

THE ROLE OF THE GRESIK DISTRICT EDUCATION OFFICE IN IMPROVING THE QUALITY OF EDUCATIONAL SERVICES AT UPT SD NEGERI 81 GRESIK

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ABSTRAK

Penelitian ini mengkaji peran Dinas Pendidikan Kabupaten Gresik dalam meningkatkan kualitas layanan pendidikan di UPT SD Negeri 81 Gresik. Menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui observasi, wawancara, dan analisis dokumen. Analisis berdasarkan teori peran pemerintah menurut Jones, yakni *regulatory role*, *enabling role*, dan *direct provision of goods and services*. Hasil penelitian menunjukkan pada *regulatory role*, Dinas Pendidikan telah mengimplementasikan kebijakan nasional seperti Kurikulum Merdeka dan Rapor Pendidikan sebagai instrumen evaluasi mutu. Pada *enabling role*, Dinas Pendidikan berperan melalui peningkatan kapasitas guru, kolaborasi dengan perguruan tinggi, serta advokasi lintas sektor untuk relokasi sekolah. Serta peran *direct provision of goods and services*, Dinas Pendidikan memfasilitasi penyediaan perangkat teknologi pembelajaran. Disimpulkan bahwa peran Dinas Pendidikan Kabupaten Gresik dalam meningkatkan kualitas layanan pendidikan di UPT SD Negeri 81 Gresik telah berjalan, namun belum sepenuhnya efektif, khususnya dalam menghadapi tantangan struktural dan geografis sekolah.

Keywords:

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ABSTRACT

This study examines the role of the Gresik District Education Office in improving the quality of educational services at UPT SD Negeri 81 Gresik. Using a descriptive qualitative approach, data were collected through observation, interviews, and document analysis. The analysis is based on Jones's theory of government roles, specifically the regulatory role, the enabling role, and the direct provision of goods and services. The findings show that in its regulatory role, the Education Office has implemented national policies, such as the Merdeka Curriculum and the Education Report, as instruments for quality evaluation. In the enabling role, the Education Office contributes through teacher capacity building, collaboration with higher education institutions, and cross-sector advocacy for school relocation. In the role of direct provision of goods and services, the Education Office facilitates the provision of learning technology devices. It is concluded that the role of the Gresik District Education Office in improving the quality of educational services at UPT SD Negeri 81 Gresik has been implemented but has not yet been fully effective, particularly in addressing the school's structural and geographical challenges.

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INTRODUCTION

National development is a continuous process that encompasses various aspects of society, the nation, and the state, with the ultimate goal of realizing national aspirations as outlined in the Preamble to the 1945 Constitution (Yusrie et al., 2021). According to data from the Central Statistics Agency (2021), during the 2020–2024 period, the government has designated education as one of the main focuses of national development priorities. Maruapey et al. (2023) argue that national development cannot be separated from infrastructure development. This view is supported by Awainah et al. (2024), who emphasize that having adequate infrastructure is crucial for enhancing community welfare, as it expands access to essential services such as education, healthcare, and public services. Suryana (2020) states that education is important because it enables people to reach their full potential and make a meaningful contribution to the advancement of their country. Likewise, Maki et al. (2022) emphasize the importance of having adequate educational facilities to support effective learning processes. However, Rajagukguk et al. (2023) note that many schools, from elementary to secondary levels, still lack facilities and infrastructure that meet standards.

Building sufficient infrastructure aligns with the Sustainable Development Goals (SDGs), particularly Goal 4, which aims to ensure that everyone has equal access to quality education and promotes lifelong learning. In Indonesia's governance system, education is a concurrent matter between the central and regional governments, with implementation that upholds accountability, efficiency, and national interests (Andrea, 2020). Education decentralization is a strategy that involves delegating authority to local governments for managing the education system (Sofiani et al., 2024). This is stipulated in Article 12 paragraph (1) of Law No. 23 of 2014 on Regional Government.

Law No. 20 of 2003 on the National Education System states that education in Indonesia includes formal, non-formal, and informal pathways. Formal education begins at the elementary school level, which plays a strategic role as the foundation of the national education system (Sofyan & Sanusi, 2023). Access to education can be a significant issue across all levels. For this study, however, the focus is specifically on elementary school. The

reason for this focus is that elementary-aged children are still very dependent on their parents or guardians for transportation and safety. Difficult or risky access can increase the likelihood of school dropout or student transfer. Additionally, the number of students in elementary schools is higher than at other levels, making elementary schools a critical point in improving the quality of educational services.



