implemented fairly in Serang City, supported by various adequate facilities and infrastructure. Because education is a human right that every citizen has and is the dream of the people of Serang City in realizing a civil society through education and adequate facilities and infrastructure.

This article aims to find out the responsibilities of the Regional Government of Serang City in Providing Educational Facilities and Infrastructure Based on Law Number 20 of 2003 concerning the National Education System and to look at the inhibiting factors and solution efforts of the Regional Government of Serang City

in Providing Educational Facilities and Infrastructure in Serang City . The problems studied in this article are related to the responsibilities of the Regional Government of Serang City in Providing Educational Facilities and Infrastructure Based on Law Number 20 of 2003 concerning the National Education System and what are the inhibiting factors and solution efforts of the Regional Government of Serang City in Providing Facilities and Infrastructure Education in Serang City .

2. Research Method

The research method used in this research is empirical juridical methods. The empirical juridical method is a legal research method that functions to understand the law in real terms and examine the operation of law in society. The empirical research method can be said to be sociological legal research, because this research examines people in their life interactions in society. Legal research as empirical research can be realized in research on the effectiveness of current laws or research on legal identification. Empirical research is also known as research on the operation of law (law in action) in society.

3. Results And Discussion

3.1 Responsibilities of the Regional Government of Serang City in Providing Educational Facilities and Infrastructure Based on Law Number 20 of 2003 concerning the National Education System

The Indonesian nation's commitment to education is very clearly reflected in the state constitution of the 1945 Constitution of the Republic of Indonesia, especially Article 31 which confirms that every country has the right to education and every citizen is obliged to attend basic education, and the government is obliged to pay for it. More explicitly regarding education financing by the government, it is regulated in Paragraph 4 which reads: "The state prioritizes an education budget of at least twenty percent of the state revenue and expenditure budget as well as regional revenue and expenditure budgets to meet the needs for the implementation of national education." As well as facilitating facilities and infrastructure for the development of science and technology to support quality education. This authority certainly relieves the central government.

Law Number 20 of 2003 concerning the National Education System is the legal umbrella for implementing education affairs in Indonesia. The National Education System Law has divided the authority for administering education between the central government, provincial government and district/city governments in such a way. By giving authority to district/city governments to manage primary and secondary education. In Article 50 paragraph (5) of the National Education System Law, district/city governments manage basic education and secondary education, as well as education units based on local excellence. In this article it is clear that the district/city government bears responsibility for managing basic education and secondary education.

In accordance with the National Education System Law, the responsibility of regional governments in providing education in the regions is very essential. As confirmed in article 10 of this law, the government and regional governments have the right to direct, guide, assist and supervise the implementation of education in accordance with applicable regulations and legislation.

Based on Government Regulation Number 38 of 2017 concerning Regional Innovation in Article 1 paragraph 2 that "Regional government is the organizer of government affairs by the Regional Government and the Regional People's Representative Council according to the principle of autonomy and assistance duties with the principle of the widest possible autonomy within the system and principles of the unitary Republic of Indonesia. Indonesia as intended in the 1945 Constitution."

Furthermore, in the Regulation of the Minister of Education and Culture Number 6 of 2019 concerning Guidelines for the Organization and Work Procedures of Primary and Secondary Education Units, article 2 paragraph (1), it is explained that "Education Units at the basic education level are under the authority and responsibility of the Regency and Regional Offices. The city that handles educational affairs." This means that it is clear that the authority for management and implementation of basic education lies in the Regency/City area. Basic education includes elementary school and junior high school.

Furthermore, in the provisions of Article 12 paragraph (1) of Law Number 23 of 2014 concerning Government, it is stated that education is included in one of the Mandatory Government Affairs related to Basic Services and the division of government affairs in the field of Education which is carried out by Regency/City includes basic education, Early and Non-formal Childhood Education.

Based on the 2014 Regional Government Law, the criteria for dividing concurrent government affairs are based on the principles of accountability, efficiency and externalities, as well as national strategic interests. Based on this principle, in Article 13 paragraph (4) of the 2014 Regional Government Law, the criteria for government affairs that fall under the authority of regency/city areas are:

1. Government Affairs located within the district/city area;
2. Government Affairs whose users are in the district/city area;
3. Government Affairs whose benefits or negative impacts are only within the district/city area; and/or
4. Government affairs where the use of resources is more efficient if carried out by district/city regions.

