

Innovation of Automatic Promotion System to Improving the Quality of Education in Gowa Regency (A Good Model for Education M

by Warman Warman

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Innovation of Automatic Promotion System to Improving the Quality of Education in Gowa Regency (A Good Model for Education Management in Indonesia)

Warman

Universitas Mulawarman, East Kalimantan,
Indonesia

warman@kip.unmul.ac.id

Aziz Thaba

Lembaga Swadaya Penelitian dan Pengembangan
Pendidikan (LSP3) Matutu, South Sulawesi, Indonesia

*azizthaba@lsp3matutu.or.id

Cici Mahmut

Universitas Hasanuddin, Makassar, Indonesia

cicim@lsp3matutu.or.id

Abdul Aziz

Universitas Hasanuddin, Makassar, Indonesia

abdazizGo@yahoo.co.id

Abstract

Innovation is the answer to the problems faced by the world of education today. Based on Law Number 32 of 2004 article 2 paragraph (3), the Gowa Regency Government made an innovation in the field of education which was named Automatic Promotion System. This study uses a qualitative phenomenological method. Data was collected by means of in-depth interviews and in-depth study of several legal documents in the form of local government regulations governing the Automatic Promotion System and its implementation guidelines. Data analysis technique used theory of phenomenological research data analysis from (Creswell & Poth, 2016) The results of the study prove that this SKTB (1) provides opportunities for all students to master all the competencies contained in the Competency Standards and Basic Competencies, (2) provides maximum educational services to students in a conducive situation, (3) provides opportunities for students who can complete all basic competencies in each subject more quickly, (4) assist and facilitate the development of the potential of students as a whole and form a good personality from early on until the end of life to create an educated society, (5) improve professionalism and accountability of institutions based on national and global standards. The success of the Gowa Regency Government in creating and implementing the Automatic Promotion System is a good example or model for all local governments in Indonesia to move to adapt the system in their area to overcome various educational problems that have occurred so far.

Keywords: educational innovation, improving the quality of education, Automatic Promotion System

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Introduction

Innovation is a necessity to fulfill the public demands higher. Innovation is the most intelligent answer to restore public belief in the government. Innovation must become a national movement to improve competitiveness and create a world-class administration. Innovation has become an important concern in any periodicity government "Innovation Or Die" as a solution to provide services, empowerment, and competitiveness in a globalization era (Alsalamy; Aribowo & Wirapraja, 2018; Marinova & Borza, 2015; Procházková, Jelínková, & Krechovská; Tang, Shao, & Chen, 2019; Taušl Procházková, Jelínková, & Krechovská, 2013; Timuroğlu, Karaman, & Keskinliç, 2018). The word of innovation is often associated with the change, but not all changes can be categorized as an innovation (Abemathy & Clark, 1993; McGann, Blomkamp, & Lewis, 2018; Oke & Fernandes, 2020; Onufrey & Bergek, 2021; Parida, Sjödin, & Reim, 2019). Some assumptions that reveal the meaning of the importance of innovation in government has been becoming a concern, particularly in achievement of local government implementing decentralization (Andhika, 2018; Cheng, Awan, Ahmad, & Tan, 2021; Feng, Sui, Liu, & Li, 2020; Yang, Li, & Li, 2020; Zhang & Li, 2020). According to Schumpeter ((Edwards-Schachter, 2018; Huang, Leone, Caporuscio, & Kraus, 2020; Laplane & Mazzucato, 2020; Mergel, Kleibrink, & Sörvik, 2018; Rasiah, 2019) states that with innovation, it could provide additional value of the products, services, business process, marketing, delivery systems and policies, not only the organization but also the stakeholders and public.

The importance of innovation in improving government capacity is also expressed in various research results that "Without innovative and adaptive administrative or managerial system, Innovative policies are doomed to failure" (Ansell, Sørensen, & Torfing, 2017; Fagerberg, 2018; Romano & Levin, 2021; Sendzimir, Magnuszewski, & Gunderson, 2018; Teece, 2017). Innovations in terms of education is very vital in forming personality (Abrahams et al., 2019; Karimov, 2020; Mykhailyshyn, Kondur, & Serman, 2018; Rubtsova; Stepanova et al., 2018). The abolition of value education in the curriculum in formal educational institutions is claimed by many as one of the main causes of the decline in morals and character of society which is reflected in the high rate of crime and immorality (Beregovaya et al., 2019; de Dieu Basabose, 2019; Dishon & Goodman, 2017; Karimov, 2020; McGrath, 2018; Muzumara, 2018; Mwanzia, 2019; Mykhailyshyn et al., 2018; Peterson, 2020; Stepanova et al., 2018). Pretext integration of values education in citizenship and religious education, but the implementation is not on target because of the values education are given by rote method with less portion to fulfill the evaluation of the educational process in which only measures the cognitive domain. Surely, this is contrary to the principles of the values of education such affective domain and it can not be measured by using the evaluation model of education as defined by the national education system (Baharun, 2017). Thus, innovation is always needed, especially in the education side, in way to overcome the problems that are not only about education problems itself but also the problems that affect the smooth running of the education process, one of the important aspect in the context of education is to look up the curriculum, methods, models and the media formulated by the education.