Figure 1. Distribution of Elementary Schools (SD/MI) in Indonesia by Province, 2024

Source: dapo.kemdikbud.go.id, 2024 (data processed by the author)

Based on data from dapo.kemdikbud.go.id, East Java is recorded as the province with the second-highest number of elementary schools and Islamic elementary schools in Indonesia, after West Java. According to data from the Indonesian Infrastructure Statistics, East Java Province continues to face challenges in ensuring equitable access to and quality of education, particularly in rural and border areas.

Gresik Regency, as one of the regions in East Java, still faces challenges in achieving equitable access to education. In the Gresik Regency Medium-Term Development Plan (RPJMD) for 2021–2026, the vision of "Progressive Gresik" encompasses improving access to quality education and healthcare facilities, as well as promoting innovative and collaborative educational models. However, the revised Strategic Plan (*Renstra*) of the Gresik District Education Office for 2021–2026 notes several issues, such as the unequal distribution of educational facilities across sub-districts and the suboptimal allocation of educational funding. This indicates that equitable and equitable access to education remains a strategic issue.

The Strategic Plan also identifies challenges in implementing the Education Department's

duties, including the large number of educational institutions that have not yet met the National Education Standards (SNP) as stipulated in Government Regulation No. 57 of 2021. To address this, the Education Department has established three main strategies: improving the availability of educators and educational staff, strengthening infrastructure and facilities, and enhancing the efficiency and effectiveness of educational programs. According to the 2023 Performance Report of the Gresik Regency Education Office, one of the primary challenges for the Gresik Regency Education Office is ensuring equal access to and quality of education for all children.

According to data from dapo.dikdasmen.go.id, Gresik District has 18 sub-districts with a total of 389 public and private elementary schools. Duduk Sampeyan Sub-district is recorded as having the fewest number of elementary schools, with only 16 schools—the selection of Duduk Sampeyan Sub-district as the research location was based on its limited access to education. The following is the distribution of public elementary schools in Duduk Sampeyan Sub-district.

Table 1. Number of Public Elementary School Students in Duduk Sampeyan Sub-district

No.	Name of School	Number of Student
1.	UPT SD Negeri 77 Gresik	51
2.	UPT SD Negeri 78 Gresik	112
3.	UPT SD Negeri 79 Gresik	58
4.	UPT SD Negeri 80 Gresik	112
5.	UPT SD Negeri 81 Gresik	46
6.	UPT SD Negeri 82 Gresik	71
7.	UPT SD Negeri 83 Gresik	70
8.	UPT SD Negeri 84 Gresik	77
9.	UPT SD Negeri 85 Gresik	43
10.	UPT SD Negeri 86 Gresik	99

No.	Name of School	Number of Student
11.	UPT SD Negeri 87 Gresik	229
12.	UPT SD Negeri 88 Gresik	125
13.	UPT SD Negeri 89 Gresik	81
14.	UPT SD Negeri 90 Gresik	67
15.	UPT SD Negeri 91 Gresik	63
16.	UPT SD Negeri 92 Gresik	86
Total		1.391

Source: dapo.dikdasmen.go.id, 2024 (data processed by the author)

According to the data, Duduk Sampeyan Subdistrict has 16 public elementary schools, serving a total of 1.391 students. The second lowest position is UPT SD Negeri 81 Gresik, with a total of 46 students. The selection of this location is based on the inadequate access to education at UPT SD Negeri 81 Gresik.

UPT SD Negeri 81 Gresik is one of the basic education units located in Pandanan Village, Duduk Sampeyan Subdistrict, Gresik Regency. The school is situated on the border of Gresik and Lamongan, directly across from the National Highway, and to reach the school, students must cross two railway crossings without barriers. This situation raises concerns about the safety of students, parents, and teachers while also highlighting the importance of the government's role in ensuring safe access to education.

This situation contradicts the provisions of Ministry of Education, Culture, Research, and Technology Regulation No. 22 of 2023 on Standards for Facilities and Infrastructure for Early Childhood Education, Basic Education, and Secondary Education, which states that educational institutions must be located in a safe environment, free from potential hazards, and have evacuation access in emergencies. Adequate infrastructure is crucial for both teaching and learning, as well as ensuring that pupils can attend school safely (Suryadi, 2024).

