



The Dynamics of Educational Services in the Decentralization Era in Lampung Timur Regency

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Abstract

Lampung Timur Regency is one of the *regencies* in the Province of Lampung, which was established in 1999, just before the implementation of the decentralization era in Indonesia. The regency has been detached from its “core district”, the Regency of Lampung Tengah. There has been an expectation that it will lead to more efficient and effective services and equal development in its region. This paper evaluates the delivery of educational services involving elementary, middle, and high schools during the decentralization era from 2000 to 2015. Using the time serial statistical data gathered from the district’s monographs and the standard set by the National Standard, this paper analyzes the availability of the services using inter-time and inter-regional comparisons and the combination of both comparisons. The result shows that during this period, the local government of Lampung Timur Regency focused on improving middle school than elementary and high school services. The case deems that transferring high school authority at the provincial level does not guarantee the effectiveness of improving high school services in the regency.

Keywords: decentralization; educational services; Lampung Timur

1. Introduction

The collapse of the new order in 1998 has transformed the Indonesian government system from centralized to decentralized. The concept of decentralization gives authority to the regency and city governments to extensively organize and manage their own government affairs. Decentralization is basically an effort to realize an increase in people’s welfare through equal distribution of development (Utama, 2018). Additionally, decentralization gives local governments the authority to determine their development policies based on local needs (Gadenne & Singhal, 2014; Lewis, 2005). Therefore, local government is expected to provide better, more efficient, and effective public services to the people.

However, the success of a decentralized system is strongly influenced by political accountability (Holzhacker et al., 2015). Political accountability stimulates local governments to always provide optimal service. Thus, direct elections in a decentralized system allow local people to choose responsive and accountable local government leaders. If the local government fails to provide good service, it is difficult for the local government to get the trust of the community to be re-elected. So, it promotes incentives for being accountable (Besley & Smart, 2007).

Public service is one of the development indicators influencing equitable development and social justice (Li et al., 2017). Furthermore, the provision of public services will affect economic growth (An et al., 1993). One of the public services that local governments have authority over in the decentralization system is education services. The transfer of authority in education service to local government is highly important because it has a great influence on the quality of human resources as a driver of development. Education is very important because it is the basis for developing constructive and creative thinking. Thomas (2017)

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states that education decentralization is able to increase local participation in the provision of education. The decentralization of education was expected to be more evenly distributed according to minimum basic service standards. While providing education services is critical, ensuring that each individual can access these services are certainly important in order to realize equity (Hay,1995). This is also a mandate of Indonesian constitution, article 31, that states every citizen has the right to get education, and it is mandatory for the state to finance it.

In 1999, the number of local governments (regencies and cities) increased by 50% due to administrative and jurisdiction separation or proliferation following the decentralization policy (Fitriani et al., 2005). One of the regencies established just before regional proliferation was Lampung Timur Regency. The regency has an area of 5,325.03 km² with 24 districts. Almost 20 years since Lampung Timur Regency was formed in 1999, it is expected that decentralization can be carried out optimally, especially in education services. However, Kis-Katos & Sjahrir (2017) state that local governments remain to spend their budgets on improving physical infrastructure rather than services in education and health. Thus, this paper focuses on analyzing the development of educational services during the decentralization era in Lampung Timur Regency.

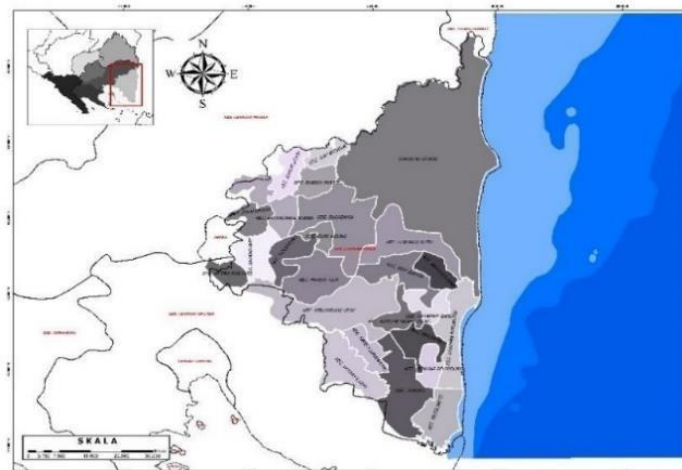


Figure 1. Administration of Lampung Timur Regency

2. Decentralization and Education in Indonesia

In Indonesia, the decentralization system initially began in the reform era, at the end of the 1990s, as an antithesis of the New Order Era that applied a centralization system. Decentralization splits central authorities into regions so services can be more responsive and efficient (Bardhan, 2003). Decentralization can empower regencies/ cities to be more responsive to local needs and public expenditure on education, health, and sanitation (Faguet, 2004). Initially, the decentralization system was applied in decentralization policy through Law no. 22/1999 on Regional Governance. In 2004, the national government considered that the law was no longer suitable for the situation, condition, and constitution of regional autonomy implementation. Thus, the law was replaced with Law No. 32/2004. Following the dynamic of the decentralization, Law No. 23/2014 on Regional Governance abolished Law No. 32/2004.