Often, the curriculum, methods, models and media made as the patient of object, in the sense that the lack of success in education due to the too frequent curriculum, methods, models and media are changed. In fact, it should be understood that the curriculum, methods, models and media should be dynamic, should be changed to follow the changes that occur in society. (Marsh, 2009) argues that in order to understand the changes in the curriculum, we need to understand three basic ideas of the changes. They are: (a) the plan change is always good, (b) must be separated between the *change* and *stability*, and (c) if the plan has been adopted, the changes need to be improved to the plan (improvement). The rapid development of the local environment, regional and current international, it influences the handling of education in each single level of education. Associated with these developments, the need to fulfill the demands in improving the quality of education is very urgent because of the tight competitive among nations in the world nowadays. In relation to this, at least there are three main focuses need to be solved in the implementation of national education, they are: (1) the effort in improving the quality of education; (2) the high relevance in education, and (3) the education governance is strong. But we realize that each of them is urgent and relevant in implementing the national education in the future (Griffin & Delong, 2021; Ochilova, 2020).

In the Indonesian context, innovation in local government began to receive attention since the turn of the Orde Baru regime to Orde Reformasi marked by a delegation of authority from

centralization to decentralization reinforced by the legitimacy through Undang-Undang No. 22 year 1999 on local government which was then modified into Undang-Undang No. 32 year 2004, in subsection 2, section (3), which became normative foundation for local governments to innovate in governance. Similarly, Peraturan Pemerintah No. 6 Year 2008 on Guidelines for Evaluation of Local Government Implementation in subsection 18 become the legal basis for local government in improving its performance including an innovative breakthrough. The emergence of the innovation program has brought significant impact in improving the wellbeing of society.

Related to discussion above, the empirical studies that demonstrate the success of the innovation of local government is influenced proponent or inhibiting factors as stated by Bigham in his research in local government in the United States, there are three dominant factors in the development of innovation, they are: Community environment, organizational environment, organizational characteristics (Arsyat, 2018). In line with Irwan et al, in their study emphasize two inhibiting factors of innovation of local government: (1) leadership, including the leadership vision and style, (2) organization climate that include reward, organization structure and politic environment.

In the international as in draft of UN resolution number A/60/L.24, the General Assembly of UN agreed that the United Nations should promote innovation in government in order to revitalize public administration by building a culture of innovation, collaboration and responsiveness (UN, 2004: 3). As the information gathered in Gowa community indicates that the local government is very enthusiastic to improve the quality of education as mandated by the People of Gowa. From the result of hard work of Gowa government, it has been proven by several awards which have been achieved, including: (1) (Ekosiswoyo & Raharjo, 2014); (2) (Boekhorst & Horton, 2009); (4) (Usaha); (5) Aksara Anugrah Pratama (2005); (6) (Madya, 2006); and (7) (Utama, 2007). In addition to some of the award, in (FPO, 2010) of Sulsel give autonomy reward to the government of Gowa because their success in programming the innovation in education.

By giving attention the reality of the innovation program that has been processed in Gowa as mentioned previously, it shows that the region has run its authority to regulate and to care of education. However, it does not mean that besides the success and various awards received, the issue of education services is no longer. Thinking about the importance of innovation for the advancement of the region, then Gowa government launched a number of policies that are very innovative programs such as Automatic Promotion System (SKTB).

After eight years (2013-2021) the SKTB was applied at various levels of education, namely SD, SMP, and SMA, various research results showed that SKTB was effective in improving the quality of education in Gowa Regency in terms of increasing student interest and achievement, learning participation rate, and community encouragement to go to school (Arsyat, 2018; Harni Nuryani, 2014; Mujizatullah, 2018; Mustari & Tujuh; Putra, 2018; Syahrani, 2017) Namun meskipun demikian, sebagai sebuah sistem yang dijalankan oleh manusia, SKTB tetap masih memiliki beberapa kelemahan dalam pelaksanaannya. Namun, pemerintah beserta tim penanggung jawab program terus melakukan evaluasi dan upaya perbaikan di segala aspek.

The Automatic Promotion System was born of new ideas that to be compete in the international, local governments have to fix some existing systems in the institution. One of them is the education system itself which will create qualified human resources. By the qualified quality of human beings, it can be an asset at once as the pearhead against the various challenges, barriers and obstacles of the nation in the future. Logically, such shows innovation to improve the quality of life and lead the people to achieve national education goals.