As an effort to improve safety and comfort, the school has proposed relocation. This initiative demonstrates recognition from various parties of the urgency of access issues and the importance of cross-sectoral

collaboration. Relocation is not only a technological solution; it is also a long-term plan for creating a secure, comfortable, and high-quality learning environment. With thorough planning and equitable distribution of infrastructure, the vision of "Progressive Gresik" is expected to be realized through improved access to education.

One of the primary obstacles to achieving this goal is limited funding, particularly in the border areas of the district (Maula et al., 2023). So, the local government, especially the Gresik District Education Office, needs to take action. This should include not only providing facilities and infrastructure but also engaging in strategic efforts to improve the overall quality of educational services. This aligns with Government Regulation No. 57 of 2021 on National Education Standards, which requires educational institutions to meet eight national standards, including infrastructure standards, educator and educational staff standards, as well as process and assessment standards.

Improving education quality in areas with limited access, such as the Gresik District Public Elementary School No. 81, is crucial to ensuring equitable services for all children. Interventions include strengthening teacher capacity, developing character-based and locally relevant curricula, conducting regular evaluations of educational services, and allocating budgets that prioritize the actual needs of educational institutions.

This study aims to examine the role of the Gresik District Education Office in enhancing the quality of educational services at UPT SD Negeri 81 Gresik, drawing on Jones' theory of government roles (Mahsun et al., 2011). The selection of Jones' theory as the basis for this study is based on its relevance to the focus of the study, namely the role of the Education Office in improving the quality of educational services at UPT SDN 81 Gresik. Unlike other role theories that place more emphasis on normative aspects and individual behavior in carrying out their roles, Jones' theory provides a more specific framework for understanding the role of government in the public sector. This theory posits that the government has three primary roles in managing the public sector: a regulatory role, an enabling role, and the direct provision of goods and services. The regulatory role involves establishing rules and policies to prevent disparities in public services. The enabling role involves facilitating efficient

access to services for the community. The direct provision of goods and services role involves directly providing public goods and services, as well as overseeing their provision.

Through this approach, this study will analyze the extent to which the Gresik District Education Office carries out these three roles in ensuring equitable and quality access to education. Based on this background and theory, the author is interested in raising the title "**The Role of the Gresik District Education Office in Improving the Quality of Educational Services at UPT SD Negeri 81 Gresik.**"

RESEARCH METHODS

This study uses a qualitative approach with a descriptive method. This type of research is a case study, one of the approaches in qualitative research that analyzes a specific case in depth. The focus of this study is Jones' theory of the role of government in public sector management, as cited by Mahsun et al. (2011), which comprises three aspects: the Regulatory Role, the Enabling Role, and the Direct Provision of Goods and Services.

The research location was at the Gresik District Education Office and UPT SD Negeri 81 Gresik. The data sources in this study were primary and secondary data. Primary data was obtained directly through interviews with informants who had knowledge and experience related to the issues being studied. Secondary data included articles, books, reports, archives, regulations, and news relevant to the research topic. Additionally, secondary data sources included official documents from relevant agencies, such as the profile of the Gresik District Education Office, the organization's vision and mission, the organizational structure of the Gresik District Education Office, as well as statistical data or annual reports published by the agency.

Data collection techniques combined direct observation at the school location, structured interviews with the Gresik District Education Office, the Principal of UPT SD Negeri 81 Gresik, parents of students, document analysis, and the use of visual materials to obtain comprehensive data. Data analysis was conducted using the Miles et al. (2014) model, which encompasses data reduction, data presentation, and conclusion.

RESULT AND DISCUSSION

The role of the public sector begins with the fundamental capacities of each agency, including its authority to develop regulations, policies, and laws that influence public services. In the context of this study, the public sector refers to the role of the Gresik Regency Education Office in enhancing the quality of educational services at UPT SD Negeri 81 Gresik. The aim of this research is to analyze how the Gresik Education Office fulfills its responsibilities in providing public education services, based on Jones' theory of public sector roles as cited by Mahsun et al. (2011).

According to Jones, the public sector encompasses three main roles: (1) the Regulatory Role, which refers to the government's authority to formulate rules and educational policies; (2) the Enabling Role, which involves facilitating access to resources, strengthening institutional capacity, and promoting stakeholder collaboration; and (3) the Direct Provision of Goods and Services, which refers to the government's direct involvement in providing educational infrastructure, financial support, and learning resources.