The establishment of decentralization does not necessarily mean that all affairs are the duty of the local government. Law No. 23/2014 rearranges roles, functions, and responsibilities between central and local government. The central government and local governments have their main tasks and functions regulated in legislation. The central government affairs are: 1) foreign policy; 2) defense; 3) security; 4) juridical; 5) monetary and fiscal; and 6) religion. Meanwhile, regional government affairs are: 1) education; 2) health; 3) public works and spatial planning; 4) public housing; 5) public order; 6) society; and 7) social.

Thus, education is one of the affairs managed by the local government. According to Law 23/2014 on Regional Governance, local government has the authority to handle the management of high, middle, and elementary schools. But specifically for high school, the management authority is at the provincial level. Meanwhile, the district and city governments handle the middle and elementary schools. Therefore, decentralization leads to an efficient provision of public goods because local preferences are better accommodated than in the case of centralization.

Republic of Indonesia Constitution article 31 requires the government (central, provincial, city and district) to allocate a minimum of 20% of the local government's annual budget for education. Local governments will use these funds to improve their education services. Law No. 32/2004 mandated the fulfillment of needs and even distribution of educational facilities. The law states that the government must be able to guarantee equal education opportunities, improve quality, and the relevance and efficiency of education management to face challenges in accordance with the guidelines for changes in local, national, and global life so that education needs to be planned, directed and sustainable.

Meeting the needs and equitable distribution of educational facilities is essential to facilitate people's access to education (Gewab et al., 2015). Through minimum service standardization that pays

attention to access to individual services, the distribution of spatial justice can be realized (Hay, 1995; Rocco, 2014; Soja, 2009). For this reason, meeting the needs and equitable distribution of educational facilities is realized in the national standards regulated in SNI 03-1733-2004.

Table 1: Standard Educational Services

Educational Levels	Minimum Population	Minimum Student	Coefficient of Services
Elementary School	1.600	240	6,67
Middle School	4.800	240	13,3
High School	4.800	240	13,3

Source: SNI 03-1733-2004

3. Research Method

3.1 Data

This research relies on secondary data. It uses district's monograph documents such as the number of population, schools (elementary, middle, and high), and students in time series from 2000 to 2015. This data is urgent to find out the dynamics of education services in the study area.

3.1.1. Population

The population of Lampung Timur Regency from 2000 to 2015 was growing continuously. The population number was 869,497 in 2000 and increased to 918,987 in 2005. Then, the population number was recorded at 951,639 in 2010 and reached 998,720 in 2015. Every five years, more or less, there is an increase ranging from 30,000-50,000 people. District of Sekampung Udik and Labuhan Maringgai have the highest number of population. The average population of Sekampung Udik and Labuhan Maringgai from 2000 to 2015 was approximately 60,000-70,000 people. Meanwhile, District Bumi Agung and Metro Kibang have the lowest population, approximately 17,000-22,000 people from 2000 to 2015.

The trend of population density in Lampung Timur Regency has also increased from 2000 to 2015, which correlates proportionally to population growth. With an area of 5,325 km², the average population density of Lampung Timur Regency was 163 people/km² in 2000 and reached to 188 people/km² in 2015. The highest populations was found in Pekalongan, Sekampung, and Batanghari, Labuhan Maringgai, and Mataram Baru with a total of more than 300 people/km².

Consequently, the concentration of Lampung Timur population is divided into two regions, which are the western and eastern regions. The western region consists of 11 districts, namely Pekalongan, Sekampung, Batanghari, Metro Kibang, Bumi Agung, Batanghari Nuban, Raman Utara, Purbolinggo, Marga Tiga, Sukadana, and Way Bungur. While, the eastern region consists of 13 districts, that are Way Jepara, Labuhan Maringgai, Mataram Baru, Gunung Pelindung, Bandar Sribawono, Sekampung Udik, Pasir Sakti, Jabung, Melinting, Waway Karya, Marga Sekampung, Braja, Selebah, and Labuhan Ratu.