As we know, districts/cities are autonomous regions that have the authority to regulate and manage government affairs and the interests of local communities according to their own initiatives based on community aspirations in the system of the Unitary State of the Republic of Indonesia. Regional autonomy, which includes educational decentralization, must be supported and strengthened.

Some of the advantages or benefits of decentralization policies include efficiency, participation and democratization in government administration. Experts such as Rondinelli, Roy Bahl, Cheeme and Sabir, and others in various studies conducted, concluded that through decentralization, there are benefits that can be obtained regarding government and development tasks, namely as follows:

1. Efficiency and effectiveness and implementation of government duties
 - a. Efficiency
The government can delegate authority and tasks for government and development. Through decentralization, the government does not always have to be directly involved as in tasks that are too centralized. This certainly has an impact on cost savings.
 - b. Effectiveness
Through decentralization, regional officials will more quickly understand situations and problems and find solutions.
2. Enables innovation
Indirectly, decentralization will encourage local governments to explore new potentials that can support the implementation of government affairs.
3. Increase moral motivation, commitment and productivity
Regional government officials will increase moral awareness to maintain the trust that has been given. Fiske stated that the aim of decentralizing education is improving education, administrative efficiency, financial efficiency, political goals, equity effects (educational improvement, administrative efficiency, financial efficiency, political goals, effect on equity).

Based on the description stated above, we certainly agree that it would be better if education management fell under the authority of the district/city government. In terms of efficiency, effectiveness and community participation in providing education, district/city governments with a close span of control have a great opportunity to achieve this. To achieve the benefits and goals of educational decentralization, commitment is needed from all parties, both the central government, provincial governments and district/city governments.

The Regional Government of Serang City, as an autonomous region in the concept of decentralization, is therefore also the party responsible for realizing national goals, where one of these goals is to make the nation's life more intelligent as stated in the preamble to the 1945 Constitution . As for the implementation of education, based on Article 6 of Regional Regulation Number 6 of 2018 concerning the Implementation of Serang City Education, Article 44 paragraph 1 letter n states that in the implementation of education, the regional government is obliged to facilitate facilities and infrastructure for the development of science and technology to support quality education.

Based on the explanation above, it is clear that the regional government of Serang City, in this case the Serang City Education and Culture Office, has a big responsibility in meeting the needs for providing high quality education, including providing adequate facilities and infrastructure. According to the results of the interview, the implementation of education in Serang City, according to Mr. Badrudin, S.Pd., M.Pd. is quite good, especially this education follows the Mayor and Deputy Mayor program. One of them is the Aje Kendor Sekolah Movement.

The Serang City Government in principle supports this program, because it includes a vision and mission in order to improve the quality of education in Serang City. We also program that, so the education department's activities refer to the Mayor's and Deputy Mayor's programs. The Serang City Government will continue to strive to improve the quality of education in Serang City so that children can have the same opportunity to get a quality education.

Furthermore, according to Muhammad Nazmi, S.Pd.I as Principal of Al-Munawarah Islamic Elementary School. In general, the implementation of education in the city of Serang is quite good. The problem is that sometimes many agencies prioritize the state over the private sector. Especially regarding the issue of providing educational facilities and infrastructure. According to the education service, private schools are considered capable, because they are under the auspices of the Foundation and automatically everything that is needed is handled by the Foundation. This means that the Education Department always provides assistance to state schools, especially regarding the issue of adding facilities and infrastructure. Private schools are rare, but there are several facilities and infrastructure provided to private schools here, such as books and drumband equipment.

Furthermore, according to Siti Masitoh S.Pd.I as the Serang City Muhammadiyah Elementary School School Committee stated that the implementation of education in the city of Serang is very good. However, in terms of providing educational facilities and infrastructure, private schools must also be considered, not just state schools. One of the factors that supports the excellence of science and provides quality education is the provision of educational facilities and infrastructure in schools. However, until now there are still many educational facilities and infrastructure that have not been met in every school, both elementary schools and junior high schools in Serang City.