Regulatory Role in Improving the Quality of Educational Services

Mahsun et al. (2011) discuss Jones' concept of government functions and the significant role that local governments play in regulating education. In this system, local governments are responsible for creating rules that ensure everyone has fair access to public services, such as education. The Gresik District Education Office, as a technical agency, has fulfilled its regulatory function through strategic policies, including the implementation of the Merdeka Curriculum and the utilization of Education Reports.

Based on the Gresik District Education Office's Strategic Plan for 2021–2026, the primary policy aims to enhance the quality of educational services in alignment with the Gresik District Medium-Term Development Plan (RPJMD). In its implementation, the Education Office has adopted the Merdeka Curriculum and optimized the use of the Education Report Card platform as a tool for the annual evaluation of education quality. The Head of Elementary Education Management emphasized this, Mr. Sunikan:

". . . So the main focus of the Education Department in improving the quality of educational services in Gresik Regency in this era is related to the Merdeka Curriculum. There is something called the Education Report Card. So our current focus is on how schools can improve their Education Report Card results from the previous year." (Source: Interview, May 5, 2025)



Figure 2. Rapor Pendidikan Website

Source:
<https://raporpendidikan.dikdasmen.go.id>

The Education Report Card Platform refers to national regulations, namely Government Regulation No. 57 of 2021 concerning National Education Standards and Ministry of Education, Culture, Research, and Technology Regulation No. 9 of 2022. This platform measures key indicators of educational quality, including student literacy and numeracy achievements, school safety and diversity climate, and learning quality. In 2024, the Gresik Regency Education Report Card demonstrated exemplary achievements in primary school indicators, particularly in literacy, numeracy, student character, and a safe and inclusive learning environment.

The Education Report also incorporates the IRB (Identification, Reflection, Improvement) method as a way to improve based on evidence. This process fosters collaboration among educational units, supervisors, and agencies in developing specific improvement measures. Mr. Sunikan explained:

". . . Year after year, the report must improve. The education report includes the IRB system (Identify, Reflect, Improve). Here, school stakeholders, supervisors, and government agencies reflect and develop improvements." (Source: Interview, May 5, 2025).

However, the implementation of regulatory roles has not fully addressed contextual needs

on the ground, especially in emergencies. A case study at State Elementary School Unit 81, Gresik, revealed that the school faces safety risks due to its location on the edge of a national highway and its direct adjacency to two active railway crossings without barriers. Although a relocation request was submitted as early as 2019, to date, there are no explicit technical regulations governing the relocation of educational institutions based on geographical risks. The Head of Elementary Education Management stated:

“. . . In the case of the school relocation in Bawean, it could be done quickly because the regent personally purchased the land and donated it to the local government. However, if it comes from the local government budget, the process is lengthy, requiring proposals, approval from the Regional Financial Management Agency, and other procedures.” (Source: Interview, May 5, 2025).

This statement indicates that current regulations are insufficient to address urgent needs, such as the relocation of schools where student safety is at risk. This situation highlights the limitations of local government regulatory functions, which should be responsive to risk conditions in educational institutions.

Thus, although the Gresik District Education Office has carried out its regulatory function through national and regional policies such as the Education Report Card and the Merdeka Curriculum, there are still regulatory gaps, especially in terms of emergency response policies. This indicates the need for adaptive regulations that enable local governments to respond to field needs more quickly and systematically, particularly in geographical contexts that threaten the continuity of the teaching and learning process.

The Enabling Role of the Gresik District Education Office in Improving the Quality of Education Services

The role of a facilitator is a form of government intervention that creates conditions enabling educational units to access resources fairly and evenly. In this context, the Gresik District Education Office carries out an enabling role by integrating various strategies that support the improvement of educators' capacity and the optimization of school institutional resources.

One of the main strategies implemented is encouraging the optimization of the Merdeka Mengajar Platform (PMM) as a medium for enhancing teachers' competencies. Teachers are encouraged to actively participate in independent training and learning communities (*Kombel*), both online and offline. This practice shows a shift in capacity-building patterns from a centralized approach to a more flexible and participatory one. Mr. Sunikan, The Head of Elementary Education Management Division, stated:

*“. . . What is currently regulated by the Directorate General of Primary and Secondary Education is primarily the Merdeka Mengajar Platform (PMM). Therefore, the Education Office encourages school principals to reactivate and empower the existing human resources in their respective schools to immediately undertake self-directed training or participate in learning communities (*Kombel*).”* (Source: Interview, May 5, 2025).

