

# Collaborative Innovation: Strategy To Overcome School Dropouts And Illiteracy In The Baubau City, Southeast Sulawesi Province, Indonesia

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**Abstract:** This research involves a wide range of concepts, theories and models, especially models of public sector innovation and proactive planning model of educational innovation. This study aims to identify the empirical model of planning educational innovations in Baubau City. Specifically, the purpose of this study is to find and to know the strategies of educational innovation in the city Baubau. This research was conducted in the Baubau city using a qualitative approach. The data collection technique used is the approach utilizing the available data (the data existing approach) in the form of statistical data, as well as general data that already exists, a variety of official documents, data reporting, other specific data provided by government agencies. Interviews and observations. Data analysis techniques performed interactively. The results showed that Educational Innovation Strategy in Baubau City is through government the Department of Education, Youth and Sports in Baubau, in general create educational innovation strategy is characterized by: Strategic-systematic; collaborative and synergistic by the stakeholders; capacity building, and sustainable.

**Index Terms:** collaborative, synergistic, innovation, strategy

## 1 INTRODUCTION

Dropout and illiteracy is one of the main educational phenomena urgent and complex. The urgency and complexity occurs not only at the local level, but also at the regional and national levels. Even at the international level, UNESCO (*United Nations Educational, Scientific, and Cultural Organization*) has set and build a shared commitment across the country to eradicate illiteracy. Dropping out of school means leave school before it passed. While illiteracy is a term that refers to the lack of knowledge of reading, writing and arithmetic with letters or numbers simplest. In Baubau City, South East Sulawesi province are school dropouts and illiterates were quite a lot. Results of a survey conducted by education office, Youth and Sports of Baubau, in collaboration with the *Community Learning Center* (CLC) and Basics in early 2011, finding: as many as 1,801 children drop out of high school or its equivalent elementary schools, 42 percent or 768 of them are women. Also found also 818 dropouts Junior High School level or equivalent, 41 percent are women (BASICS, 2013)[1]. Meanwhile, based on secondary data Department of Education Youth and Sports Baubau, the number of illiterates in Baubau city reached 1,600. Data does not include data on the CLC (Community Learning Center) spread over eight districts in the Baubau City. The allocation of funds for the education sector in the city large enough Baubau but the dropout rate is still quite significant. In 2010 the budget allocated for education was 33% (Rp 119 billion) of the total expenditure Local Budget (Budget) to Rp 363 billion. In 2011 the allocation rose to 35% (Rp 149 billion) of the total expenditure budget of Rp 431 billion (BASICS, 2013)[1] Drop out and illiteracy is closely related to a variety of factors. Basics found that the main factors causing the drop outs are economic factors (BASICS, 2013)[1].

Generally from poor families who do not have sufficient funds to finance their children's education due to low income is not comparable to the cost of education to be borne. Parents who could no longer afford his son's school to help her think better work to earn money for everyday purposes. Not all causes of dropout due to economic problems. Environmental factors, chaos in the family are also factors that led to increased dropout rates. In addition, high dropout rates and illiteracy in the Baubau City strongly associated with indifference to ignorance, and help lessness community. It is associated with a specific individual's perception that any actions would not change his life significantly. The cause is most significant because of the weakness of the government. Before the year 2011, for example, the government of Baubau not have a specific strategy for dealing with dropouts and illiterates. Strategy absence is caused by the absence of accurate data on the number of school drop outs and illiteracy through out the. Since there is no accurate data then the next planning becomes in effective and inefficient to achieve the goal of education in the area. Therefore, it needs to involve many parties are informed and working together to help people who are illiterate and children who dropout of school in order to again access to education. High dropout rates and illiteracy in the Baubau City. Baubau City government pushed together stakeholders to be more proactive collaborative innovation as a strategy to address the high school dropout rates and illiteracy in the Baubau City.

