

## RESPONSIBILITY LOCAL GOVERNMENT IN THE PROVISION OF SCHOOL TRANSPORTATION TO STATE JUNIOR HIGH SCHOOL 01 BURU IN BURU DISTRICT, KARIMUN REGENCY

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### Abstract

#### Keywords:

Responsibility,  
Transportation,  
Remote Areas

*This study analyzes local government responsibility in providing school transportation in Buru Subdistrict, Karimun Regency, an archipelagic area with significant educational accessibility challenges due to long distances, limited infrastructure, and minimal public transportation hindering student attendance. Using qualitative descriptive methods through observation, interviews, and documentation with education officials, transportation departments, subdistrict heads, and parents, the research applies Helbert J. Spiro's responsibility theory covering accountability, obligation, and causal indicators. Findings reveal local government has not optimally fulfilled responsibilities, showing low accountability through weak coordination and supervision, unfulfilled obligations with no concrete policies transportation or facilities like school buses despite urgent needs at SMP Negeri 01 Buru, and primary causal factors including budget limitations, geographical constraints, and poor inter-agency collaboration. The study concludes stronger government commitment is required through dedicated budget planning, cross-sector collaboration, and community involvement to ensure equitable educational access, recommending specific transportation budget allocations, cross-sector partnerships, and enhanced community participation to achieve equal educational opportunities for students in remote geographical areas.*

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## INTRODUCTION

Indonesia as an archipelagic country with thousands of islands and diverse ethnic groups faces significant challenges in educational equality, where the attention of the central and regional governments tends to focus on areas that are easily accessible so that remote areas are often neglected and their communities have very limited access to education in contrast to urban communities who can enjoy better education (Ummah & Sya'fiatul, 2019) . Education is a future investment for developing countries such as Indonesia which has implemented the goal of educating the nation's life in the 1945 Constitution, where every citizen has the right to obtain quality education according to interests and talents regardless of social status, race, ethnicity, religion, gender, and geographical conditions, but in reality there are still many regions facing difficulties in fulfilling the basic right to education, especially children in remote areas who experience limited access to decent education (Rodríguez et al., 2019) .

As a human right, education must be fulfilled through optimal planning and implementation with various government initiatives including the compulsory education program which started from 9 years since 1994 and developed into 12 years based on Permendikbud Number 19 of 2016 (Fadhila & Kartiasih, 2024) . Indonesia as an agricultural country with the majority of the rural population depends on land production as the main source of livelihood with homogeneous livelihoods as farmers (Frinces, 2010) , but the lack of educational facilities in rural areas has a significant impact on the quality of education which is exacerbated by limited funds, lack of special transportation facilities for schools especially for villages far from schools, and inadequate building conditions so that it affects the quality of the teaching and learning process and the ability of students to acquire knowledge and skills important for the future.

Lack of funding for educational activities is a serious problem in rural areas because government funds are often insufficient, so concrete steps are needed to increase the budget and provide adequate facilities through collaboration between the government and non-governmental organizations as well as providing incentives to rural schools to improve the quality of education according to standards. Educational institutions as service organizations for internal and external stakeholders focus on students as subjects and objects of education who are potential human resources playing an important role in the world of education as the center of educational services in schools (Setyowati & Trihantoyo, 2019) . Special service management is an important component of schools to support the smooth running of maximum activities because the success of learning is greatly influenced by the availability of supporting services or facilities outside of class activities provided by schools for the needs of students to ensure optimal learning (Sembiring et al., 2023) and are designed to support the smooth running of the learning process so that goals are achieved effectively and efficiently (Setyowati & Trihantoyo, 2019) .

Adequate transportation access is a crucial factor in educational success, but in some regions there are still gaps in the provision of safe and affordable transportation facilities, which lead to high absenteeism rates, tardiness, and impact final student disciplinary assessments (Irshadi & Ivanna, 2024) . The condition of school transportation services must meet the eligibility standards as a school service to students and other school residents, so its management must be a top priority. However, in Karimun Regency there are still gaps in the provision of safe and affordable transportation facilities, which

lead to high absenteeism rates due to tardiness. The local government needs to take strategic steps to address this problem and ensure every child has equal access to education by providing free or subsidized school bus services that operate on routes connecting densely populated residential areas with the nearest school to improve student safety and security during the journey.