The Principal of UPT SD Negeri 81 Gresik also emphasized that various training sessions have been attended by teachers, both in-person and online, especially in supporting the transition from the 2013 Curriculum to the Merdeka Curriculum:

“. . . Regarding training, there are often workshops and seminars, both directly at the Education Office and online. These are aimed at improving teacher competencies. For example, with the curriculum shift from K-13 to Merdeka Belajar, there have also been related training sessions. Nowadays, to reduce costs, many of them are conducted online via Zoom meetings.” (Source: Interview, April 30, 2025).

In addition, the Education Office also facilitates mentoring through supervisors who act as facilitators at the field level, creating a bridge between office policies and implementation in schools.



Figure 3. Cooperation between the Gresik Regency Education Office and FIP UNESA

Source: Gresik Regency Education Office Document, 2024

In addition to strengthening the capacity of individual teachers, the Education Office also plays a role in facilitating strategic cooperation with higher education institutions. The collaboration with the Faculty of Education at Surabaya State University (FIP UNESA) in 2024 is a concrete example of the involvement of external actors in strengthening learning innovation. This collaboration focuses on developing learning methods that are relevant and responsive to the demands of the Merdeka Curriculum, such as the application of deep learning and formative assessment. As stated by Mr. Sunikan, The Head of Primary Education Management:

“. . . There are independent trainings and classical trainings. Usually, the Education Office collaborates with UNESA or other universities that are well-versed in the relevant topics. For example, currently we are focusing on deep learning, and we have planned a collaboration with UNESA. This has already been discussed for implementation in September.” (Source: Interview, May 5, 2025)



Figure 4. School Relocation Visit

Source: UPT SDN 81 Gresik Document, 2022

The facilitative role of the Education Office is also evident in its assistance with the relocation of UPT SD Negeri 81 Gresik. This school faces structural problems due to its location on the edge of a national road and adjacent to two active railroad crossings without gates. The Education Office, along with other stakeholders such as the District Head, Village Head, Public Works and Housing Office, Transportation Office, and Regional Development Planning Agency, has undertaken various cross-sectoral advocacy efforts to advocate for the school's relocation. As stated by the Principal of UPT SD Negeri 81 Gresik:

“. . . The process of applying for the school’s relocation has involved seven institutions. These include UPT SD Negeri 81 Gresik itself, the Head of Pandanan Village, the Sub-district Head of Duduksampeyan, the Public Works and Housing Office (PUPR), the Transportation Office, the Education Office, and the Regional Development Planning Agency (Bappeda).” (Source: Interview, April 30, 2025).

Although the process is still stalled by technical regulations related to land use and limited regional budgets, this step demonstrates that the facilitative role is not only administrative but also encompasses cross-institutional coordination.

However, the department's facilitative role has not fully addressed the strategic needs of educational institutions. For example, the lack of program support for the placement of school road safety personnel indicates a weak institutional response to student safety issues. Addressing these needs still relies on internal school initiatives, which involve the participation of teachers and parents. This reflects that the enabling role is not supported by a policy framework that is adaptive to local risks.

Thus, the facilitative role of the Gresik District Education Office in enhancing the quality of educational services at UPT SD Negeri 81 Gresik has been implemented through training, external collaboration, and policy advocacy. However, its effectiveness is still limited to administrative aspects and has not yet addressed the structural interventions needed by the school. To strengthen the enabling role, more integrative policy strengthening and concrete cross-sectoral support are needed, especially in issues related

to safety and the sustainability of basic education services.

Direct Provision of Goods and Services by the Gresik District Education Office in Improving the Quality of Educational Services

The role of the Gresik District Education Office in directly providing goods and services is reflected in its involvement in providing facilities and services that support learning activities at UPT SD Negeri 81 Gresik. One concrete form of this role is the procurement of learning technology devices, such as Chromebooks. In 2023, the school received 15 Chromebook units from the Ministry of Education, Culture, Research, and Technology, facilitated by the Education Office. These devices are utilized for the implementation of the Computer-Based National Assessment (ANBK), replacing the previous national exam system. The principal of UPT SD Negeri 81 Gresik stated:

". . . With the Chromebooks, we can participate in the AN. It used to be called UNAS. Now the exams use Chromebooks." (Source: Interview, April 30, 2025)



Figure 5. Implementation of ANBK UPT SDN 81 Gresik Using Chromebook
Source: Document of UPT SDN 81 Gresik, 2023

This suggests that there has been an effort to address the need for technological resources as part of enhancing educational quality.