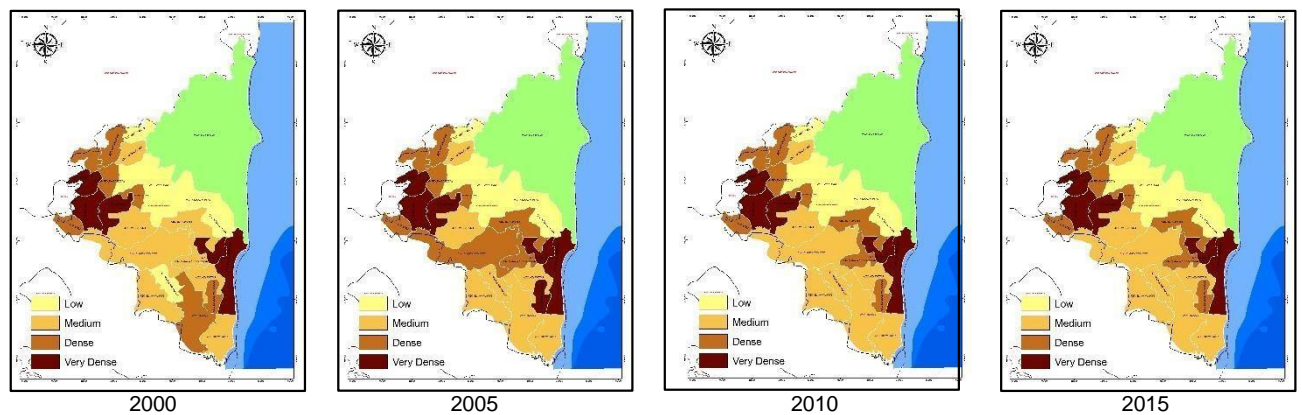


Figure 2. Population Concentration of Lampung Timur Regency in 2000-2015

3.1.2. Elementary School

The availability of public elementary schools in Lampung Timur Regency from 2000 to 2015 had the same number of 540 units. Meanwhile, the availability of private elementary schools has a different number. In 2000, the availability of private elementary schools was still 0 due to the newly formed Lampung Timur Regency, while in 2005, it increased by 22.

Furthermore, in 2010 and 2015, the availability of private elementary schools decreased by 21 and 19 units. The western region has more public elementary schools than the eastern region. The number of public elementary schools in the western region every five years over the period of 2000-2015 was respectively 318, 318, 318, and 305 units, while in the eastern region was 222, 222, 222, and 235 units.

However, the difference number of public schools was balanced by the growing number of private schools, where the number of private elementary schools in the eastern region was greater than in the western region. The number of private elementary schools in the eastern region every five years from 2000 to 2015 was 0, 21, 19, and 17 units, while in the western region was 0, 1, 1, and 2 units. In the western region, Sekampung and Batanghari had the highest number of elementary schools with an average of 40 schools, while Bumi Agung had the lowest number of elementary schools with an average of 13 schools. In the eastern region, Sekampung Udik had the highest number of elementary schools, while the smallest was in Braja Selebah.

Elementary school services are spread over various districts, and it accommodates a number of students. Every five years over the period 2000 to 2015, there were 110,767; 106,746; 108,236; and 93,757 students respectively in Lampung Timur. In the western region, Sekampung and Batanghari accommodated the highest number of students; meanwhile, Bumi Agung had the lowest. In the eastern region, Sekampung Udik and Labuhan Maringgai had the largest number of students, with an average of 6,833 and 8,008 students respectively. Meanwhile, Braja Selebah had the lowest number of students, with an average number of students over the period 2000 to 2015 at 2,400 students.

Table 2: Number of Elementary School

Region	Public	Private	Public	Private	Public	Private	Public	Private
Western	318	0	318	1	318	2	305	2
Eastern	222	0	222	21	222	19	235	17
Lampung Timur	540	0	540	22	540	21	540	19

Table 3: Number of Elementary School Students

Region	2000		2005		2010		2015	
	Public	Private	Public	Private	Public	Private	Public	Private
Western	51.149	0	49.007	210	49.166	400	42.203	185
Eastern	59.618	0	55.069	2.460	56.311	2.379	48.728	2.641
Lampung Timur	110.767	0	104.076	2.670	105.477	2.779	90.931	2.826

3.1.3. Middle School

The availability of public middle schools in Lampung Timur Regency was continuously improved by the regional government from 2000 to 2015. Initially, this district only had 28 units of middle schools in 2000. Then, it increased to 41 units in 2005, 55 in 2010, and 60 in 2015. Meanwhile, the availability of private middle schools constantly changes every five years. In 2000, there were 97 units of private middle schools in Lampung Timur Regency. Five years later, the availability of private middle schools decreased to 93 units. Then in 2010, it increased again to 106 units. In the end, in 2015, the availability of private middle schools became 95 units.