Method

Types of Research

This study uses a qualitative phenomenological method. This method is used on the grounds that the innovation of the education system which is named the Automatic Promotion System (SKTB) in Gowa Regency is a social phenomenon that forms a meaningful experience for system developers (developers) and for users of the innovation. Therefore, the researchers tried to explore this experience by conducting in-depth interviews with the drafters, designers, and the

person in charge of implementing the system. In addition to interviews, the researcher also conducted an in-depth study of several legal documents in the form of local government regulations governing the Automatic Promotion System (SKTB) and guidelines for its implementation.

Data Source

The sources of data in this study are the drafters, designers, and the person in charge of implementing the system which includes the Head of the Gowa Education Office, the Head of the Education Program Planning Division, the Head of the General Subdivision, the Head of the Education Development and Education Personnel Division, the Early Childhood Education and Non-Formal Education Division, Head of Elementary School Education Development Division, Head of Junior High School Education Development Division, Head of High School Education Development Division, and Head of Data Collection Section for Elementary School Education and Junior Secondary Education.

Instruments

As with the characteristics of qualitative research, the position of researchers in this study is as a key instrument that moves and acts directly in data collection activities. However, even so, researchers are still assisted with various tools to make it easier for researchers to carry out their work such as interview guides, recording equipment, notebooks, cameras, and other tools.

Procedures

This research was carried out with the following workflow.

- The research team unites perceptions about the data units to be collected in the field. After that, do the division of tasks such as the location of the data collection point, the time of data collection, and the task of collecting data findings.
- The researcher was present at the research location to conduct interviews with the informants, as well as to record and record all the data found directly. This activity is carried out in several stages until all the required information or data has been completed.
- Researchers process the data found, perform reductions, classify data according to focus, and make verbatim data.
- Conducting data testing by returning to the research location to collect the same data as comparison material. The purpose of this activity is to test the validity and credibility of the data found. In addition, testing the validity of the data also relies on the performance of experts to carry out inspections.

Data analysis

The data analysis technique used in this study refers to the theory of phenomenological research data analysis from (Creswell & Poth, 2016). In his book entitled *Qualitative Inquiry and Research Design; Choosing Among Five Approaches*, Creswell & Poth proposed data analysis techniques for phenomenological research as follows:

- Describe the subject's personal experience or objective knowledge of the phenomenon under study. The researcher begins with a thorough description of the subject's experience and knowledge related to the phenomenon. This is an attempt to put aside the personal experience of the researcher so that the focus on analyzing this data will be directly on the subject of this research.
- Develop a list of key statements of the subject. The researcher then finds statements from interview data or other data sources about how the subject experiences a topic, makes a list of these important statements. This process is called horizontalizing the data and the researcher then develops a list of statements by not repeating or overlapping statements.
- Taking important statements from the horizontalizing process and then combining these statements into meaningful units, this process is called "meaning units".

- The researcher then writes a description of "what" the research subject experiences about the phenomenon. This process is called "textural description", where the researcher writes a text explanation about what experiences the subject has experienced. Verbatim examples are also included in this process.
- Next, the researcher describes "how" the experience can occur. This stage is called "structural description". Researchers reflect on the background and state of the phenomenon experienced by the subject.
- The last stage, the researcher writes a composite description that combines the two descriptions in the previous stage, namely the textural description and the structural description. This section is the essence of experience and describes the pinnacle aspect of phenomenological research. This stage takes the form of a long paragraph telling the reader "What" the subject experienced with the phenomenon and "how" they experienced it.

Result and Discussion

The Overview of SKTB

Innovation of Automatic Promotion System (SKTB) has led the Gowa Regency Government to win various awards in the category of inspiring programs to build a better world of Indonesian education. It is inspiring because the system of education was born and in Indonesia it is applied in Gowa Regency only. At the same time, SKTB also got appreciation in Ki Hajar Dewantara Award given by the Ministry of Education. Besides that, this program also has a great potency in solving some troubles and challenges that exist in education and has a good role for the other local government. In its development, there are many people interested to this concept which initiated by Gowa Regent, Ihsan Yasin Limpo.

By means of the Education, the Youth and Sport Department, since 2012, SKTB program has been implemented as the commitment of the local government in this case Education side. SKTB also can increase the accessibility of the learners into the higher level by giving certainty and the completeness of the measurable competency in every single stage without recognizing the remained class system. The concept was firstly introduced by Gowa Regent on May 02, 2011 in front of the figure and education expert.