However, the school's physical facilities are still subpar. The school lacks a permanent prayer room, a proper principal's office, and adequate facilities for health and sanitation. The toilets are broken, the health room is too small, and there is no proper teacher's room, which indicates an urgent need to improve the physical

facilities. Nevertheless, the school has not submitted a renovation request because it wants to emphasize the urgency of relocating the school. The principal explained,

". . . We did not request assistance because we were afraid of being seen as not serious about wanting to move. Let it remain damaged so we can move at once." (Source: Interview, April 30, 2025).

This strategy was adopted because the school's location, situated between two active railway tracks without barriers, was deemed hazardous to student safety.

The unsafe school environment also impacts asset management. Electronic devices, including laptops, projectors, and televisions, have been stolen. To address this, the school stores important devices at teachers' homes or allows them to take the devices home on a daily basis.

". . . For now, we store Chromebooks, LCDs, and projectors at teachers' homes. Laptops are taken home daily. The only device left at the school is the printer," (Source: Interview, April 30, 2025).

This situation indicates that, although devices have been provided, an adequate asset protection system is still not in place.

Efforts to relocate the school have been proposed for several years but have not yet been realized. The Education Office acknowledges that relocation is a priority; however, the process of acquiring land and coordinating across various agencies has been a challenge. The Head of Elementary School Education Management stated,

". . . In terms of infrastructure, we are doing our best. However, in cases like SDN 81, it is special... the process of acquiring new land is lengthy; it has to go through the Regional Budget Office and the local government budget." (Source: Interview, April 30, 2025).

This highlights the limitations of fiscal and bureaucratic capacity, which impact the slow response to urgent needs on the ground.

In addition to providing facilities, the Education Office also plays a role in providing educational social assistance to students. Through programs such as the Indonesia Pintar Program (PIP) and school uniform assistance, the government helps alleviate the economic

burden on students from disadvantaged families. According to interview data, 45 out of 46 students at UPT SD Negeri 81 Gresik are registered as PIP recipients. The Head of Elementary School Institutions mentioned:

"... This is very helpful because most of the students' parents work as casual laborers or farm workers." (Source: Interview, April 30, 2025)

This assistance is one form of the state's efforts to ensure access to education for vulnerable groups. Supervision of educational activities at schools is also part of the direct provision role. Supervisors from the Education Office regularly conduct supervision of curriculum aspects, facilities and infrastructure, school management, and the learning process. This supervision aims to maintain the quality of educational services while guiding schools. The Head of Elementary School Education Management stated:

"... These supervisors mentor the schools under their responsibility... the results are reported to us at the office," (Source: Interview, April 30, 2025).

This supervision serves as both a quality control mechanism and a communication channel between schools and the office.

Overall, the role of the Gresik District Education Office in directly providing goods and services demonstrates a commitment to improving the quality of educational services at UPT SD Negeri 81 Gresik despite various limitations. The provision of technological equipment, social assistance, and routine supervision has been implemented; however, the provision of safe and adequate physical facilities has not kept pace with these efforts. Complex situations such as school relocation require cross-sectoral involvement and the formulation of policies that are more responsive to emergencies.

CONCLUSION

Based on the research findings, it was found that the role of the Gresik District Education Office in improving the quality of educational services at UPT SD Negeri 81 Gresik is reflected through three main dimensions: policy regulation, resource facilitation, and direct provision of educational services. The implementation of the Education Report as a policy-making tool, strengthening teacher and

school principal competency development programs, and support in the form of infrastructure assistance and educational social interventions are concrete manifestations of these three roles. Although various positive initiatives exist, the actual conditions on the ground indicate that the main challenge lies in infrastructure limitations and the need for school relocation to ensure student safety. This finding underscores the importance of policy synchronization.

To strengthen the role of the Gresik District Education Office, several policy actions are recommended: (1) develop technical regulations that are more responsive to the emergency needs of educational units, particularly those related to the relocation of schools located in high-risk zones; (2) to enhance its facilitative role, the Education Office is advised to strengthen cross-sectoral collaboration, including with other local government agencies, universities, and the private sector; (3) prioritize infrastructure provision through needs-based budgeting and improve asset protection systems; and (4) accelerate the provision of elementary school facilities such as toilets, prayer rooms, school health rooms, and security systems through a dedicated public budget supplemented by targeted CSR partnerships.

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