## 2. THEORY STUDY

In general, the term innovation is defined in different ways: as the planned changes, has novelty, original and unique, adoption or deployment of existing innovations, creating and implementing something into one or a combination may be are discovery of the concept or practice of the past not what has routinely been done before (Skogen, 2001)[2]; (Godin, 2008)[3]; (Glor, 2013)[4] Rogers, 1983)[5]; (Adair & Thomas, 2004)[6]; (Cooper & Kirton, 2009)[7]. Effective governance depends on successful innovation to develop better ways to meet the needs, problem solving, using the resources and technologies (Mulgan & Albury, 2003)[8]. Innovation is nothing new in the public administration (Anttiroiko et al., 2011)[9]. Innovation in the context of the public sector is a significant

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improvement in the efficiency, effectiveness or quality of the results' (Moor &Hartley, 2008)[10]. Process innovations include a mechanism that will ensure transparency and accountability in the public sector (Batalli, 2011)[11]. This process is not linear but involves continuous interactivity between various institutions (Lundvall, et al., 2006)[12]. A number of variables have been identified as the driver of innovation variables. structural variables, cultural, and human resources are the three sets of variables to stimulate innovation(Robbins, 1994)[13]. Responsiveness, leadership and vision, it is important antecedents of innovation in the public sector (Vigoda-Gadot et al., 2008)[14]. Crisis, efficiency savings, poor performance, new technology, new evidence, acupuncture is the trigger and inspiring urban innovation in the public sector (Murray, et al., 2010)[15]. It is unpredictable; discrepancy between reality; Innovation based on process requirements; changes in industry structure or market structure are the four sources of innovative opportunities that involve change. The next three series involving changes outside the organization or company or industry: Demographics (population changes); Changes in perception, mood, and meaning; New knowledge, both scientific and non-scientific (Drucker, 2002)[16]. Empirical research in 1998, showed that the approach is most often selected innovation innovator is a systems approach. Successful innovation is innovation that crosses organizational boundaries. The change of leadership does not seem to be a key condition for successful innovation (Borins, 1998)[17]. Three different strategies or methods used European public institutions to innovate, i e, methods based policy (policy driven methods), bottom up method (bottom-up methods) and methods of external knowledge (knowledge external methods) (Arundel &Hollanders, 2011)[18]. Innovation collaborative governance at the moment is a new form that is suitable for innovation in organizations or the public sector (Bommert, 2010)[19]. This collaborative model is a necessity when managing public service was held in partnership, involving government agencies with one or more nongovernment agencies. Effective innovation must involve three overlapping dimensions, namely individual team organization. Therefore, innovation requires a team (Adair &Thomas, 2004)[6]. Jean Hartley and his colleagues have conducted research using institutional and organizational analysis to compare the three main strategies of public innovation, namely : New Public Management that emphasizes market competition, neo Weberian state that emphasize sent repreneurial organizations, and collaborative governance that emphasizes the involvement of multi actors across the organization in the private sector, public sector and non profit. Hartley and his colleagues concluded that the choice between different strategies to improve public innovation is contingency (Hartley, et al., 2013)[20]. Innovation is no longer just rely on the government to innovate individually, but on how different institutions work together (Agolla &Lill, 2013)[21]. Public sector innovation proved to be positively can lead to changes and improvements in the delivery of the service or services, reduce costs, in creasere venues into productivity, and to respond quickly to the environment (McLaughlin, et al., 2002;[22] Denhardt & Denhardt,2003)[23]. Introducing innovation in government has a number of positive results (Alberti &Bertucci, 2006)[24]. 'First, improve good governance in general. Second, help the government regain the people's trust and restore legitimacy. Third, it encourages a culture of continuous improvement,

building a sense of trust between public officials. Fourth, producing a domino effect, opening the door to innovation in other are as leading to a favorable environment for positive change. Successful innovation resulting in improved efficiency results, effectiveness or quality significantly(Mulgan &Albury, 2003)[8]. Thus, based on the framework of public sector innovation, it is known that there are many factors that direct innovation in the public sector. Public sector innovation is something unique. Among its uniqueness is that the public sector has far reaching implications to the public.

### 3. RESEARCH METHODS

This study used a qualitative approach. This research was conducted in the Baubau city. Sources of data in this study are (1) statistical data, as well as general data that already exists, a variety of official documents, data reporting, other specific data provided by government agencies such as BAPPEDA, Department of Education youth and Sport Baubau city, Community Learning Center (CLC ), and Basics Responsive Initiative (BRI). (2) The results of interviews with a number of informants who are competent to confirm the data or written documents that have been obtained. Analysis of the data in this study, conducted at the time of data collection took place, and after the completion of data collection in a given period. Data analysis was carried out interactively and continues over time to completion until the data was saturated. Data analysis was conducted in three stages, namely; data reduction, data presentation and conclusion.