Transportation management in Indonesia still has many schools that do not provide this service even though according to Law Number 22 of 2009 concerning LLAJ, junior high and high school students are still categorized as prohibited from using motorbikes because the requirement to drive a motorized vehicle is to have a driving license with a minimum age limit of 17 years. Law Number 22 of 2009 regulates the provisions for LLAJ security and safety which require further regulations in its implementation (Editorial Team, 2019) as a key to community growth because society is very dependent on land transportation facilities that are closely related to LLAJ (Kusmagi, 2010) and emphasizes that the government is obliged to encourage domestic industry by providing facilities, incentives, and implementing LLAJ equipment product standards (Rosaria, 2009) .

The Karimun Regency Education Office plays a role in recording and coordinating student needs related to transportation by determining the priority of students entitled to transportation such as students from remote areas, underprivileged families, or those with special needs and collaborating with schools to design a transportation system to support teaching and learning activities and provide input to the Transportation Agency regarding school schedules and logistical needs. Collaboration between the Transportation Agency and the Education Agency is very important so that the school transportation procurement program runs optimally based on Law No. 22 of 2009 CHAPTER X Article 139 section 3 which states that the district or city government is obliged to guarantee people or goods within the district or city area, and Law No. 23 of 2014 CHAPTER VIII Article 209 paragraph 2 section D states that the transportation agency is a district or city regional apparatus that has the authority to provide school transportation but not completely because it has many links to implementing this program while the Education Agency ensures that policies are in accordance with educational needs through implementation supervision, effectiveness evaluation, and handling obstacles. Recognizing the importance of school transportation in reducing the risk of student traffic accidents, the Indonesian regional government has attempted to address the problem through various programs, however, Buru District in Karimun Regency has not yet implemented the School Bus program scheme that the Karimun Regency Transportation Agency is expected to implement in the area covering Buru Village and Lubuk Puding Village.

Buru District has several elementary schools such as SD Negeri 001 Buru, SD Negeri 009 Buru, SD Negeri 004 Kayu Ara Hitam, SD Negeri 005 Lubuk Puding, SD Negeri 007 Pangkalan Balai, and SD Negeri 009 Lubuk Puding, but for junior high school education there is only SMP Negeri 01 Buru which causes many students who live far away to have difficulty getting safe and decent transportation, plus there is only one high school which further emphasizes the need for adequate school transportation solutions. Data from the BPS of Karimun Regency 2024 shows that the number of students in Buru District in 2023/2024 consists of 34 kindergarten students, 1,021 elementary school students, 432 junior high school students, and 312 high school students. The reality on the ground shows that the Karimun Regency government has not provided transportation or school buses for students of SMP Negeri 01 Buru who still use private public

transportation at a cost of Rp. 2,000-Rp. 5,000 for each trip and return due to the factor of being underage to drive, not being able to drive their own vehicle, and the lack of transportation at home because parents also use vehicles to go to work.

The existence of school transportation services provides various benefits such as easing the burden on parents to pick up and drop off children, improving the school's image in the eyes of parents, strengthening the school's competitiveness in providing student support facilities, and contributing to reducing the risk of road accidents. Based on these conditions, this study focuses on how the local government's responsibility in providing school transportation for SMP Negeri 01 Buru in Buru District, Karimun Regency with the aim of analyzing the local government's responsibility in providing school transportation. This study is expected to provide theoretical contributions to the development of Responsible Government theory by enriching insights into the model of special school transportation procurement and becoming a reference study of the mechanism of government, community, and private sector responsibility in providing public services especially in rural or remote areas, as well as practically becoming a guide for the local government of Buru District and Karimun Regency and related agencies in designing and implementing a sustainable special school transportation system, providing a real picture of the importance of active community and private sector involvement in providing effective public services, and becoming an inspiration for other regions with similar challenges to adopt a similar model.

## REVIEW LIBRARY

The theoretical framework is an important element in the research process that aims to integrate various theories and concepts relevant to the research topic (Kusumawati, 2023). Responsibility or responsibility according to Azheri (2016) is the obligation to be responsible for a task or decision including the necessary expertise, abilities, and skills, while in the legal context it includes the obligation to implement laws, correct errors, or provide compensation for damage caused (R. Zaky, 2022). Responsibility as a moral, social, or legal obligation that must be fulfilled by individuals or institutions in carrying out their duties or authorities includes norms that require the moral willingness of state administrators to carry out duties professionally, act with caution, bear the consequences of risks and responsibilities related to position and duties, and admit mistakes and be willing to correct them (Samalagi, 2022).