Regarding educational facilities and infrastructure, it has always been something that must be taken into account with the needs and desires of each school, especially education in the city of Serang. Education in Serang City is becoming special attention because seen with yet the fulfillment of existing educational facilities and infrastructure in Serang City. Each school's needs are of special note, because education is the main thing for generations of Serang City. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007, what is meant by facilities is learning equipment that can be moved around. Meanwhile, infrastructure is the basic facilities for carrying out school/madrasah functions. Regarding standard facilities and infrastructure for SD/MI, SMP/MTS, at least they have the following infrastructure:

1. Classroom;
2. Library Room;
3. Laboratory;
4. Leadership Room;
5. Teacher's Room
6. Place of Worship;
7. UKS room;

8. Latrine;
9. Warehouse;
10. Circulation Room;
11. Place to play/exercise.

Educational facilities and infrastructure are very important and much needed in the world of education. The Serang City education office is tasked with providing facilities to each educational unit and ensuring the teaching and learning process runs smoothly so that it is more effective. The ability of the Serang City regional government to provide educational facilities and infrastructure will greatly influence the effectiveness of learning. Without the support of inadequate facilities and infrastructure, the educational process will certainly reduce the effectiveness of learning, even the worst thing that happens is that without the support of appropriate or adequate facilities, the educational process will stagnate or even stop completely.

The regional government of Serang City is obliged to provide educational facilities and infrastructure for all units and levels of education in its area which are the responsibility of the region. The importance of facilities and infrastructure to support the educational process is regulated by the National Education System Law Article 45 Paragraph 1 which states that every formal and non-formal education unit is obliged to provide facilities and infrastructure that meet educational needs in accordance with the growth and development of physical potential, intellectual intelligence, social, emotional , and obligations of students.

Based on the results of interviews conducted, the provision of educational facilities and infrastructure carried out by the Serang City Education and Culture Service is appropriate, seen from the efforts of the Department, namely the first to collect data on which schools need facilities and infrastructure. As we know, there are many educational facilities and infrastructure, so we data on these needs, first of which are schools that need classrooms, which schools need faving blocks, which ones need rehabilitation, which ones need new classrooms. After collecting data, we carried out mapping, we mapped out what percentage of schools in Serang City need rehabilitation, especially elementary schools, what percentage do not have new classrooms, after mapping we made repairs, we adjusted the repairs to the existing budget at the Education Department. How much is the Education Department's infrastructure budget? From the data above, we take the priority scale as a reference for development. But it cannot be separated from the mayor and deputy mayor programs. There are 3 stages of data collection on facilities and infrastructure, especially in elementary schools, namely mapping, improving the arrangement, and developing.

Furthermore, according to the Head of the Middle School Facilities and Infrastructure Section, the provision of educational facilities and infrastructure is adjusted to the budget and needs in the field. The allocation of funds for the provision of educational facilities and infrastructure was obtained from the Physical Special Allocation Fund (DAK) with a budget of 20%. For private schools there is assistance from the Ministry of Education and Culture, namely from APBN funds, provided that the school has a maximum of 60 students. So if you already have 60 students, whatever is needed is complete, for rehabilitation. There are

many rehabs, there are library rehabs, classroom rehabs, mck toilet rehabs, etc. Then the Ministry of Education and Culture will carry out verification. Meanwhile, the APBD allows private schools to receive grants in their name, but not all of them can be realized. Because there are still many state schools that lack facilities and infrastructure, such as a lack of chairs, tables, teaching aids, school buildings that are no longer suitable.

From the statement above, it can be understood that the allocation of funds for the provision of educational facilities and infrastructure was obtained from the Physical Special Allocation Fund (DAK) with a budget of 20%. This then becomes a benchmark for related parties in planning, preparing and allocating or providing educational facilities and infrastructure for schools that really need assistance. However, in budgeting, not all schools receive assistance because they are constrained by budget costs. Everything is done in stages or in turns, this is done so that all schools can receive similar assistance at another time.

The Education Department, as an extension of the Serang City government, provides adequate facilities and infrastructure for elementary school and junior high school students, such as the availability of classroom facilities, library rooms, laboratories, teachers' rooms, UKS rooms, play/exercise areas, and infrastructure. other supporters who are targets of the local government. However, looking at the state of education implementation, especially related to the provision of educational facilities and infrastructure in Serang City, there are still many shortcomings.