As the first step, SKTB was implemented in some model schools. Precisely 50 school for SD, SMP, and SMA/SMK in Gowa in 2013. Then, in 2014 the system was applied in all school stages in Gowa Regency. SKTB or known as Automatic Promotion System is an approach that seeks to optimize the system of education services to maximize the all components of learning and school management effectively. SKTB program requires each learner to follow the basic education. The goals to be achieved by SKTB system is to provide education services to for learners maximally. It allows the learners to learn optimally in completing all the competences in all subjects in each unit of education. Als, it assist and facilitate the development potential of the learners as a whole (spiritual, emotional, intellectual and kinesthetic intelligence) early in order to form a complete personality.

Legally and theoretically, this program does not conflict with the Undang-Undang. In accordance with Undang-Undang No. 20 year 2003 on National Education System as well as a number of other government regulations. While theoretically, SKTB actually has an impact on cost efficiency, and the concept and the time of learner learning. To arrange and build the framework of SKTB, the local Government formed several teams, namely the Expert Council of Education through Regent Decree No. 126 /I/2014, the Complete Class Sustainable System Team through Regent Decree No. 350/IX/2012, the Drafting Module Team of SKTB for Elementary School, junior high school, and senior high school Teachers through the Head of Sport Education and Youth Decree No. 800/82/DIKORDA/SK/III/2014 and the Drafting Semester Credit System Team on the Implementation of SKTB in elementary school, junior high school, and senior high school through the Decree of Head of Sport Education and Youth No. 800/041/DIKORDA/SK/I/2014.

Several major components in the implementation of SKTB is continuously developed by the local government. First is the curriculum. The curriculum used in the Complete Sustainable Class is the current curriculum. The curriculum consists of national curriculum which is set out in the

Regulation of National Education Minister Number 22 Year 2006 on the Standards of Content and the Regulation of National Education Minister Number 23 year 2006 on the Graduates Competency Standards. Content Standards of Content consists of the Structure, Competency Standards, Basic Competence and Curriculum Development Principles then developed by the education unit Kurikulum Tingkat Satuan Pembelajaran (KTSP). the implementation of Sustainable Completed class is the implementation of the KTSP.

According to the government's policy regarding to the Character Education, so the process of developing the syllabus and RPP is imported values from character education. Therefore, the syllabus and lesson plans for the Sustainable Completed Class is the syllabus and lesson plans that have been enriched by the values of character education. The second component is early detection. Early detection is a learning strategy that is applied in early learning activities with the aim to identify and to map the competencies of learners. It should be done by the teachers in early learning activity with the purpose of obtaining data and information about the interests, talents, competence and creativity of each learner for each subject. Another component instance Semester Credit System (SKS), assessments, remedial/enrichment clinic early and continue to be evaluated on an ongoing basis the implementation by local authorities. This is done due to all components can be integrated in process until to produce the expected output SKTB.

SKTB improve the accessibility of learners to the next education level by providing certainty and thoroughness measurable competence process in each level. In other words, there is no longer term "failed" for the learners. Some competencies had not been completed, then it can be completed without having to repeat all the competencies that are already completed. This system attracted the attention of many people, including some college. To date, approximately 20 universities like UGM, UI, ITS, Unhas, UNM and the 45 University Makassar are cooperating in form of MoU. The universities are ready to accept the alumnus of SKTB with all the cost of organizing are carried out by local government. SKTB program has also been recognized and received various appreciation of a number of parties. Not only universities, but some other local governments also immediately conduct a comparative study to Gowa to see the implementation of SKTB. Regent of Gowa is also always invited to the several forums and institutions to present the concept of SKTB.

Changes in the national curriculum by the central government will not interfere with the education process in Gowa. This is because the SKTB is designed adaptively with the capabilities of those in charge of professionals. It is because Gowa has run autonomously education concept through SKTB since 2013. Some aspects in the implementation of SKTB continue to be refined in order to produce graduates who are able to answer the global challenges.

SKTB Definition Formula

SKTB is a policy of Gowa regency that emphasizes the quality and comprehensive educational services to learners which put the learners as the subjects in the learning activity, so that they can develop their potential fully. Complete Class Sustainable System (SKTB) is a learning process that develops the potential of learners to achieve the required skill quality of curriculum. Operationally, SKTB is interpreted as follows:

- Complete in reaching the quality of a subject in accordance with the requirements stated in Class Minimum Competency (KKM).
- Complete in completing one semester of the lessons based on the load of credits stated in the curriculum.
- Complete in finishing the subjects in the class followed.
- Continuously follow the learning (competence) at the next grade even though at the end of learning (semester/year) there are still basic competencies that have not been completed (has not fulfilled KKM yet) on specific subjects.
- Learners do not live classes and not get remedial in the entire subjects in a particular class, but should complete the basic competence on certain subjects which do not fulfill the current agreements in the next class.
- Sustainable continue their education (SD/MI, SMP/MTs, SMA/MA, SMK/MAK) to the next education level by completing all competency standards in each subject in the last class.