Hans Kelsen in his theory of legal responsibility defines it as a person's obligation to bear sanctions for actions contrary to the law, by dividing responsibility into individual, collective, fault-based, and absolute responsibility (Asshiddiqie & Safa'at, 2006). Accountability in government as a process involves the actions, deeds, and decisions of leaders in relation to citizens who must be ready to accept rewards or sanctions as consequences (Habbodin & Firdaus, 2022).

The perspective of responsibility according to Spiro (1969) in Responsibility in Government explains that responsibility in government has three main dimensions, namely responsibility as obligation as the obligation to carry out tasks and fulfill the given mandate, responsibility as accountability as the ability to be accountable for actions or decisions to authorities or the public with transparency in the decision-making process and policy implementation, and responsibility as cause as a cause-effect relationship that explains that certain actions are carried out to meet needs or solve certain problems (Ismail, 2017). It can be concluded that responsibility is an obligation involving various

moral, social, and legal dimensions in carrying out tasks, where in the context of government it includes the obligation to serve the public with professionalism, transparency, and accountability and ensure that every action is carried out to meet public needs fairly and in accordance with the law.

The responsibility of the regional government in school transportation is based on the 1945 Constitution of the Republic of Indonesia Chapter VI concerning Regional Government Article 18 Paragraph 1 which states that the Unitary State of the Republic of Indonesia is divided into provincial and district/city regions which have regional governments by regulating and managing their own government affairs according to the principle of autonomy and the broadest possible assistance tasks except for matters determined as Central Government affairs (Setiawan, 2018) . The form of regional government consists of Local Self Government which covers all regions with the authority of autonomy to regulate its own affairs within the framework of the state government system with a sociological meaning that directly affects the lives of people in certain regions (Samin, 2021) , and Local State Government as a government organizational unit in certain regions based on the principle of deconcentration to carry out government affairs which are the authority of the central government at the regional level (Ramli, 2020) .

The functions of local governments in providing school transportation include planning and budgeting based on data on the number of students, residential location, and distance to school through the Regional Budget (APBD), providing safe and decent transportation facilities such as free school buses to reduce the use of private vehicles by underage students, operational arrangements through the transportation agency regarding schedules, routes, and strategic pick-up points, socialization and education to the community regarding the importance of using school transportation, collaboration with schools, communities, and the private sector for program sustainability, and periodic evaluation and supervision of the effectiveness and efficiency of services to ensure safety standards and student needs are met. Government policies in providing school transportation are related to education financing as a fundamental issue that affects the educational excellence of students who require adequate financial support to support teaching and learning activities in the form of procurement of facilities and infrastructure to student personal equipment, so that realizing quality education is a joint responsibility of the central government, local governments, and the community to meet the supporting needs for the implementation of education in the form of organizing education financing (Winata & Yudha, 2022) .

Provision of school transportation according to KBBI is a process, method, or act of providing which involves a series of activities to prepare or present something so that it can be used as needed, where in the context of education it refers to a series of activities aimed at providing various types of educational facilities and infrastructure as needed to achieve educational goals set through careful planning, procurement of resources, and optimal management of educational facilities. School buses or public transportation to drop off and pick up students have an important role in the continuity of education with the benefits of providing better accessibility to schools for students who live far away or in remote areas to improve educational opportunities, helping students and school staff arrive on time to maintain a smooth schedule of lessons and maximize learning time, providing protection while traveling with guaranteed vehicles and experienced drivers to reduce the risk of accidents, and reducing the burden on parents in dropping off and



picking up children every day to provide freedom and flexibility in carrying out their work (Suryatno, 2024).

## METHOD STUDY

This study uses a descriptive qualitative method where according to Anggito & Setiawan (2018) qualitative research is a particular tradition in social science that fundamentally depends on observations of humans both in their area and in their terminology that identifies things relevant to meaning in various conditions of the world of human diversity, actions, beliefs, and interests by focusing on forms that give rise to differences in meaning. A descriptive approach is used to describe the results of the study with the aim of providing descriptions, explanations, and validation of the phenomena being studied (Ramdhan 2021), on the grounds that qualitative methods allow researchers to interact directly with informants so as to gain a better understanding of the responsibility of the local government in providing school transportation for SMP Negeri 01 Buru in Buru District, Karimun Regency.

The object of the research is the head of the education office and the head of the transportation office to analyze the responsibilities carried out between these agencies in solving the problem of providing special transportation for schools, with the research location in Buru District, Karimun Regency which was chosen because of the problem of transportation accessibility for school students and the need for cross-sector collaboration. Data sources consist of primary data that provides access to data collectors to obtain data directly through in-depth interviews with the transportation office, education office, Buru sub-district head, and parents of students as well as photographs taken during the research, and secondary data obtained indirectly through other people or documents from books, scientific journals, archives, personal documents, and official documents (Hapsari, 2023).