Based on the results of observations and interviews conducted. According to Mrs. Yayah Juariyah, M.Pd as Principal of the Serang City One Roof Public Middle School (SATAP) that, in general, the implementation of education is in accordance with the provisions. But behind this there are also many shortcomings, especially disparities in the provision of facilities and infrastructure between schools in the city center and schools in the outskirts. Yayah Juariyah also revealed that because his condition was living in an elementary school building, this greatly affected the interest of students and parents in sending their children to Satap Sayar Middle School, the decline in the number of students and the enthusiasm of teachers to teach were also affected due to the lack of adequate facilities and infrastructure.

According to Mr. Suwandi as the SATAP Sayar State Middle School Committee, since the establishment of the SATAP Sayar State Middle School from 2007 to 2023 it has not had its own educational building. Until now, teaching and learning activities use classrooms belonging to the Sayar State Elementary School, Taktakan District, Serang City and are carried out alternately during the day after the Sayar State Elementary School students have returned from school. This condition is exacerbated by the condition of other facilities and infrastructure such as student desks and chairs at SATAP Sayar State Middle School which have suffered a lot of damage, making it uncomfortable for students, what is worse is the absence of a school library and laboratory that can support student learning activities.

This condition should require serious attention from the Serang City Government to immediately realize the construction of a new building for Satap

Sayar Middle School for a better teaching and learning process. The school and the School Committee have several times made proposals for the construction of new buildings and approached the Serang City Education Office, but to date there has been no realization of the construction due to the reason that there is no budget for construction and land acquisition. This condition should no longer be found in Serang City considering that Serang City is the capital of Banten Province.

Sovia Devi Yanti, S.Pd. as Head of the SMP Facilities and Infrastructure Section, said that he was still thinking about providing land for SATAP Sayar Middle School, the only way was the need to acquire land. However, it was again hit with budget, faced with various problems and polemics. But God willing, next year there will be land acquisition activities for new school units.

Based on the 1945 Constitution of the Republic of Indonesia, Article 18 paragraph (5) states that regional governments exercise the broadest possible autonomy, except for government affairs which are determined by law to be central government affairs. The government affairs that are excluded are foreign policy, defense, security, justice, national monetary and fiscal matters, and religion. These matters fall entirely under the authority of the central government. Apart from these matters, including education matters, it is part of regional government affairs within the broadest framework of autonomy. This means that education management is the authority of the regional government, in this case the district/city government.

The phrase "carrying out the broadest possible autonomy in Article 18 paragraph (5) must be interpreted as the authority of regional governments to carry out their own government affairs and these affairs must not be reduced. The broadest autonomy is mandated as regional freedom to organize government which covers all areas of government, except for foreign policy, defense, security, justice, national monetary and fiscal authority, and religion. Moreover, according to Sri Soemantri, the delegation of authority from the central government to autonomous regions is not stipulated by the constitution, but because this problem is the essence of a unitary state.

As we know, the emphasis on implementing regional autonomy lies with the district/city government. This is motivated by the fact that district/city governments are closer and have more direct contact with the community, so it is hoped that they will better understand the needs of their region and be able to fulfill the aspirations of their community. Therefore, it must be understood that the authority of regional governments in managing education is mandated by the 1945 Constitution of the Republic of Indonesia.

Through decentralization, it is hoped that district/city governments can increase their commitment in carrying out government affairs. Not only is it accountable to the central government, but more than that, the district/city government is responsible to the community. Moral awareness to maintain the trust given by the community will encourage them to always strive to improve their services.

The change in Law Number 32 of 2004 to Law Number 23 of 2014 is a reform of the education system in Indonesia. During the New Order, the education system in Indonesia was a centralized system, with changes to this law, education

is now in a decentralized system. A decentralization or educational autonomy system is a system that "gives regional authorities wider opportunities to innovate and take advantage of local advantages in the provision of education". Giving greater authority to regional governments, provides a spirit of competition among educational authority holders between regions to demonstrate their success in the field of education. Some of the positive impacts of implementing regional autonomy in the field of education include:

1. Regional independence

Giving authority to regions to manage educational affairs requires regional governments to manage their educational administration independently, and reduce dependence on the central government. This independence is realized, among other things, by the education budget managed by the regional government. Apart from that, local governments are also given the freedom to utilize various educational resources. Schools and teachers who were originally part of the management of the Department of National Education were handed over to local governments. This provides an opportunity as well as a challenge for local governments to truly be able to manage education delivery.