The middle school in Lampung Timur accommodated more than 30,000 students each year. In 2000, for example, it accommodated 32,738 middle school students consisting of 13,778 students in public school and 18,960 in private school. Meanwhile, in 2005 there was an increase of 36,600 students. Five years later, the number of middle school students was 36,310 students consisting of 18,781 students in public school and 17,529 in private middle school students. Then in 2015, public schools accommodated 23,868 students and private schools accommodated 14,052 students.

The number of public middle schools in the western region every five years over the period of 2000-2015 from 2000-2015 was 17, 26, 29, and 32 units respectively, and it was 37, 32, 35, and 34 units respectively for the private middle schools. Sekampung had the highest number of middle schools available with an average of 13 units per year, while the Way Bungur had the lowest number of schools with an average of three units per year. The number of students in the public middle school in the western region from 2000 to 2015 was 8,238; 10,043; 11,696; and 12,881 students. Moreover, the number of students in private middle schools was 6,468; 6,485; 5,300; and 4,177 students.

In the eastern region, over the same period, the number of public middle schools was less than in the western region, which was at 11, 15, 26, and 28 units. However, in the case of private middle schools, the eastern region had more than the western region, i.e., 60, 61, 71, and 62 units respectively. Way Jepara had the highest number of middle schools with an average of 14 schools per year, while the lowest was in Melinting. The number of middle school students is not much different from that in the western region by 5,495; 6,568; 7,085 and 10,987 students for public middle school and 12,502; 13,144; 12,229 and 9,875 students for private middle school.

Table 4: Number of Middle School

Region	2000		2005		2010		2015	
	Public	Private	Public	Private	Public	Private	Public	Private
Western	18	0	318	1	318	2	305	2
Eastern	22	0	222	21	222	19	235	17
Lampung Timur	40	0	540	22	540	21	540	19

Table 5: Number of Middle School

Region	2000		2005		2010		2015	
	Public	Private	Public	Private	Public	Private	Public	Private
Western	51.149	0	49.007	210	49.166	400	42.203	185
Eastern	59.618	0	55.069	2.460	56.311	2.379	48.728	2.641
Lampung Timur	110.767	0	104.076	2.670	105.477	2.779	90.931	2.826

3.1.4. High School

The number of public high schools in Lampung Timur Regency increased every five years over the period 2000 to 2015 at 7, 16, 19, and 19 units respectively. But the number of private high schools in Lampung Timur Regency declined to 31, 27, 27, and 24 units respectively. The school accommodated 9,609 students consisting of 3,314 students in public schools and 6,295 in private schools in 2000. Meanwhile, in 2005 there was an increase in the number of high school students who studied, as many as 11,981 students. Five years later, there were 13,165 high school students consisting of 7,288 students in public school and 5,877 students in private school. In 2015, the number of high school students actually decreased to 11,597 students consisting of 7,842 public school students and 3,755 private high school students.

The number of public high schools in the western region every five years over the period of 2000-2015 was 3, 8, 9, and 10 units respectively, and there were 16, 9, 12, and 9 units for private high schools. Pekalongan and Sekampung had the highest number of high schools, while Bumi Agung and Batanghari Nuban sub-districts had no high schools at all. Over the same period, the number of public high school students was 1,506; 3,203; 3,777; and 3,949 students in 2000-2015. Meanwhile the number of private high school was 3,085; 2,629; 3,079, and 1,048 students. In the eastern region, the number of public high schools was 4, 8, 10, and 11 units; meanwhile, private high schools were 15, 18, 15, and 15 units. Way Jepara had the highest number of high schools, while the Mataram Baru and Marga Sekampung did not have high school facilities since the district was established. The number of public high school students was 1,808; 2,478; 3,511 and 3,893 students in 2000-2015. Meanwhile the number of private high school students was 3,210; 3,671; 2,798 and 2,707 students.

Table 5: Number of High School

Region	2000		2005		2010		2015	
	Public	Private	Public	Private	Public	Private	Public	Private
Western	3	16	8	9	9	12	10	9
Eastern	4	15	8	18	10	15	11	15
Lampung Timur	7	21	16	27	19	27	21	24

Table 6: Number of High School Students

Region	2000		2005		2010		2015	
	Public	Private	Public	Private	Public	Private	Public	Private
Western	1,506	3,085	3,203	2,629	3,777	3,079	3,949	1,048
Eastern	1,808	3,210	2,478	3,671	3,511	2,798	3,893	2,707
Lampung Timur	3,314	6,295	5,681	6,300	7,288	5,877	7,842	3,755

3.2 Methods

This paper analyzes the dynamics of educational services level from 2000 to 2015. The definition of educational services level is the average population that can access school facilities. This paper compares the availability and the level of services in two ways comparison: inter-time and inter-regional comparisons. An inter-time comparison compares education services from 2000 to 2015. Inter-regional comparison compares education services based on two areas of population concentration, namely the western and eastern regions. Then, the paper analyzes the combination of these two comparisons, which is education services per region from 2000 to 2015.