The data collection technique uses interviews as a communication process to collect information with questions and answers between researchers and informants to obtain in-depth information about the issues raised (Urip Sulistiyo, 2019), and documentation that includes all the processes of proof from various types of information in the form of writing, speech, images, and archaeological data (Iman Gunawan, 2013). Research informants were selected using purposive sampling, namely determining samples with certain considerations or special selections whose arguments are strong to answer the researcher's questions (Elvera & Astarina 2021) consisting of the Head of the Karimun Regency Education Office, the Head of the Karimun Regency Transportation Office, the Buru Sub-district Head, and five parents/guardians of students who each play a role in managing education policies, regulating transportation infrastructure, implementing programs at the sub-district level, and as beneficiaries of the school transportation program. The data analysis technique uses qualitative descriptive data processing through data reduction by summarizing and selecting the main information and eliminating irrelevant information (Mamik, 2015), presenting data in the form of narrative text to facilitate understanding and planning further work, and drawing conclusions that are temporary and can change if no strong supporting evidence is found in the next stage of data collection.

## RESULTS AND DISCUSSION

### Accountability

Accountability in the provision of school transportation reflects transparency, responsiveness, and compliance with applicable regulations where the Transportation Agency is required to prepare programs and budgets based on students' real needs and ensure that the procurement process to the implementation of transportation services runs efficiently and can be accounted for. The form of accountability is seen from the existence of public reports on budget use, fleet performance evaluation, and community involvement in service supervision, where the Transportation Agency must be responsive to complaints or input from the community and education stakeholders regarding the quality and sustainability of school transportation. In the context of Buru District, accountability is important because the challenging geographic area requires careful planning and disciplined implementation so that with good accountability, public trust in the local government will increase and students' rights to get access to decent education through safe and affordable transportation can be optimally realized.

The Department of Transportation conveyed full responsibility for school transportation in Buru District by explaining that the government had provided one bus unit in 2009, but the current program is the Village Transportation Program managed by the Ministry of Villages with the allocation for school children and the general public in the form of a 20-person capacity microbus that has been given to Sebele Village and Penarah Village, although this year it was not continued due to the President's budget efficiency policy. The procedure for submitting transportation assistance begins with a village proposal through a BUMDes submitted to the Department of Transportation but can only be processed if assistance from the Ministry of Villages is available, where the Department of Transportation only acts as a technical organizer who procures goods and distributes them to the regions that submit proposals. The community is given the opportunity to convey complaints or input through informal or formal meetings with government officials which are channeled through the RT/RW at posyandu events, social gatherings, or other community events and then forwarded to the next stage such as Musrenbang as a means of two-way communication between the community and the government so that services are in accordance with needs and field conditions.

The government has demonstrated a special commitment to providing school transportation for junior high school students with continuously intensified procurement efforts, however the main obstacle is the limited budget experienced by the Karimun Regency Government so that school transportation services are not yet available in Buru District, especially at SMP Negeri 01 Buru. Regarding budget management, the Education Office explained that the school transportation budget is not under its authority because this program is not part of the Education Office's activities directly but is the responsibility of the Transportation Office, however there is a lack of coordination or communication between the two offices so that the Transportation Office does not have a clear picture of the needs or budget required to support school transportation. The Transportation Office has implemented a school transportation program although on a limited scope and has prepared a program design although it is still in its initial form, however for further procurement it requires a submission process to the Batam Land Transportation Management Center (BPTD) as an extension of the central government, where until now the plan has not been able to be realized due to budget constraints and the bureaucratic process of submitting to the central level.

## Obligation

The government has an obligation to ensure that every child has access to adequate education, including through the provision of special school transportation facilities as a form of government social responsibility towards equitable distribution of education services. In areas such as Buru District, this obligation is increasingly important because adequate infrastructure obstacles can prevent students from attending school on time, so the local government is obliged to allocate budgets, develop priority programs, and coordinate across agencies to ensure the availability of safe and affordable school transportation services. The provision of school transportation should be a priority, especially for areas with difficult or remote access because without adequate transportation support, many students will experience obstacles in arriving at school regularly and on time, so that the teaching and learning process can be disrupted and the quality of education is affected. Determination of program priorities refers to the results of the Development Planning Meeting (Musrenbang) to assess the most deserving areas to be prioritized in the provision of transportation as well as proposals from villages through Village-Owned Enterprises (BUMDes). Although many proposals have been submitted in recent years, the Transportation Agency has not been able to fully follow up because it is still waiting for policies and support from the relevant ministries due to limited resources.