2. Maximum utilization of local potential

Each region has its own potential in terms of education. These various potentials are not considered when education management is carried out centrally, because there is uniformity in various educational policies, management and activities. Giving greater educational authority to regions provides opportunities for each region to be able to utilize and develop its educational potential. The potential in question includes institutional potential, human resource potential and local wisdom potential.

3. More sensitive to local needs

Giving large authority to local governments to manage education has brought education policy makers closer to education implementers, namely schools and teachers, and education consumers, namely the community. Even though national education has the same goals and therefore educational materials have many similarities, it cannot be denied that each region has some differences in terms of educational needs. The regional specificity of these needs is caused, among other things, by geographical conditions, the influence of educational practices in the past, unequal educational input and local cultural heritage.

Educational authorities who are sensitive to various educational issues will be able to identify specific educational needs owned by regions and educational institutions. These needs include the need for facilities and infrastructure, human resource development, educational materials and special services. The ability of regional education authorities to pay attention to the educational needs of their regions will in turn be able to increase access, participation and quality of education.

Factors Inhibiting the Regional Government of Serang City in Providing Educational Facilities and Infrastructure in Serang City

Providing adequate educational facilities and infrastructure is an important component in efforts to improve the quality of education in Serang City. Even though it has clear responsibilities, the Regional Government of Serang City often faces various obstacles in implementing the provision of facilities and education. The inhibiting factors for the Regional Government of Serang City in providing educational facilities and infrastructure in Serang City include:

1. Budget Limitations

Budget limitations can hamper the provision or improvement of existing schools in Serang City, as well as limit the ability to meet the community's educational needs. Even though education is considered a priority, limited budget allocations are often unable to meet all the needs of existing educational facilities and infrastructure, especially for new development or routine maintenance.

Based on research through interviews conducted by researchers with one of the Serang City Education and Culture Service officials, one of the main obstacles in providing educational facilities and infrastructure is the limited budget for provision and maintenance. It should be noted that Serang City's Original Regional Income (PAD) is still small. However, the Regional Government of Serang City continues to allocate a budget of 20% of education funds. The Regional Head, in preparing the APBD draft, determines budget priorities as a basis for preparing work plans and budgets for regional apparatus work units. However, in preparing the APBD draft, regional heads do not reach the remote area stage so the budget is limited.

2. Lack of mature and structured planning

Planning problems that are not in accordance with the real needs of local communities are also an inhibiting factor. Policy Policies for the provision of educational facilities and infrastructure do not fully take into account developments in the number of students and educational needs in the area, which can result in wastage of resources and non-optimal use of facilities and infrastructure that have been built.

3. Equal distribution of educational facilities and infrastructure

Based on field research observations and the results of interviews with school principals. Based on field research observations and the results of interviews with the Principal and the Principal's Committee by researchers in Serang City, it was still found that schools in remote areas were still inadequate in terms of educational facilities and infrastructure, especially supporting equipment. student learning, laboratory equipment, libraries that are still inadequate, damaged electrical displays, school facilities, there is still a shortage of teachers, especially civil servant teachers, and problems with access to education experienced by students in remote areas. lack of educational facilities and infrastructure above that experienced by schools in rural and remote areas at both levels.

4. Limited land available for development

Limited land is also an obstacle in building new schools or expanding existing facilities. In the city of Serang, vacant land suitable for building schools may be difficult to find, causing difficulties in expanding educational infrastructure.

4. Conclusion

The Responsibility of the Serang City Regional Government in Providing Facilities and Infrastructure. Educational responsibilities based on Law Number 20 of 2003 concerning the National Education System have not yet been fulfilled optimally. The Serang City Government, through the Serang City Education and Culture Office, continues to be committed to advancing the world of education. On the other hand, physical construction of new classrooms (RKB), tables, chairs, teachers' and principals' rooms, library rooms, laboratory rooms, prayer rooms, toilets, sports fields, and roads to schools and New School Units (USB) continues to be pursued. For facilities and infrastructure, the Serang City Education Department continues to take inventory of poor facilities so that they can be built so that the facilities and infrastructure are good and appropriate so that teachers and students who carry out teaching and learning activities are comfortable.

The inhibiting factor for the Serang City Regional Government's responsibility in providing educational facilities and infrastructure based on Law Number 20 of 2003 concerning the National Education System is, budget limitations so it is necessary to determine a priority scale with very little funds. Meanwhile, providing more services to the community or carrying out development requires funds to make it happen .

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