This study employs the level of service and Gini ratio to understand the availability of service. Calculation of level of education service uses a number of variables such as coefficient education service, number of population, and number of students in every school. According to Bustomi (2012), the gini ratio method can be used to see the imbalance in the distribution of education. The Gini ratio is a coefficient that ranges from numbers 0 to 1, which explains the level of inequality. The coefficient that is getting closer

to 0 means that the distribution is equal. On the contrary, the coefficient that is getting closer to 1 means unequal. Following is the level of education service calculation formula shown in equation (1).

$$\text{Level of education service} = \text{coefficient of services} = \frac{\text{number of population}}{\text{number of student}} \quad (1)$$

4. Result and Discussion

4.1 Elementary School

Elementary school services in Lampung Timur from 2000 to 2015 tend to decline. Initially, in 2000, when the regency had just been established, elementary school services reached 85%. Five years after decentralization, elementary school services decreased by 6% to 79%. In 2010, the service level continuously declined to 76%. Last, in 2015, elementary school services declined again to 63%. Table 7 illustrates these figures.

Table 7: Elementary School Services

Region	Level of Service (%)			
	2000	2005	2010	2015
Western	85	79	74	61
Eastern	85	78	76	65
Lampung Timur	85	77	76	63

Based on the inter-regional analysis, elementary school service in the western region every five years from 2000-2015 was at 85%, 79%, 74%, and 61% respectively. In 2000 Kecamatan Purbolinggo was the highest level of elementary school service with 95%, while Way Bungur was the lowest, only by 75%. In 2005, Bumi Agung became the highest elementary school service after an increase of 9%. Five years later, Sekampung, Bumi Agung, and Marga Tiga was the best service by more than 80%. Moreover, in 2015 Sekampung, Bumi Agung, and Marga Tiga continue to have the best service though the level of service has declined. In eastern region, elementary service from 2000-2015 was 85%, 78%, 76%, and 65%. Pasir Sakti and Jabung was the highest level of service in 2000. However, in 2005 Jabung was no longer the highest service because the territory detached from Kecamatan Marga Sekampung. In 2005, Gunung Pelindung had services by 93%. In 2010 and 2015, Kecamatan Gunung Pelindung remains one of the highest elementary services in the area. The development of elementary school service levels intra-region (Figure 3) can be classified into 4 (four) categories, namely: very good (>75%); good (50-75%); medium (25-50%); and poor (<25%).

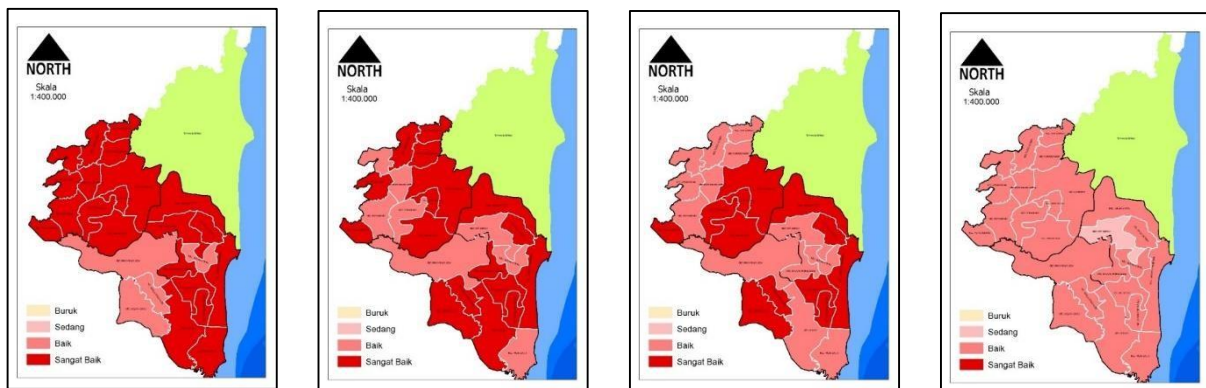


Figure 3. Inter-regional of Elementary School Services

Elementary services in the western and eastern regions from 2000 to 2015 tend to decline. This is due to the increasing population, which is not balanced by the availability of school facilities and the capacity of students. In addition, the provision of elementary school services is not too dependent on the private elementary schools, so in the 15 years since its establishment, the government only relied on public schools with constant numbers.