Technical Learning Mastery of SKTB

Technically, the completeness assessment is based on the mastery of all indicators for a Basic Competency (KD) represented by equal scores or more than the KKM. Technically, the learning completeness of SKTB described as follows:

- If the value obtained is equal or more than the KKM for a Competency Standards, the learners are continuing their learning to the next Competency Standards.
- If the value obtained is equal or higher than the KKM for one subject in a semester, the learners continue their learning to the next semester.
- If the value obtained by a learner in a daily test is lower than KKM, the learner must receive assistance so that he/she reaches the KKM or more. Providing assistance to such learners by the teachers and known as remedial learning (Timuroğlu et al., 2018)

After the learners achieve the same or higher than the KKM, so they may continue learning. KKM shows the ability to be possessed learners. In the Sustainable Completed Class Approach, the KKM value is used as a reference for the teacher to determine learning mastery of a learner. The determination of learning mastery is done since the first daily test sustained until the end of the school year (Timuroğlu et al., 2018)

Learning Objectives of SKTB

Every innovation certainly has a noble purpose. As SKTB, this innovation has the following objectives:

- Provide an opportunity for all learners to master all the competencies as stated in the Competency Standards and Basic Competence and formulated in KKM.
- Provide education services maximally on learners in a conducive atmosphere, so that the learners can learn optimally and be able to complete the achievement of competence in all subjects in the curriculum of each education unit.
- Provide an opportunity to learners who can complete the mastery of all basic competencies in each subject
- Assist and facilitate the development potential of learners as a whole (intelligence spiritual, emotional intelligence, intellectual, social intelligence, spatial intelligence, language, musical intelligence and kinesthetic intelligence) in forming a good personality, since in the early age until the end of life in order to realize a learning society; and
- Improve the professionalism and accountability of the institution as a civilizing center of knowledge, skills, experience, attitudes, and values based on national standards and global.

Automatic Promotion System (SKTB) Governance

There are several steps taken to implement the Automated Promotion System governance implemented in Gowa Regency including.

- Through Program Socialization
The Government of Gowa Regency has issued a policy in the field of education, namely the innovation of the Automatic Promotion System (SKTB), which has been stipulated in Regional Regulation Number 10 of 2013 concerning the Continuous Completed Class System. The Automatic Promotion System (SKTB) is a policy that emphasizes on; 1) comprehensive and complete education services for all students; 2) placing students as subjects in learning; and 3) provide learning experiences that are able to develop the potential of students to the fullest. This policy was adopted because the local government of Gowa Regency realized that the education system, especially basic education, was the foundation of all levels of education spread from cities to remote villages. Therefore, the education system should have the power to develop various aspects of students' self-ability to live as productive members of society. It is also realized that basic education is a force that can lead students to the next level of education and develop students into complete human beings.

To find out whether this policy is effective or not, the authors interviewed all stakeholders related to the implementation of the SKTB in the field. The results show that the socialization has been carried out by the Gowa Regency government both in regional work units and outside Gowa Regency through several educational seminars and presentations in several scientific forums by presenting several universities and other district governments. In addition to this, the Gowa Regency government also bears all funding needs related to the SKTB. In fact, in order to prepare educators, the Gowa Regency Government also holds workshops that are carried out continuously. However, there are still many educators who do not understand SKTB. Workshops have been given to schools and educators in order to prepare educators in dealing with problems that arise in the implementation process in schools. However, there are still some teachers who do not understand and are often hampered in the preparation of Learning Implementation Plans (RPP), so that the ability to develop media and teaching materials is weak, besides that some teachers are lazy and less motivated so that sometimes it causes less than optimal preparation in the learning process. (Melanie, Susilowati, Iskandar, Lotulung, & Andayani, 2015). As said by the Head of the Gowa Regency Education Office who revealed that: "Socialization has been carried out by the Gowa Regency government both in regional work units and outside Gowa Regency through several educational seminars and presentations in several places by presenting several universities and other Regency governments in order to develop the quality of SKTB implementation".

Then the manager and person in charge of the SKTB explained that in implementing the SKTB, the Gowa Regency government had made arrangements systematically, from implementation to steps to optimize its implementation through continuous remedial measures, so that at the end of each year there were no more students who did not complete or stayed in class. Furthermore, the factors that influence the implementation of the SKTB in Gowa Regency can be divided into two, namely supporting and inhibiting factors. Factors that support the implementation of SKTB in the form of commitment from all parties related to the implementation of SKTB. This is evidenced by the fact of integrity, MoU and memorandum of understanding. In addition, coordination between organizers and political and organizational control is running well. In addition, the community also responded well to the implementation of this program. The factor that hinders the implementation of the SKTB in the field is that the work ethic of each implementer is different, even very diverse, so that in its implementation there are still educators who have not worked optimally. Plus, there are people who are not pro with the implementation of this program. In addition, the inhibiting factors in the SKTB are related to the technicalities in the field. As it is known that the teacher is the backbone of the success of this system. So the role of the government is needed to continue to improve teacher competence (Silfitriana, 2016). As stated by the Head of Educator and Educator Development Division that:

"Management of the SKTB system in Gowa Regency has been running well since 2012 because it is carried out according to indicators, namely through socialization, the SKTB management team and developers as well as gradual evaluation"

After a year of socialization (2013), finally the Continuous Completed Class System (SKTB) became a patent education program in Gowa Regency. SKTB is an education system that does not recognize class stay. The national exam is only a legal requirement to get a diploma. This system was officially launched by the Regent of Gowa, H. Ichsan Yasin Limpo on the Commemoration of National Education Day at the Discovery Field of Sheikh Yusuf. This launch was also marked by the signing of the MoU in collaboration with the Gowa Regency Government with ten PTN and PTS that are ready to accommodate student outputs for the Continuous Completed Class System. The signing was directly represented by the Chancellor of PTN/PTS namely: Makassar State University, Muhammadiyah Makassar University, Indonesian Muslim University, Bandung Education University, Malang State University, Jember University, Sultan Alauddin UIN Makassar, Bosowa University Makassar, University of East Indonesia, and ITENAS Malang.

In addition, the Government of Gowa Regency also signed an MoU with Makassar State University (UNM) related to improving the quality of human resources for non-teacher civil servants who will switch professions to become teachers. Those who will participate in the program will attend lectures for six months to obtain a Bachelor of Education (S.Pd.) degree as well as a Deed IV. Even after studying for six months, they are able to teach in schools, so

that after the lecture program they can immediately follow the teacher certification program. Together with UNM, the Gowa Regency Government also signed a cooperation agreement to revoke teacher certification for teaching staff who do not carry out their duties (paying honorary staff to replace teaching assignments).

Ichsan Yasin Limpo as the Regent of Gowa Regency at that time explained that what the Gowa Regency Government was doing was aimed at preparing a golden generation. The Continuous Completed Class System is a link in the chain of making education in Indonesia, especially in Gowa Regency, of a higher quality. As said by the Head of the Planning Subdivision of the Gowa Regency Education Office that:

"The SKTB program is run in a structured manner and has received a positive response from all education stakeholders, especially students because it makes it easier for students to access knowledge and continue their studies at a higher level".

- Appointment of Person in Charge, Manager and SKTB Development Team

One form of SKTB arrangement in Gowa Regency is the appointment of appropriate SKTB managers and Development Teams and is considered capable of producing programs as expected. The appointment of the SKTB manager and development team certainly cannot be separated from the various criteria of each individual selected as one of the SKTB implementing teams. This is similar to the opinion of the Head of the Sub-General of the Gowa District Education Office who revealed that "The SKTB program is carried out according to the structure and most importantly coordinated by the SKTB management and developer team who have the skills and criteria that are considered capable of making the SKTB program successful".

Through the appointment of the person in charge, manager and development of the SKTB, it will facilitate the achievement of the SKTB program indicators according to the applied curriculum and is expected to be able to achieve all the objectives of the SKTB implementation in Gowa Regency. The Head of the Gowa District Education Office places great emphasis on the criteria for the SKTB management and development team, as he stated that "In running an education program, of course, it cannot be separated from the criteria and insights of the management and developer teams. This is because the skills possessed by the management team will support the achievement of the goals of the SKTB program". In appointing the SKTB management and development team, of course, it cannot be separated from the various criteria of each individual selected as one of the SKTB Implementation Teams.

- Evaluate Gradually

Evaluation activities need to be carried out in stages to organize the SKTB program in Gowa Regency. This is because to find out the extent to which the objectives and indicators of the implementation of the SKTB that have been designed can be applied in the field, especially for educators or teachers and students. An evaluation is needed to find out more about the teacher's understanding regarding the implementation of the SKTB. And it is also necessary to do a gradual learning evaluation given to students to weigh the extent of the students' insights. This evaluation can be in the form of quizzes, exams that are carried out after completing the learning of the subject. With the implementation of this evaluation, students will be more active in learning to compete to get additional grades from subject teachers. One of the teachers or educators said that:

"By carrying out evaluations in stages after completing learning or providing material to students, they will be able to add insight and develop an active attitude and enthusiasm for learning for students".

The activity of developing students' thinking by evaluating gradually gives a positive response by a number of teachers and students in order to measure the extent to which the mindset and the extent to which students master the material that has been provided by educators. The Head of Elementary School Education Development Division and Junior High School Education Development Division Head shared the same opinion that "One form of SKTB program governance is through evaluation which is carried out in stages to participants by educators. This activity will support the interests and professions of students, besides that this evaluation activity is part of the work structure that has been implemented in this SKTB

program". The gradual evaluation is expected to be carried out optimally because the SKTB program is an effort to optimize and empower education in Gowa Regency.