### 4 RESULTS AND DISCUSSION

Baubau City Government has a number of educational programs, including basic infrastructure and access to education. However, the most important factor in accelerating the reduction in the numbers of school children and illiterate is innovation. Unfortunately, it is difficult for the bureaucracy in it self (an sich) to innovate due to limited human resources, organizational climate, and organizational structure. Bureaucracy requires external organizations to share knowledge and management capacity in order to innovate. The condition occurs in Baubau city government. To know the strategies of educational innovation in the Baubau City, researchers first studied the documents RPJMD Baubau city government, as a planning document. Search results found that the management of a comprehensive educational approach from the education sector (a sector-wide approach) is characterized by: (a) the work program drawn up collaboratively and synergistically to strengthen policy implementation at all levels, (b) institutional reforms carried out in a sustainable manner supported capacity building programs, and (c) improvement program carried out on an ongoing basis and are based on an annual performance evaluation conducted in a systematic and proper functioning of the roles of stakeholders broader. Baubau City Department of Education to address the dropout and illiteracy Baubau city in cooperation with the various elements of society, both Governmental Organization (NGO) and other parties concerned with the school drop outs and illiterates. School drop outs and illiterate patients were accommodated in a Community Learning Center (CLC) which now consists of 23 pieces. Department of Education out hand Sports Baubau City is also working with the Better Approaches to Service provision through Increased Capacities in Sulawesi (BASICS) program, and the CLC in tackling school dropouts and

illiterates. This collaboration focuses on developing the capacity of basic education services in order to achieve minimum service standards (MSS) and the Millennium Development Goals (MDGs). BASICS making grants through the mechanism BASICS Responsive Initiative (BRI) to support the processes of planning, budgeting and innovative community service, in the field of education. Local governments also provide mutual fund. Central Government and the Provincial Government to increase support and supervision to the District/City Government in the planning and budgeting for the provision of basic services-based SPM/MDGs. CSOs, including women's groups, to provide input to the planning and budgeting process of the local government to ensure the provision of basic education services based SPM/MDGs and provide technical assistance to local governments in the implementation of the provision of basic services. A number of measures innovative collaborative that has been done by the Government in cooperation with the Baubau City Basics, CLC in an effort to overcome the problem of school drop outs and illiterates are as follows: Strengthen the Education Data Management. During data collection system in each unit of work education department continuously conduct school based data collection means that the incoming data is a good school routine reports involving students, teachers and school facilities that already exist. However, data for school drop outs and illiterates cannot be known simply by using their school routine. Sometimes also the data contained in each work unit are different from each other. For that synchronization can be done by ensuring that the agreement is only one data input specific application in order to obtain information from a single source. Thus, in designing or establish a work program are understanding. To obtain data that provide accurate information about the data for drop outs and illiterates required Standard Operating Procedure (SOP) education data networking systems. This initiative was started by the cooperation with the City Government Baubau Basics program in 2011 in preparation of Standard Operating Procedures (SOPs) as outlined in the Education Data Collection Regulation Mayor Baubau Number 40 Year 2011 on Standard Operating Procedure (SOP) System Data Networking Education Baubau City. Mayor Baubau Regulation No. 40 of 2011 contains a series instruction documented work regarding the implementation of processes that are interconnected to each other essentially followed a functional approach. This is considered important because one of the important aspects in improving government services Baubau city government professional, effective and efficient is to adopt a Standard Operating Procedure (SOP) on the whole process of the administration of government. Standard Operating Procedure is a guideline or reference to perform job duties and functions in accordance with this SOP is an attempt to capture the data from the school as well as data from the community working with the Community Learning Center (CLC). The purpose of the preparation of SOP documents, among others:

- A. Providing guidelines for data management in the filling, data networking education so filling becomes clear format and generate complete and accurate data. b) Provide guidelines and common perception to the conduct of the data collection unit of education in the education, nonformal educational institutions as well as in the Department of Education, Youth and Sports of Baubau. c) Provide an overview of the

education data networking mechanisms. d) Describe the stages of networking education data from database creation to the filling in a data report format.

- B. Provide an explanation to the parties involved for Java responsibilities, roles and functions of each.