The inequality distribution development of elementary school services in Lampung Timur Regency declined from 2000 to 2005, then relatively flat from 2005 to 2010. In addition, the value of the Gini ratio of elementary school services is close to 0, meaning that it does not have a large gap or equal distribution between districts. The Gini ratio in every five years over the period of 2000-2015 for the 2000 to 2015 is 0,14, 0,09, 0,10 and 0,09. It can be concluded that the Lampung Timur Regency government has provided elementary school services in all districts.

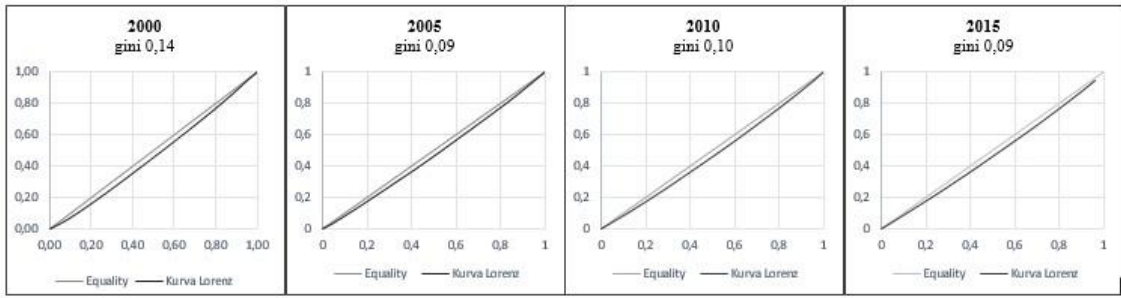


Figure 4. Gini-Ratio of Elementary Schools Services

4.2 Middle School

School services in Lampung Timur have been relatively the same from 2000 to 2015. The development of middle school services every five years over the period of 2000-2015 was 50%, 53%, 51%, and 51%. Likewise, the results of the middle school service in aggregate are not much different from the inter-regional analysis. In the western region, the development of middle school services is 49%, 53%, 51%, and 49%. Meanwhile, the eastern region was at 51%, 53%, 50%, and 52%.

Table 8: Middle School Service

Region	Level of Service (%)			
	2000	2005	2010	2015
Western	49	53	51	49
Eastern	51	53	50	52
Lampung Timur	50	53	51	51

Way Jepara has the highest middle school services in Lampung Timur Regency in the eastern region because a large number of private organizations invested development of private middle schools in Way Jepara rather than in other districts. As a result, the level of services in Way Jepara reached up to 70% from 2000 to 2015. Meanwhile, Batanghari Nuban and Melinting had the lowest educational services. This can be seen from the percentage of services which is only around 30%. In the western region, Kecamatan Purbolinggo had the highest level of middle school service at 87%, while Batanghari Nuban had the lowest, only at 17% in 2000. In 2005 and 2010, Purbolinggo was still the highest middle school service. In 2015, Bumi Agung was the highest service by 71%. Meanwhile, in the eastern region, Way Jepara was the highest level of middle school service at 90% in 2000. In 2005, Bandar Sribawono became the highest level of middle school service. But in 2010 and 2015, Way Jepara was the highest service again at 84% and 87% respectively.

The level of service is classified into four categories, namely: 1) Very Good (> 75%); 2) Good (50-75%); 3) Medium (25-50%); and 4) Poor (<25%). Based on Figure 5, it can be seen that the development of middle school service levels from 2000 to 2015 has declined over time. Moreover, in 2015 only 1 district remained with a very good level of service, which is Way Jepara.