Supporting Factors and Inhibiting Factors in the Governance of the Continuous of Automatic Promotion System (SKTB)

Supporting Factors of Automatic Promotion System (SKTB)

- 1) There is a Commitment from All Stakeholders Related to the Implementation of the SKTB
The implementation of the SKTB Program Governance in Gowa Regency can run well due to the commitment of the entire implementing team related to the SKTB. The implementation of the commitments that have been planned since the beginning of the implementation of the SKTB is able to encourage the running and success of the Gowa Regency Government program. As stated by the Head of the Elementary and Junior High School Education Data Collection Section that "The commitment built from each stakeholder from the beginning of planning supports the implementation of the SKTB program in Gowa Regency." One of the things that supports the SKTB program is the commitment that each stakeholder applies. This shared commitment is able to provide solutions to any problems that arise in the SKTB program.
- 2) Implementation of SKTB in the Field Well Coordinated
One of the factors that support the governance of the SKTB program in Gowa Regency is the well-coordinated implementation of the SKTB program in the field. The Gowa Regency Government and the SKTB management and development team managed to coordinate the SKTB program in all schools in Gowa Regency. The Head of the Planning Subdivision revealed that "The SKTB program is carried out in a structured and optimal manner and in accordance with the standards of education administration, of course this is because the implementation of the SKTB in the field is very well coordinated". From the results of the interviews above, it can be concluded that the results of the coordinated implementation of the SKTB in the field, the SKTB program can be carried out in a structured manner and according to the standards of education.
- 3) Clear Political Control with the Birth of the SKTB Regional Regulation
The existence of clear political control or the issuance of regional regulations on SKTB greatly affect the success of the Gowa District Government program. This is because this program is strengthened by the issuance of regional regulations of the Gowa Regency Government which are actually made and must be implemented as stated in the regional regulations, so that the SKTB management and development team as well as educators and students focus on the SKTB objectives that have been prepared. As stated by the Head of the Gowa Regency Education Office that "The existence of the SKTB regional regulation made by the Gowa Regency Government affected the success of the program. The system is actually made and must be implemented as stated in the regional regulation". The purpose of the issuance of this regional regulation is to support the implementation of the SKTB according to the standards of education in Gowa Regency.
- 4) Good Organizational Control with Evaluation at the End of Every Semester
Conducting an evaluation at the end of each semester is one of the organizational controls that is very good at influencing the realization of the SKTB goal to determine the improvement of the quality and knowledge of students. This activity is carried out at least once at the end of the semester in order to improve and add insight into the thinking of students. The Head of Early Childhood and Non-Formal Education Division of the Gowa Regency Education Office stated that "Evaluation at the end of each semester is a form of organizational control carried out by the SKTB management team and developer. Where is the evaluation of SKTB in the form of remedial"? The provision of evaluation at the end of each semester as well as the implementation of the remedial system is very beneficial for students who have low grades. Students have the opportunity to improve the value of the final semester evaluation results. One of the teachers or educators said that "By carrying out evaluations at the end of each semester for students, we will be able to measure the level of insight and knowledge of students". This organizational conflict activity is very able to encourage the achievement of the implementation of the SKTB in Gowa Regency according to the existing standards of education.

- 5) **Good Response from Various Parties, Especially Most of the Schools and Communities**
Another factor supporting the governance of the SKTB program is the good response from various parties, especially the majority of schools and the community. The existence of a positive response from schools and the community greatly influenced the course of the SKTB program in Gowa Regency. This is because the program issued by the government is well received by the community, especially students and educators so that the government and the management team and developer of the SKTB program do not have to wait long to get results from the program they are running. As stated by the Head of the General Subdivision of the Gowa Regency Education Office that "The implementation of the SKTB program has been carried out well because of the good response from various parties, especially the majority of schools and the community. This good response is certainly influenced by the structure and standards of education that are applied to the SKTB program in Gowa Regency". Because the SKTB program is carried out in a structured manner and has received a positive response from schools and the community, the SKTB program can be implemented properly according to existing indicators.