Thus SOP aims to create a commitment on the procedures carried out by units of work in order to improve the educational institutions Government services Baubau city government in education. With the Standard Operating Procedure, the administration of education can work for sure. Various forms of deviation can be a voided or even irregularities in the government, it can be found the cause and can be resolved in an appropriate manner. Implicitly SOP Baubau city government can help to identify, formulate, prepare, develop, monitor the data networking education in accordance with their duties and functions performed by work units to be used as reference material educational decision making and service assurance information systems education in the city government environment Baubau. Data collecting Literacy and Illiteracy in the Community. To encourage education data collection, the Department of Education, Youth and Sports (Dikmudora) and CLC collaborated to survey the entire houses in the Baubau City. Data collection was conducted to obtain information about school dropouts and illiterates. The data load distribution, number, background causes of school dropouts and illiterates.

### Third, convince the policy makers.

Survey data were presented to the government officials and the Mayor of the City Council Baubau. This is useful for her support and commitment of policy makers Baubau City, including Baubau City. Strengthen CLC (Community Learning Center). Strengthening performed on CLC14 spread across eight sub districts by improving the quality of teaching tutor, CLC management, train tutors in terms of teaching methods and curriculum, train how to manage data and strengthen cooperation between CLC through the Forum. Synergize Role of the School and CLC. Synergism have meaning together to build link ages in the education building. Synergis a side one through the efforts of the Department of Education, Youth and Sports to encourage school teachers to teach more time at CLC and keep records of its role in supporting teachers teaching in CLC. On the other hand the Department of Education, Youth and Sports of the recording process in CLC students study for the exam and facilitates student learning in the CLC formal schools. Strengthen the Regional Policy Support. In order to ensure the efforts made by the CLC in the data collection process, graduate equivalency PKMB teachers teach and encourage even distribution through out the territory of the established regulations Baubau City Mayor. The policy is a policy derived from the Act of the National Education System and the Local Government Act which authorizes local governments in the implementation of the Nine Year Compulsory Education Program. Some of the results and impact of collaboration in efforts to eradicate illiteracy and school dropout with through increasing the capacity of the independent qualified CLC, among others, as follows: Data available school dropouts and illiterates who complete contains the name, address, background causes of dropout and shape lively hoods at supporting family economy. The data dropout and illiterates in 2011 and 2012 used directly in the process of programming and education budgets. Start



budget in 2012, has included programs and related budgets: 1) the management of data from nonformal education services, 2) the development of literacy education and equality by CLC, 3) coaching course and institution administered PKBM, 4) the provision of educational facilities of nonformal and, 5) the development of SKB community. The total budget proposed funding of those activities on the budget for 2012 reached Rp 370 million, and before the funds as mentioned above do not exist in previous years. Significantly, the CLC automatically begin actively learning process and recorded absorb school dropouts and illiterates. Residents learn the 14 CLC has absorbed 100 dropouts at primary school level, 15 children dropped out of school at the level of secondary schools, as well as 200 children are illiterate. This approach practically directly fixed on achieving two goals of the MDGs, the Net Enrollment Ratio (NER). The number of school teacher teach in CLC, has directly recorded by Dikmudora and contribute to the indicators related to the MSS Basic Education teachers teaching hours. Although not too many school teachers who utilize this approach, at least towards the process of improving the quality and quantity of teachers' teaching hours more open. At first CLCs in Baubau city and its existence has not seen the role of local government. Programs and budgets are generally only rely on their own efforts and the CLC also ministry of education and culture through funding from the Provincial Education Department. Strengthening the CLC, including strengthening the role and improve the CLC Forum existence then, this is indicated with access to communications between the CLC and other agencies are getting better.

## CONCLUSIONS AND RECOMMENDATIONS

Baubau City Government through the Department of Education, Youth and Sports, in general, create a strategy that is characterized by educational innovation: Innovators external knowledge which is characterized by collaboration and synergism by local governments-Community Learning Center (CLC) and the Basics through the Foreign Affairs Trade and Development Canada ) which is offering capacity building, and sustainable. Innovative strategies are needed to accelerate the achievement of the Millennium Development Goals (MDGs), the minimum service standards of education, in particular to ensure compulsory nine-year basic education, especially for students who come from poor families who have not had the opportunity to learn and illiteracy eradication as one of the indicators important achievement of the Millennium Development Goals (MDGs). This collaborative innovation can be institutionalized in a community learning center activities or large groups of people. The task of government is how to grow and institutionalize collaborative innovation models. However, without the social capital will be difficult to obtain the existence ease of collaboration (collaboration), which became the main pillar of innovation collaborative planning model.

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