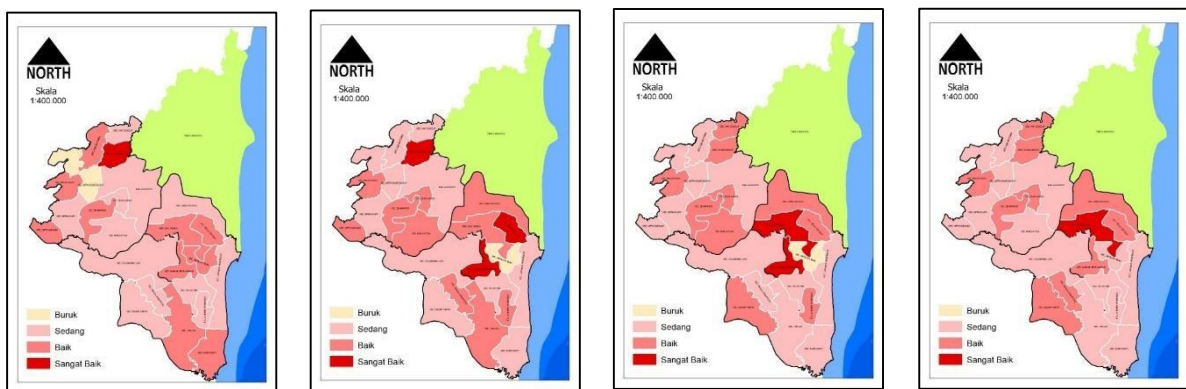


Figure 5. Inter-regional of Middle School Services

In terms of distribution of middle school services, Lampung Timur provided good service equity. The value of the Gini ratio for education services every five years over the period of 2000-2015 was 0.26; 0.21; 0.21; and 0.17. The development of middle school distribution has been getting smaller since 2000. The value of the Gini service ratio in middle school shows a number close to 0, meaning that the service gap between districts is relatively small.

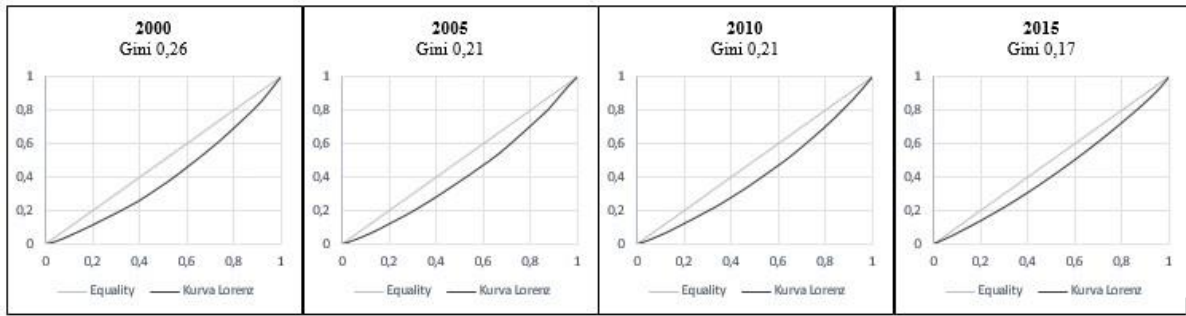


Figure 6. Gini-Ratio of Middle Schools Services

4.3 High School

The development of high school services in Lampung Timur from 2000 to 2015 is still relatively limited. In 2000 the high school service level was 15%. Then five years after, the high school service level increased slightly to 17%. In 2010 high school service levels increased slightly again to 18%. However, in 2015 the high school level of service actually decreased to 15%.

Table 9: High School Service

Region	Level of Service (%)			
	2000	2005	2010	2015
Western	15	18	21	16
Eastern	19	18	16	18
Lampung Timur	15	17	18	16

Based on the inter-regional analysis, in the western region development of high school services from 2000 to 2015 was at 15%, 18%, 21%, and 16% respectively. In 2000, Purbolinggo District had the highest level of high school service at 49%, while Metro Kibang, Bumi Agung, Batanghari Nuban, and Way Bungur did not have any services. In 2005, 2010, and 2015, Kecamatan Purbolinggo remained the highest high school service. However, kecamatan that did not experience with declining of services was Bumi Agung and Batanghari Nuban. While in the eastern region development of high school services from 2000 to 2015 was at 19%, 18%, 16%, and 18% respectively. In 2000, Bandar Sribawono had the highest high school service at 40%. But from 2005 to 2015, Way Jepara had the highest high school service. Meanwhile, Marga Sekampung and Mataram Baru were districts that did not have any service.

The level of service is classified into four categories, namely: 1) Very Good (> 75%); 2) Good (50-75%); 3) Medium (25-50%); and 4) Poor (<25%). Figure 7 shows that the development of high school service levels has not developed much over the past 15 years. There are many districts in Lampung Timur Regency that have not been served by high schools such as District Bumi Agung, Batanghari Nuban, Mataram Baru, and Marga Sekampung. Additionally, there is no high school service that reaches the very good category. In the western region, the highest school service was in Purbolinggo. However, Sukadana is the district capital, which only has ± 10% service. Meanwhile, in the eastern region, the best high school services were in the Bandar Sribawono and Way Jepara.