Regarding the division of responsibilities, school transportation matters are part of the school's responsibility which must be coordinated with the Education Office where at the sub-district level the school supervisor functions to bridge the coordination so that basically the provision of school transportation is the responsibility of the Education Office with the role of Buru District only limited to facilitating coordination between schools and related agencies. In the Education Office there is a division that handles facilities and infrastructure that will establish coordination with the Transportation Office, where if Buru District needs a school bus then the information is forwarded to the Education Office then to the Transportation Office while the procurement of school buses is entirely the authority of the Education Office and the Transportation Office not the sub-district government. However, until now the Education Office has not established direct coordination with the local government regarding school transportation issues where generally the coordination flow is carried out by the local government through the Transportation Office which then communicates directly with the school or sub-district head in the local area, so this coordination pattern shows that the Education Office is not actively involved in the initial discussion regarding the provision of transportation which causes limited information and roles that should be maximized in supporting students' access to education.

The existence of school transportation is very important as a supporting facility in the world of education where the government has an obligation to provide this facility so that all children can enjoy their right to access education, so that with the existence of school transportation, the obstacle of distance or difficulty of access to school can be overcome and the teaching and learning process can take place smoothly and evenly in all areas including remote areas or islands. There are many obstacles in the provision of school transportation, one of which is limited funding because local governments can only rely on financial assistance from the central government while funds from local



governments themselves are very limited, making it difficult to allocate a special budget for the procurement of school transportation. Until now, the government has not provided special assistance or offered concrete solutions to overcome the problem of school transportation so that this problem continues to be an obstacle felt by many families, especially those living in remote areas or with limited access.

### **Cause**

The suboptimal provision of dedicated school transportation is caused by several structural and coordinating factors. The primary factor is the limited regional government budget, which is insufficient to allocate dedicated funds for fleet purchases, operational costs such as fuel and drivers, and sustainable management of the school transportation system. Furthermore, the lack of coordination between relevant agencies, such as the Education Office and the Transportation Office, hampers program implementation. The lack of proposals from villages or schools also prevents transportation provision from being a priority in regional development planning, even though the Transportation Office has provided outreach through the Musrenbang (Development Planning Forum) to encourage Village-Owned Enterprises (BUMDes) to submit proposals for assistance in accordance with grant regulations to non-governmental organizations.

The impact of this problem is felt directly by the community, especially students in Buru District, who experience difficulty accessing schools due to the long distance and lack of public transportation. Although the community has submitted proposals through village deliberation forums (Musdes) and meetings with the sub-district, the geographical conditions and limited infrastructure make this area a priority for government assistance. The government tends to shift the focus of transportation assistance to areas experiencing difficult access, as conveyed in an interview with the Head of Student and Character Development. This situation has raised high hopes from the community that the government will immediately realize the provision of adequate school vehicles to ensure safe, comfortable, and equitable access to education for all students.

### **CONCLUSION**

Based on the results of the analysis of local government responsibility in providing school transportation for SMP Negeri 01 Buru in Buru District, Karimun Regency using J. Spiro's accountability theory, it was found that government accountability is still weak due to lack of coordination between agencies (Transportation Agency, Education Agency, and Ministry of Villages), complicated bureaucratic processes, and suboptimal follow-up even though there is already space for community aspirations. In terms of obligations, the government has not fully fulfilled its responsibility to guarantee equal access to education due to weak coordination, limited regional budgets, and dependence on central assistance. The main causes of these obstacles are limited regional funds, lack of adequate vehicles, long travel distances, lack of public transportation, and the mechanism for submitting assistance that must go through BUMDes and depends on central support.

To address these issues, several strategic steps are needed: clarifying the division of tasks between agencies by building an effective coordination system and transparent oversight mechanisms; establishing a solid coordination mechanism between agencies by strengthening regional budget commitments through the allocation of special funds in the Regional Budget (APBD) as well as regulatory support and technical assistance from the central government; and establishing affirmative policies favoring remote areas by

providing special funding allocations through the Special Allocation Fund (DAK) or village programs, simplifying aid application procedures without layered bureaucracy, and establishing partnerships with the private sector or non-governmental organizations. With a collaborative approach and clear responsibilities, transportation barriers can be minimized and equitable access to education can be realized.

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