Inhibiting Factors of Automatic Promotion System (SKTB)

- 1) **Diverse Work Ethos of Implementers with Different Educational Backgrounds**
One of the factors that hinders the implementation of the SKTB program is the work ethic of various implementers with different educational backgrounds. The different educational backgrounds of the SKTB implementing team affect the course of the program due to the different mindsets and ideas as well as the different skills of each and it is difficult to put them into one idea, so it is difficult to get a final agreement. As stated by the Head of the Planning Subdivision of the Gowa Regency Education Office that "Differences in educational background are one of the factors that affect the work ethic of the implementers, mindsets and ideas as well as the differences in skills of each with different education, it is difficult to make one thought so that it hinders the SKTB program in Gowa Regency". The work ethic of the implementers is very important in running a program, especially the SKTB program. In terms of implementing the SKTB, differences in educational background are one of the obstacles to the work of SKTB implementers.
- 2) **There are still teachers or schools who do not understand the implementation of SKTB**
Another factor is that there are still teachers or schools who do not understand the implementation of the SKTB. This situation certainly greatly affects the course of government programs where teachers as educators who are expected to be able to carry out and implement the goals of the SKTB program do not understand the implementation of the program so that it hampers and takes a lot of time to achieve the SKTB program in Gowa Regency. The Head of the Education Data Collection Section for Elementary and Junior High Schools of the Gowa Regency Education Office revealed that "It is unfortunate because there are still many educators or schools who do not understand about the SKTB program that we are running, thus hampering the implementation of the education empowerment program in Gowa Regency". Although the SKTB program is not new in Gowa Regency, there are still many teachers or schools who do not understand the program, thus hampering the smooth implementation of the SKTB.

The Role of the Government in the Governance of the Automatic Promotion System (SKTB) Program in Gowa Regency

Making Education Regulations

Education regulations are local government regulations regarding education. In this case, the Gowa Regency government makes a regional regulation regarding the SKTB that is being implemented in Gowa Regency. With the existence of these regional regulations, it is very helpful for the management team and developers in implementing the structure and standards of educational empowerment in Gowa Regency. As said by the Head of the Guidance for Educators and Educators, the Gowa Regency Education Office revealed that "One of the main

roles of the Gowa Regency Government in implementing this SKTB is to make education regulations in the form of regional regulations on SKTB. With the existence of regional regulations, the program management and implementation teamwork in a structured manner and follows the standards of education. Education regulation is one form of local government aspiration to support the SKTB program in Gowa Regency.

Supervision

Supervision is a form of local government's role in supporting the SKTB program in Gowa Regency. This supervision is usually carried out once or twice each semester. This action is to help the SKTB management team and developers monitor the progress of the education program in Gowa Regency. This is as said by the Head of the Junior High School Education Development Division who revealed that "The government's actions in supervision which are carried out once or twice every semester really help us in the process of monitoring and obtaining results from the implementation of the SKTB". The implementation of the SKTB cannot be separated from the supervision of the Gowa Regency government in order to monitor the course of the program according to educational standards so that its implementation is carried out optimally by education providers.

Conclusion

Automatic Promotion System is a quality education and comprehensive services system to learners that put the learners as subjects in the learning activity so that they can develop their potential fully. Automatic Promotion System (SKTB) is a learning process that develops the potential of the learners to achieve the required quality of the curriculum. Automatic Promotion System (SKTB) is an effort of Gowa government to improve the quality of education in Gowa. It can be seen from the awards earned, research, and community satisfaction about the program. The application of SKTB improves the quality of learning, teacher competence, professionalism of education services, and the improvement of the infrastructure and facilities.

Suggestion

The success of the Gowa Regency Government in creating and implementing the Automatic Promotion System is a good example or model for all local governments in Indonesia to move to adapt the system in their area to overcome various educational problems that have occurred so far. Or even create a breakthrough in educational system innovation that is even better than the Automatic Promotion System.

Some things that can be used as examples of the system that has been developed by the Gowa Regency government are; 1) the seriousness of the government to promote education in Gowa Regency; 2) the ability of the government to see problems, potentials, and formulate solutions to these problems; 3) careful and systematic development of a comprehensive and well-targeted system; 4) program sustainability for the long term and a continuous evaluation system; 5) professional working community; 6) good team communication patterns; and 7) positive support from various parties.

Declarations

Author contributions

- **A.K.:** is the major contributor in writing the manuscript. Explore problems and potentials, analyze, interpret, and determine conclusions
- **A.T.:** is the major contributor in writing the manuscript. Explore problems and potentials, analyze, interpret, and determine conclusions
- **C.M.:** Assist the main author in confirming the finding data for validity requirements, as well as data processing and analysis
- **A.A.:** Assist the main author in confirming the finding data for validity requirements, as well as data processing and analysis

- All authors read and approved the final manuscript

Conflicts of interest

The authors in this article declare that they have no conflicts interest.

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Ethical Approval

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Data Availability Statement

The datasets used and/or analysed during the current study are available from the corresponding author on reasonable request.

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ORCID

Abdul Kadir : <https://orcid.org/0000-0001-9896-4403>
Aziz Thaba : <https://orcid.org/0000-0002-3340-2925>
Cici Mahmut : <https://orcid.org/0000-0002-6508-8993>
Abdul Aziz : <https://orcid.org/0000-0002-6508-8992>

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