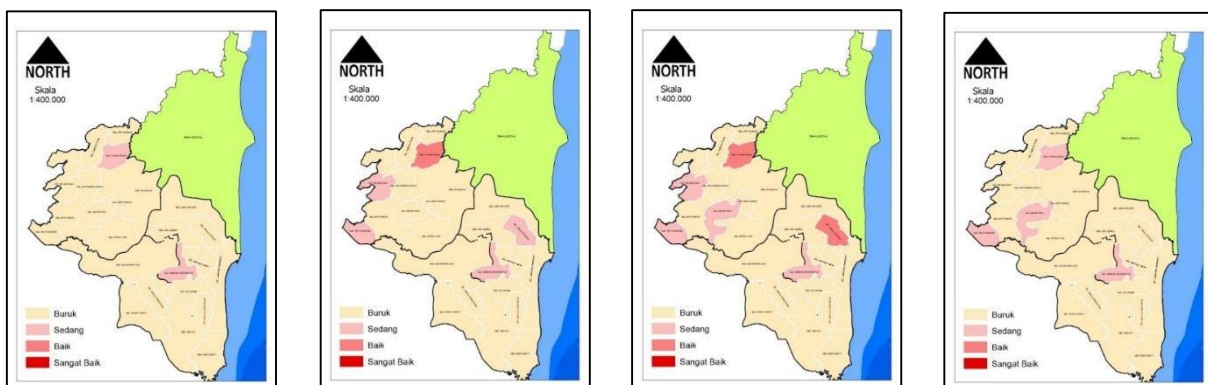


Figure 7. Inter-regional of High School Services

In terms of distribution of high school service, Lampung Timur has provided poor service equity though it decreased over time. In 2000 the Gini ratio of the high school service in Lampung Timur was still very high at 0.93. Then in 2005, the Gini ratio dropped to 0.52. In 2010 the gap in high school services declined again but not significantly by 0.50. Five years later, the ratio of this ratio decreases back to 0.43.

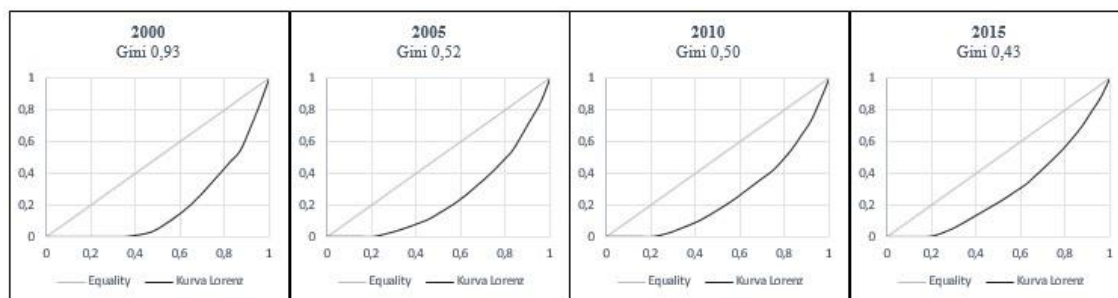


Figure 6. Gini-Ratio of High Schools Services

5. Conclusion

The decentralization policy which has been running for more than 15 years (from 2000 to 2015), in fact, did not deliver a significant influence on improving educational services in Lampung Timur Regency. Decentralization policy in education sector only has little impact on the middle-high school services. This can be seen from the local government's efforts to maintain service levels, so it did not decline since the establishment of Lampung Timur Regency. In contrast to middle school services, elementary school services tended to decline since 2000. Meanwhile, the development of high school services is actually very limited and has not increased significantly since the implementation of decentralization.

The development of elementary school level services for 15 years (from 2000 to 2015) tended to decrease because of rapid population growth in Lampung Timur Regency, while the availability of elementary school facilities remained the same, especially for public elementary schools. However, the distribution of elementary school is good enough, which can be seen from the Gini ratio, which is close to 0. It indicates that the Lampung Timur Regency government has provided elementary school services in all districts.

In contrast, middle school services tend to improve because of increasing middle school availability amid population growth. Thus middle school can maintain its level of service at 50% from 2000 to 2015. Furthermore, the development of middle school distribution has been getting smaller since 2000. Lastly, the development of high school services in Lampung Timur Regency was limited and did not increase significantly. The availability of high school facilities has not been evenly distributed to all districts, so high school services from 2000 to 2015 remained at 17%. Moreover, the distribution of high schools in the regency was unequal. However, the Gini ratio each year continuously decreased.

This paper concludes that achievement and progress in educational services remained far from the ideals of decentralization. Considering that the state has mandated a minimum education budget of 20%, the local government could not optimize education services improvement. Additionally, this case shows that transferring high school authority at the provincial level does not guarantee the effectiveness of improving high school services in the regency.

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